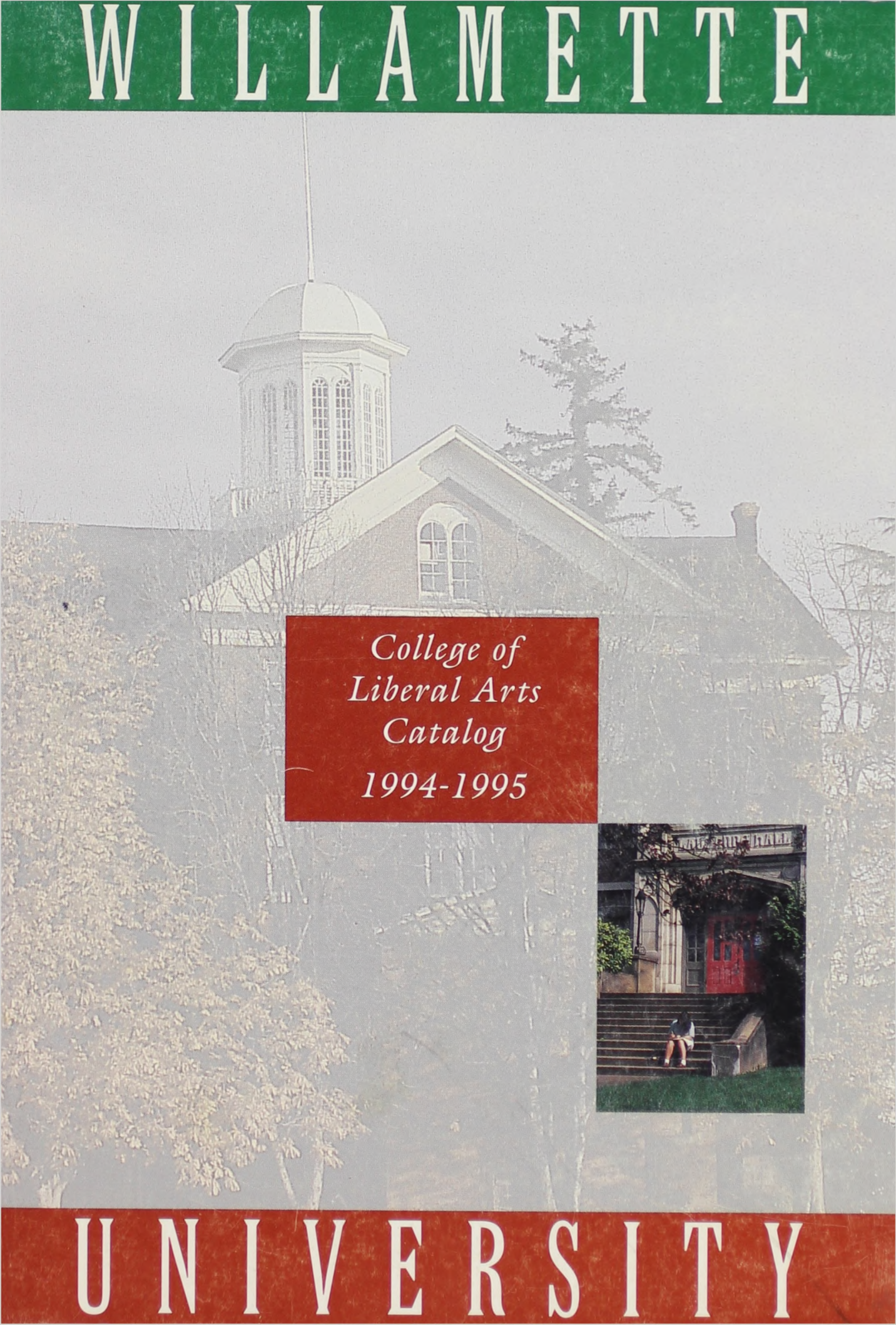


WILLAMETTE



*College of
Liberal Arts
Catalog
1994-1995*



UNIVERSITY

WILLAMETTE UNIVERSITY

College of Liberal Arts

Catalog

1994-1995

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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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SECTION I

**Introduction to the
Catalog
Introduction to
Willamette University
College of Liberal Arts
General Education
Program
Programs of Special
Interest**

THIS CATALOG

This catalog has two basic purposes: (1) to serve as a book of record for the Willamette University College of Liberal Arts, 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

Willamette University, the oldest college in the west, is comprised of the College of Liberal Arts which includes a graduate program in teaching, the College of Law, and the Atkinson Graduate School of Management.

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

Virtually 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 13 students, and all serve as advisors and maintain office hours. Many faculty members publish and conduct research and are encouraged to do so. However, the faculty is fundamentally committed to teaching.

Opportunities abound for students to interact both formally and informally with faculty outside the classroom. For example, Willamette annually awards Undergraduate Research Grants to approximately 15 student applicants. Each of these students pursues investigation and experimentation in a chosen subject, with the support of a specific faculty member.

The University is selective and seeks serious and talented students. The "average" freshman in 1992 had a solid subject g.p.a. of 3.6 and 1,100+ combined SAT scores. Four hundred freshmen were enrolled from a group of over 1,600 applicants. About 75 percent of students receive financial aid. Both need and no-need scholarships are provided. Although many Willamette students seek employment immediately after graduation, the majority go on to graduate or professional school either directly or within five years. Undergraduate enrollment in the fall of 1992 was 1,650; total University enrollment was over 2,400.

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

The campus has 36 buildings on 57 acres. Except for the football stadium, track and baseball stadium 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. Cooperative programs among the three colleges enable all students to benefit from the quality programs available in each of the colleges.

During the past decade, over \$30 million has been invested in campus facilities. Renovations and additional buildings affect every academic department on campus. Residence halls, administrative and recreational facilities have also been renovated or refurbished. Major projects have included the \$6.4 million construction of the 61,000 square foot Mark O. Hatfield Library in 1986; the \$3.2 million construction of Smullin Hall and related renovation of the vacated library space in 1988; and the \$2.8 million renovation of Waller Hall, including Cone Chapel, in 1989. Most recently, the University completed the \$8.1 million renovation and expansion of the Collins Legal Center, the \$1.2 million renovation of McCulloch Stadium and the \$4.3 million construction of Goudy Commons in 1992.

Sparks Center is an outstanding athletic and physical education facility. The 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 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. Through a dormitory exchange program, Willamette and TIUA students have opportunities to be paired as roommates on both campuses. The close relationship offers a wealth of intercultural activities and opportunities for students of both institutions.

Approximately 65 percent of undergraduates live on campus.

Salem's population of 110,000 makes it Oregon's third largest city. Twice named an All-America City, the community offers a range of restaurants, movie theaters and cultural opportunities all within easy walking distance of the

campus, augmenting University activities. Willamette benefits from being located across the street from the state Capitol and near other federal, state, county and city offices. In particular, this proximity provides students with exceptional internship opportunities. In other activities beyond the campus a growing number of students participate in the Community Outreach Program through widely varied volunteer service projects in Salem and during alternative breaks in cities like Portland and San Francisco.

In the larger setting, the cultural attractions and diversity of Portland, Oregon's largest city, are within 45 miles. 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, adjectives often used to describe Willamette are: academic, solid, personal, friendly, well-located, beautiful.

ACCREDITATION

Willamette University is fully accredited by the accrediting agencies for American colleges and universities. It is a charter member of the National Commission on Accrediting and is a member of and accredited by the Northwest Association of Schools and Colleges. It is also accredited by the University Senate of The United Methodist Church.

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. The College of Law is accredited by the American Bar Association and The Association of American Law Schools.

THE WILLAMETTE UNIVERSITY COMMUNITY

Willamette 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. 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 government, business and the not-for-profit-sector. The Master of Arts in Teaching program provides rigorous teacher training for liberal arts graduates, preparatory to 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 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.

WILLAMETTE UNIVERSITY MISSION STATEMENT

Willamette University is an independent, nonsectarian institution of higher learning founded in 1842, which educates men and women in the liberal arts and in selected professional fields. The University's mission now extends far from the Oregon Territory and the Pacific Northwest to encompass the larger world beyond. In its pursuits, Willamette University

- Cherishes the dignity and worth of all individuals and strives to reflect the diversity of our world.
- Encourages close relationships among faculty, students, and staff to enhance learning and foster community.

- Provides a lively and challenging education in a small university setting where teaching and learning are strengthened by ongoing scholarship and research.
- Embraces a commitment to service and leadership in our various communities and professions.
- Honors its historic roots in The United Methodist Church and values the ethical and spiritual dimension of education.
- Believes that education is a lifelong process of discovery, delight and growth, the hallmark of a humane life.

THE COLLEGE OF LIBERAL ARTS

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

MISSION AND GOALS OF THE COLLEGE OF LIBERAL ARTS

The mission of the College of Liberal Arts is to maintain a setting which encourages and sustains students and faculty in the practices of liberal education. We understand liberal education as preparation for students to lead rich and rewarding lives, rejoicing in the diversity of the world and contributing to its welfare. The College of Liberal Arts endeavors to search for truth and for those principles by which we can understand ourselves, one another and the natural world upon which we depend.

In carrying out its mission, the College of Liberal Arts strives to create a collegial environment in which students and faculty continue growing intellectually and morally and in which they work together at the college's paramount task: passing on the tradition of liberal learning. Both the curriculum of the college and its extracurricular activities are designed to achieve three central goals.

First, the College of Liberal Arts seeks to strengthen students' intellectual powers. This includes the ability to think, to speak and to write with precision, depth and cogency, as well as the capacity to perceive and expose fallacious reasoning. Moreover, since intellectual powers need sustenance over time, we work to foster life-long habits of independent learning.

Second, the college tries to provide opportunities for students to enrich their aesthetic and moral sensibilities by grappling with ethical problems, developing their own value judgements and enhancing their appreciation of art, literature, music and nature.

Third, the College of Liberal Arts attempts to develop with students a scholarly knowledge of human nature, mathematics, modern society, the natural world, other cultures and other times.

GRADUATION REQUIREMENTS

The College of Liberal Arts offers the following degrees: Bachelor of Arts, Bachelor of Science and Bachelor of Music. In order to earn a degree, a candidate must successfully complete the General Education Program, the English and Mathematics Proficiency requirements, specific degree requirements and major requirements.

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. 17–18). 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. 18). 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. 16–17).

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.

Requirements for Specific 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 course 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 130, 231, 241); (3) Logic and Linguistics (PHIL 140; ENGL 250-251 [251 counts toward the B.S. only if 250 is completed]); (4) Statistics (MATH 138, 466, 467; ECON 230; ISA 250, SOC 349).

Bachelor of Music: Performance, Music Therapy, Emphasis in Music Education

Candidates for this degree must meet the requirements listed on pgs. 161–162.

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. A professional degree is also offered in music, and combined degrees are available in computer science, engineering, forestry and management.

American Studies	Humanities
Art	International Studies
Biology	Mathematics
Business Economics	Music
Chemistry	Philosophy
Computer Science	Physics
Economics	Politics
English	Psychology
Environmental Science	Religious Studies
Exercise Science	Rhetoric and Media Studies
French	Sociology
German	Spanish
History	Theatre

Approved Minors

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

Art	Japanese
Biology	Mathematics
Chemistry	Music
Classics	Philosophy
Computer Science	Physics
Earth Science	Politics
East Asian Studies	Psychology
Economics	Religion
English	Rhetoric and Media Studies
Environmental Science	Russian
Exercise Science	Sociology
French	Spanish
German	Theatre
History	Women's Studies

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 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 implement 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 exercise science 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. 30), 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, World Views, ISB 123 (see p. 145).

In meeting the integrative studies requirement, a student may a) include no more than one credit from a single subject field (ISB is not a subject field), b) include no more than one credit taken from the same instructor (does not apply to team-taught ISB courses), and c) take no more than one credit at the 100 or 200 level.

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 WR 130: College Writing 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.

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—required before a student reaches junior standing—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 constitutes excellent preparation both for graduate or professional school and the world of work.

Students seeking the Bachelor of Music degree are strongly advised upon entrance to make immediate contact with the Music Department in order to enter into a more intensive advising process. Any student interested in a Combined Degree Program (see p. 35) should contact the specific program advisor as soon as possible, too.

Transfer students are assigned advisors according to their designated 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 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. 288). 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.

In the second half 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 schedules 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.

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 this 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 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 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.
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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.

Plagiarism and Cheating Policy

Plagiarism and cheating are offenses against the integrity of the courses in which they occur and against the college community as a whole. Plagiarism and cheating involve intellectual dishonesty, deception and fraud, which inhibit the honest exchange of ideas. In accordance with Willamette University Standards of Conduct, students are entitled to notice of what constitutes plagiarism and cheating, and the right to appeal penalties. Plagiarism and cheating may be grounds for dismissal from the college.

Examples of plagiarism and cheating, and penalties associated with them, shall appear in the student handbook. When appropriate during the course of the semester, such as in conjunction with assignment of a class project or review for an exam, faculty members should discuss plagiarism and cheating and how to avoid them.

Definitions and Penalties

Cheating is any form of intellectual dishonesty or misrepresentation of one's knowledge. Plagiarism, a form of cheating, consists of representing someone else's work as one's own. As noted in Howell's *Brief Handbook for Writers* (Prentice Hall, 1989), "Plagiarism is the use of someone else's ideas or words without giving credit. You are free to copy, paraphrase, summarize, and use source material as long as you document it."

A faculty member may impose penalties for plagiarism and cheating ranging from a grade reduction on an assignment or exam to failure in the course. A

faculty member also may suggest that the dean of the College of Liberal Arts initiate further action. Multiple violations of the plagiarism/cheating policy constitute a separate offense, the penalty for which may be academic suspension or dismissal from the college.

I. Initial Determination and Penalty

A faculty member who has reason to believe that plagiarism or cheating has occurred shall:

1) Immediately meet with the student(s) involved, provide evidence of cheating or plagiarism, discuss the matter, determine whether an infraction has occurred, and decide on a penalty.

If the faculty member suspects plagiarism or cheating during a final exam period, and timely resolution is not possible, the professor shall assign the student(s) involved a grade of "T," and provide the student(s) with a written explanation. The faculty member shall meet with the student(s) no later than the first week of classes the following semester to complete the steps outlined in the paragraph above.

2) Within five work days (excluding holidays) of meeting with the student or students, place in a confidential file with the dean of liberal arts a form that details the incident, provides documentation and indicates the penalty.

3) Upon receiving the form, the dean may initiate further action.

The dean shall provide the student(s) a copy of the form filed by the faculty member, noting on the form the date on which it was delivered to the student. All forms in a student's file shall be destroyed at graduation or after seven years of filing, whichever comes first.

II. Student Right to Appeal Initial Determination and Penalty

A student has the right to appeal the finding of plagiarism or cheating, or the severity of the penalty imposed by the faculty member, to the Academic Status Committee. Notice of an appeal must be filed with the chair of the Academic Status Committee within five work days of the date on which a copy of the form was delivered by the dean to the student. The dean of the College of Liberal Arts also may initiate a hearing by the Academic Status Committee if the dean believes the report of plagiarism or cheating sufficiently egregious to warrant a hearing on whether the student should be suspended or dismissed from the college.

The Status Committee shall hold a hearing on the appeal or initiative from the dean within five work days of receipt of the notice of appeal or initiative. The hearing shall be confidential; the student and faculty member may testify and present evidence. If the Status Committee determines that the penalty imposed by the faculty member should be reduced or increased, it will substitute the new penalty. If the Status Committee upholds the decision of the

faculty member, the chair will record the decision on the form and return it to the dean to be placed in the student's file. The chair of the Status Committee will provide written notification of its action to the student, faculty member and dean.

III. Multiple Violations

If a student's file contains two forms following completion of steps I and II above, the dean of the college will notify the chair of the Academic Status Committee. The Academic Status Committee will hold a confidential hearing within five work days to determine an appropriate penalty, which can include placing the student on academic suspension for a period of time or dismissing the student from the college. The student may testify at the hearing.

IV. Student Right to Appeal Penalties Imposed by Status Committee

A student has a right to appeal a penalty imposed by the Status Committee to Academic Council. The student shall file notice of appeal with the chair of the Academic Council within five work days of the decision of the Status Committee. The Council will hear the appeal in a special, confidential session within five work days of the notice of appeal. The Academic Council may sustain the decision of the Academic Status Committee, or substitute a penalty it deems appropriate. The chair of the Academic Council will provide written notification of the Council's decision to the student, the faculty member, the chair of the Academic Status Committee and the dean of the college.

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

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 during the previous semester. An eligible student may declare a total of three credits to be recorded on a Credit/No Credit basis. The deadline for declaring a course Credit/No Credit is the same as the deadline for dropping a course *without a W appearing on the transcript*. Under no circumstances may a letter grade that has been recorded Credit/No Credit be revealed, even by petition. (Courses which have been designated exclusively for Credit/No Credit grading are not included among those courses a student may elect to declare.) 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.

Students desiring to take a course Credit/No Credit sign up in the following manner: All students will register for all courses in the regular fashion. 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 by the same deadline for dropping a course without a W appearing on the transcript. This form may not be withdrawn or amended after this deadline.

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 grade to a CR or an NC in the appropriate cases.

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 whose work does not meet the University's 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;
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 \$4 for each transcript unless more than one is ordered at a time, in which case a charge of \$2 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 Exercise science, forensics, Model United Nations and music 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 exercise science 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.

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
Departmental and major requirements	Department or program chair
Math Proficiency credit	Registrar and Mathematics Department chair
English Proficiency credit	Registrar and English Department chair
Part A area requirements	Area faculty representative on Academic Council (name available from Registrar's or Deans' Office)
Part B requirements	Associate Dean
Special Majors	Academic Programs Committee (c/o Deans' Office)
Most other petitions	Academic Status Committee (c/o Registrar's Office)

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. Established in 1981, the General Education Program was the product of several years of planning involving faculty, students and administrators and is designed to provide breadth in the liberal arts curriculum. The division of GEP requirements between discipline-based inquiry (five credits) and integration of knowledge (two credits) allows students a substantial number of choices within a framework ensuring some experience in the various areas of liberal learning.

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 in China
ART 214	Art and Culture in Japan
ART 215	Survey of Western Art, Prehistoric Through Gothic
ART 216	Survey of Western Art, 1300-1750
ART 217	Survey of Western Art, 1750-1990

ART 219	Gardens of China and Japan
ISA 211	Human Creativity: The Fine Arts
MUSC 112	Introduction to Music Literature
MUSC 114	Musica Viva
MUSC 117	The Art of Listening
MUSC 118	Mozart: His Life, Times and Music
MUSC 212	Jazz in America
MUSC 215	Musical Languages of the 20th Century
MUSC 219	The Age of Beethoven
THTR 110	The Theatre: A Contemporary Introduction
THTR 112	Costume and Dress Through the Ages: Pre-Historic to Present
THTR 213	Introduction to Dance
THTR 217	The Origins of Performance
THTR 218	Performance in the 20th Century

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):

HIST 115	Western Civilization to 1715
HIST 116	Western Civilization, 17th Century to the Present
HIST 210	Topics in United States History: Early Period
HIST 211	Topics in United States History: Later Period
PHIL 110	Philosophical Problems
PHIL 210	Philosophy of Religion
REL 112	History of Christianity
REL 113	Introduction to Old Testament Studies
REL 115	Introduction to the Study of Religion
REL 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.

The literature faculty have normally required that all Part A courses in literature include study in the three major genres of poetry, fiction and drama. 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.

- ENGL 210** History of Cinema: The Rise of Classical Narrative
- ENGL 211** History of Cinema: Alternative to Classicism
- ENGL 216** Topics in American Literature
- ENGL 217** Topics in British Literature
- ENGL 218** Topics in World Literature
- ENGL 219** The Forms of Literature: The Art of Reading Poetry, Drama, Fiction

- FREN 314** Introduction to French Literature
- GERM 314** Introduction to German Literature
- JAPN 314** Japanese Literature in Translation
- REL 114** Introduction to New Testament Studies
- REL 116** Introduction to Major Religious Texts
- RUSS 314** Introduction to Russian Literature
- SPAN 314** Introduction to Spanish Literature
- SPAN 413** Spanish American Literature: Modernismo to 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):

- BIOL 110** Principles of Biology
 - BIOL 118** Functional Relationships of Life Forms I
 - BIOL 119** Functional Relationships of Life Forms II
 - CHEM 110** Chemical Concepts and Applications
 - CHEM 115** Introductory Chemistry I
 - ERTH 110** Physical Geology
 - ERTH 112** Physical Geography
 - PHYS 210** Astronomy
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- PHYS 215** Introductory Physics I
PSYC 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):

- ECON 119** Principles of Economics
POLI 115 Colloquium: Individuality and Community
POLI 116 Colloquium: Modernity and Postmodernity
POLI 117 Colloquium: Resistance and Empowerment, Politics of the "Other"
POLI 210 American Politics
POLI 212 Political Philosophy
POLI 214 International Politics
POLI 216 Politics of Advanced Industrial Society
POLI 218 Political Change in the Third World
PSYC 110 Introduction to Psychology
SOC 110 Principles of Sociology
SOC 111 Essentials of Anthropology
SOC 214 Racial 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 123	World Views: The Making of the Modern World
ISB 225	Field Studies in Hawaii
ISB 245	Feminism, Gender, and Society
ISB 319	Mass Media and Society
ISB 320	Personal Health
ISB 321	Ethics in the American Tradition
ISB 324	Women in International Development
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 336	Field Studies in Ecuador: A Perspective on Latin America
ISB 337	Nature in Japanese Art and Literature
ISB 340	Taoism, Zen and Art in Asia
ISB 372	Intercultural Communication
ISB 420	The Bible in the American Tradition
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, Russia, Germany) will be officially acknowledged on their requirement summary as having one of the two Part B courses required for graduation. (The experience will not count toward the 31 credits required for graduation, 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).

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. In its first four years, the World Views 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 equal in importance to 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, American minorities and human adaptation to change. Interdisciplinary senior seminars in the Humanities focusing on a single major text 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, independent study and major 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 a Bachelor's degree in an undergraduate major and a Master of Management degree in a five year period.

Under the 3-2 Program, students study for three years in the College of Liberal Arts, earning at least 24 credits and completing most (or 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, N.Y.; the University of Southern California, Calif.; 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 concerning 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

The goal of off-campus study is precisely the mission of our College: to prepare Willamette students “to lead rich and rewarding lives, rejoicing in the diversity of the world and contributing to its welfare.” Off-campus study especially aids in self-discovery, thus augmenting the search “for those principles by which we can understand ourselves, one another, and the natural world upon which we depend.” Although off-campus study may not be for everybody, it is worthy of everyone’s consideration.

Foreign study

Students may study abroad on programs sponsored by Willamette University in concert with other colleges, or may study on programs sponsored by other accredited institutions.

Admission to Willamette sponsored foreign study programs is a competitive process. To qualify, students must meet criteria set by the appropriate Selection Committee and submit two letters of recommendation. When students go abroad on a Willamette sponsored program, both their course credits and grades are placed on their Willamette transcript. Further, students may apply their financial aid to the cost of these programs.

When students go abroad on programs sponsored by other institutions, they may transfer their earned credits towards their Willamette degree, while their grades are registered on the transcript of the sponsoring institution. (Students must check with their advisors to determine which credits earned abroad satisfy on-campus requirements.) Willamette students may not use their financial aid for programs sponsored by other institutions.

The costs of Willamette sponsored off-campus programs vary from program to program (depending on varying room and board costs), but they generally do not cost more than the equivalent time at Willamette. All are priced on the basis of the following formula: Willamette tuition and fees for the period of study (one semester or one year), plus the off-campus room and board fees (if known). Additionally, students who go abroad on a one-year program receive a \$1,000 grant towards airfare.

Students on Willamette sponsored programs are required to participate in pre-departure orientation meetings designed to aid students in adapting to their new environment. Similarly, students are to participate in “re-entry events” all aimed at helping students process their extraordinary experiences abroad.

Further information about foreign study programs is available in the Office of the Director of Off-Campus Studies.

In the 1994-96 period, the following Willamette University sponsored foreign study programs will be available.

Semester in Kawagoe, Japan, with homestays.

Fall semester 1994, 1995, 1996 (One year programs possible.)

One year of Japanese required

Since 1965, Willamette University has enjoyed a sister college relationship with Tokyo International University (colloquially known as "TIU") in Kawagoe City, Japan, located about an hour by train from Tokyo. Now part of the greater metropolitan area surrounding Tokyo, Kawagoe was once known for its tea and sweet potato products (still produced locally), and contains perhaps the finest collection of traditional Japanese merchant stores still in use. Tokyo International University is a private institution, originating as a college of commerce.

Every fall semester around 15 Willamette students enjoy a semester of study on the TIU campus. They are joined by approximately 30 more American students from other institutions in the "Japan Studies Program." JSP is particularly strong in Japanese language instruction, and Willamette students can earn up to two language credits in one semester of study. Additionally, courses in English are taught in Japanese history, politics, culture, art, and economics, among other offerings. Detailed course descriptions are available.

The Japanese semester also provides immersion in contemporary Japanese culture, primarily through "homestays"—students live with Japanese families as members of their households. Further, students may join student clubs relevant to their interests and talents. Students are introduced to other aspects of the culture through various program excursions to Tokyo, Kyoto, and other sites.

In May 1989, TIU opened the Tokyo International University of America campus (TIUA) adjacent to Willamette, thus "bringing Japan to Willamette" and increasing the linkages between our two institutions. Approximately 120 TIU students come to TIUA every February for one year, taking courses in English, Humanities, Social Sciences, and Natural Science from Willamette University faculty. One half the TIUA students live on the TIUA campus and the rest live in Willamette University residence halls. An equal number of Willamette students live in the TIUA residence facility. Thus, every TIUA student has a Willamette roommate, and the integration between Japanese and American students flourishes.

This exchange program has fostered many lasting friendships among students and faculty. Over the years the ties between the colleges have thus become very strong, giving this program its distinctiveness and superior quality.

Semester in Paris, Nantes, or Dijon, France, with homestays

Fall and Spring 1994, 1995, 1996

Two years of French required; internships available

The programs in France differ by site, but all offer some internships and strong language instruction. Courses are taught in French and students going on these programs must have an overall 3.0 GPA and have completed two years of college French or the equivalent. Students study under the auspices of the Institute of European Studies (of which Willamette University is an associate member), taking classes at the IES Center at each site, and enrolling in courses at a local university or a Grande Ecole to supplement their studies.

Students may choose to study in either Paris, Nantes, or Dijon. (Nantes is a provincial city of 500,000 on the Loire River 35 miles from the Atlantic Ocean, and Dijon is the historic and cultural capital of Burgundy, southeast of Paris.) The curricula for the Paris and Nantes programs include courses in French language, culture, history, literature, and politics (plus University courses of the student's choice.)

The program in Dijon is a one-semester study of European business management practices and international economics offered through a partnership with the Ecole Superieure de Commerce de Dijon, one of the top 20 business schools in France. Business courses are taught in English at the IES Center, while French is required for study at the ESCD.

Semester in London, England, with homestays

Fall and Spring 1994, 1995, 1996

In consortium agreement with Whitman College, the University of Puget Sound, Pacific Lutheran University, Gonzaga University, and the University of Portland (a group known as "ILACA"), and in conjunction with the American Heritage Association, Willamette sponsors a program every semester in London.

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

Semester in Watford, England, with homestays

Spring 1994, 1995, 1996

To accommodate the many qualified students interested in studying in England, the semester at Watford was developed with its own distinctive character. While the curriculum remains very similar to the offerings in London, the lifestyle and the pace are noticeably different in this "small town" London suburb. Students in this program boast that they experience both the intellectual and cultural excitement provided by nearby London, while enjoying the tranquility and warmth offered by Watford and her citizenry.

Semester in Oviedo, Spain, with homestays

Spring 1994, 1995, 1996

Two years of Spanish required

Willamette, along with the same consortium that offers the London Program, offers a program in Oviedo, Spain, located in northwestern 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 enrich their introduction to Spanish culture by living with Spanish families, while taking advantage of access to various University facilities. Approximately 12 students participate yearly on the Oviedo program.

Year in Munich, Germany (one semester program possible)

1994, 1995, 1996

Two years of German required

Willamette students join students from Lewis and Clark and Reed Colleges for a year's study at the University of Munich. (In 1993, for the first time some students went for a single semester.) Taught in German, the program includes courses in German language, literature, culture, and civilization. After six weeks of intensive language instruction to prepare students for university level work, students may also enroll in regular courses at the University of Munich (in addition to the courses offered by the Year of Study in Munich staff.) Also, organized excursions throughout Germany occur during the orientation and the school year. A two-month semester break in March and April is usually spent in further study in Berlin, or on a UNESCO-sponsored foreign travel, or on a travel/research project of the student's own design.

Every year approximately six Willamette students with strong backgrounds in the German language take advantage of the year-long program, and it is one of the most academically successful off-campus programs.

Semester in Simferopol, Ukraine

Spring 1994, 1995, 1996

Two years of Russian required

Willamette's exchange program with Ukraine is one of the first permanent exchanges between an American private college and a Ukrainian institution of higher education. Every spring approximately seven Willamette students and a program director go to Simferopol, and every fall an equivalent number of Simferopol students and a faculty member from Simferopol State University come to Willamette.

Simferopol is located on the historical crossroads of the Crimean Peninsula, parts of which have been variously ruled by Cimmerians, Scythians, Greeks, Romans, Huns, Goths, the Byzantine Empire, Venetians, Genoese, Mongols,

Tatars, Ottoman Turks, and Russians. Incorporated into the Russian Empire by Catherine the Great in 1783, the Crimea was "given" to the Ukrainian Republic of the Soviet Union by Nikita Khrushchev. Today its population is largely Russian, with a growing population of returning Tatars once driven from their homeland by Josef Stalin and his "ethnic cleansing." In 1986, Salem, Oregon established Sister City relations with Simferopol, and Willamette established sister university relations with Simferopol University in 1987. The first group of Willamette students and a faculty director went over in 1989.

Courses are taught in Russian. Students earn four language credits in Russian language, literature and culture. Students may take additional courses at Simferopol University if their Russian language is on a high enough level.

Semester in East Asia—the "Pacific Rim Program"

Currently under review

The East Asian Studies Program includes five-week stays in the People's Republic of China, South Korea, and Japan. Each stay is 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 anticipating the future.

The first "Pacific Rim Program" took place in 1988. Currently the Off-Campus Study Committee is considering future programs.

Post-Sessions

Professors at Willamette frequently offer month-long, off-campus programs following the end of the school year. Students may earn variable academic credit during "post-session," but participation is not limited to Willamette students. Often other faculty members and individuals from the community participate.

In the past, these programs have been held in such locations as Australia and the American Southwestern deserts (biology); Florence, Italy (art); Greece (rhetoric); and Ecuador (culture and biology).

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. The prerequisite is second semester sophomore standing, and students should prepare themselves in advance through courses in political science and international studies at Willamette.

Washington Semester

Sponsored by American University in Washington, D.C., this program offers courses in economic policy, foreign policy, journalism, art and architecture, justice, and American government. Internships and supervised independent research projects are included in most programs. Normal admission requirements include second semester sophomore standing and successful completion of courses appropriate to the particular study program.

Students interested in either the foreign or the domestic programs should contact the office of the Director of Off-Campus Study.

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. Although some one-half credit and two credit internships are available, 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, exercise science 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 and 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. In recent years a number of grant recipients have gone on to present the results of their research at professional academic conferences.

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 file 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 93.

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 results on the Graduate Record Examination.

A 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. 48).

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: three courses in Biology chosen from BIOL 110 (Principle of Biology); BIOL 118, 119 (Life Forms I and II); BIOL 240 (Cell Biology and Genetics); BIOL 250 (Microbiology); BIOL 351 (Animal Physiology) and BIOL 440 (Embryology). Four credits in chemistry including CHEM 115 and 136 (Introductory Chemistry I and II) and CHEM 271 and 272 (Organic Chemistry I and II). CHEM 351 (Biochemistry) is also highly recommended. Two credits in mathematics and two credits in physics are also to be completed. Oregon Health Science University also requires one course in Psychology.

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. An Exercise Science 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 which was expanded [nearly doubled in size] and refurbished in 1992. 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 pro-

gram, 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 Politics Department offers four courses directly concerned with the law: Law and Public Policy (POLI 334), Constitutional Law I and II (POLI 337 & 339) and Seminar in Law and Constitutional Policy (POLI 308). The Economics Department offers Business Law (ECON 338). The Psychology Department offers Psychology and Public Policy (PSYC 443).

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. Nancy Norton, Pre-Law Advisor (Career Development Center), 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. 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 13 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 Master of Management program is one of few in the nation providing management education for public and private sectors, and is one of the only three graduate management programs in the Northwest to receive national recognition for the quality of its program.

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, human resources, quantitative methods, finance, accounting, and marketing. Core courses provide students with analytic tools, skills and concepts that are applicable in any management environment.

Throughout the program, 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.

The second year of the program is designed to help students further develop and apply analytic tools through case studies, research or consulting projects, and management simulations. Second-year students select courses that support their career objectives and may pursue a generalist background or one of eight areas of interest.

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 3-2 degree program in Liberal Arts and Management (see p. 35). Additional information can be obtained by writing directly to the Office of Admission, Geo. H. Atkinson Graduate School of Management, Willamette University, Salem, Oregon 97301, or calling (503) 370-6167.



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 AMERICAN STUDIES MAJOR

This major is being reviewed by the faculty and will be changed during the 1993-94 academic year. Any student who wishes to major in American Studies should consult a member of the American Studies faculty listed at the end of the entry.

ENGL 216	Topics in American Literature	1
HIST 341	Foundation of American Thought	1
POLI 210	American Politics	1
REL 214	Religion in America	1
SOC 236	The Dynamics of American Society	1
ISA 496	Seminar in American Studies	1
<i>Two credits from the following</i>		<i>2</i>
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	
<i>Two credits from the following</i>		<i>2</i>
POLI 358	American Political Development: The Revolution to the Civil War	
POLI 359	American Political Development: The Civil War to Civil Rights	
POLI 372	American Foreign Policy	
SOC 214	Racial and Ethnic Relations	
SOC 231	Indians of North America	
SOC 332	Urban Community	
SOC 334	Inequality in Society	

<i>Three additional credits listed above or below</i>		3
ART 257	Architecture in America (1/2)	
ART 258	Photography in America (1/2)	
BIOL 255	General Ecology	
ENGL 334	Film Genre	
HIST 337	American Colonial History	
HIST 340	United States History Since World War II	
POLI 307	American Political Thought	
RHET 333	Political Communication	
SOC 335	Work, Organization and the Marketplace	

FACULTY

Michael Strelow, Professor of English, Director

Suresht Bald, Professor of Politics

Adele Birnbaum, Professor of English

James Bjorkquist, Associate Professor of Sociology

Catherine Collins, Professor of Rhetoric and Media Studies

Ellen Eisenberg, Assistant Professor of History

Richard Ellis, Assistant Professor of Politics

Walter Gerson, Professor of Sociology

Robert Hawkinson, Associate Professor of Politics, Associate Dean

Steven Hey, Associate Professor of Sociology

Roger Hull, Professor of Art

John Koprowski, Assistant Professor of Biology

Carol Long, Professor of English

George McCowen, Professor of History

Douglas McGaughey, Associate Professor of Religion

Kenneth Nolley, Professor of English

Charles Wallace, Associate Professor of Religion, University Chaplain

COURSE DESCRIPTIONS:

See descriptions in appropriate departments.

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 Hogue Sponenburgh Collection, housed in the Art Department's gallery storage and research room, includes a wide range of over 200 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.

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.

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, 1300-1750 (Part A, Fine Arts)
ART 217	Survey of Western Art, 1750-1990 (Part A, Fine Arts)
ART 219	Gardens of China and Japan (Part A, Fine Arts)

REQUIREMENTS FOR THE ART 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

One course from the following: 1

ART 111	Drawing and Composition
ART 112	Color and Composition
ART 113	Fundamentals of Design

One course from the following 1/2

ART 131	Etching I OR
ART 231	Etching II
ART 242	Woodcuts and Collagraphs
ART 243	Monoprinting

Additional required courses:

ART 114	Structural Design 1
ART 216	Survey of Western Art: 1300-1750 1
ART 235	Painting OR
ART 236	Contemporary Painting 1/2
ART 240	Life Drawing OR
ART 241	Figure Drawing 1/2

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

Art History Emphasis

ART 213	Art/Culture:China OR	
ART 214	Art/Culture: Japan	1
ART 215	Survey of Western Art: Prehistoric Through Gothic OR	
ART 216	Survey of Western Art: 1300-1750	1
Elective Credits in Art History*	.....	3 1/2
Elective Credits in Art Studio or Art History*	.....	1/2
Elective Credits in Art Studio**	.....	1 1/2
ART 496	Senior Seminar and Thesis	1/2

Integrated Studio/Art History Emphasis

One credit from the following:	1	
ART 111	Drawing and Composition	
ART 112	Color and Composition	
ART 113	Fundamentals of Design	
ART 114	Structural Design	1
ART 213	Art/Culture:China OR	
ART 214	Art/Culture: Japan	1
ART 215	Survey of Western Art: Prehistoric Through Gothic OR	
ART 216	Survey of Western Art: 1300-1750	1
Elective Credits in Art History*	.....	1 1/2
Elective Credits in Art Studio**	.....	2
ART 496	Senior Seminar and Thesis	1/2

*ART 111, 112 and 113 **cannot be used as elective courses**. Art History elective courses should be chosen with care, in consultation with the Art History faculty. Art History offerings allow for the possibility of a focus in one of three areas: East Asian, Western European or American (colonial North America and the United States). Consult the Art faculty for sample program outlines. Art History students, however, may design their own programs, 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.

** At least one credit **must** be selected from the following: ART 131 (Etching I); ART 235 (Painting); ART 236 (Contemporary Painting Techniques); ART 242 (Woodcuts and Collagraphs); ART 245 (Ceramics I); ART 250 (Sculpture I).

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, 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.

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

- ISB 337 Nature in Japanese Art and Literature (1)
- ISB 340 Taoism, Zen and Art (1)
- ISB 349 Buddhism: Religion and Art (1)

REQUIREMENTS FOR THE ART 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: 1300-1750

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:

- ISA 211 Human Creativity: The Fine Arts
- ISB 332 Mysticism & Creativity
- ISB 422 Modern Arts Seminar
- MUSC 112 Introduction to Music Literature
- PHIL 343 Philosophy & The Arts
- THTR 110 The Theatre: A Contemporary Introduction
- THTR 355 Fundamentals of Scene Design

FACULTY

James B. Thompson, Associate Professor, Chair

Germaine L. Fuller, Assistant Professor

Robert H. Hess, Professor

James Hicks, Instructor (part-time)

Roger P. Hull, Professor

Mary Ann Johns, Professor

COURSE DESCRIPTIONS

ART 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

ART 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

ART 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 texture in various media. *Fall*. Hess

ART 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

ART 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

ART 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

ART 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

ART 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

ART 216 Survey of Western Art: 1300-1750 (1)

This course explores the major developments in Western European art from the late Gothic period in Italy through the early 18th century in France. Specific topics include Italian Renaissance painting, sculpture and architecture; Northern Renaissance painting; Baroque painting in Northern and Southern Europe, and the French Rococo. Discussion focuses on particular objects, broad patterns of change in the arts, and the interplay of art-making and cultural circumstances. *Spring*. Hull

ART 217 Survey of Western Art: 1750-1900 (1)

This course explores the major developments in Western European and American art from 1750 to the present day. Specific topics include French painting (Neoclassicism, Romanticism, Impressionism and Post-Impressionism, and early Modernism), English portraiture and landscape painting, early 20th century developments in German, Russian and Dutch art, and aspects of American art from the Colonial period to the present day. *Fall*. Hull

ART 219 Gardens of China and Japan (1)

An introduction to gardens 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, Taoism, 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 or Spring*. Fuller

ART 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: ART 131 or consent of instructor. *Alternate springs*. Thompson

ART 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. Prerequisites: Art 111, 112 or 113 and consent of instructor. A 35mm SLR camera with a 50mm lens is required. *Every semester*. Johns

ART 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. Prerequisites: ART 232 and/or consent of instructor. *Alternate springs*. Johns

ART 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

ART 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

ART 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

ART 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

ART 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

ART 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

ART 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

ART 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

ART 245 Ceramics I (1/2)

The use of various clays will be explored in two-dimensional and three-dimensional design. Handbuilding, wheel work, glaze application and firing techniques will be pursued. *Every semester*. Johns

ART 246 Ceramics II (1/2)

There will be intensive work with handbuilding and/or the potter's wheel. Concentration on glaze testing and firing techniques will be encouraged. Prerequisite: ART 245 or consent of instructor. *Spring*. Johns

ART 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 19th 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 years.* Fuller

ART 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

ART 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

ART 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

ART 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

ART 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

ART 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

ART 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

ART 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

ART 351 Chinese Painting (1)

This course is an introduction to the history of painting in traditional China, from the classical period through the 19th 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. *Alternate years*. Fuller

ART 352 Japanese Painting and Prints (1)

Paintings of courtly and popular tales, ink landscapes and Zen subjects are among the topics of handscroll and hanging scroll painting selected for special exploration in this course, which covers major historical traditions in Japanese painting. A second major focus of the informal lectures and class discussion is the later development, in the Edo period, of the woodblock print, which created an inexpensive alternative to painting, and reflected the changing culture and tastes of early modern Japan. Prerequisite: ART 214 or consent of instructor. *Alternate years (Fall or Spring)*. Fuller

ART 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

ART 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

ART 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

ART 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

ART 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

ART 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

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.

The Biology program emphasizes active participation and hands-on learning in classroom, laboratory and field settings. Students have the opportunity to use the latest technologies including transmission and scanning electron microscopy, ultracentrifugation, scintillation counting, protein electrophoresis and DNA manipulations. Students who major in Biology may do collaborative research with the faculty or independent research. The department maintains a reference collection of local flora and fauna for student use and a departmental computer lab provides student access to personal computers for classroom instruction and independent projects. Furthermore, field-oriented courses take advantage of the tremendous biodiversity in proximity to Salem. A University owned oak-fir forest and freshwater lake ecosystem and numerous nature preserves, wildlife

refuges, coastal tide pools, sand dunes, grasslands and montane forests are all within an hour's drive of campus and serve as field laboratories. The University also is a charter member of the Malheur Field Station consortium and maintains an active relationship with the station located on the Malheur National Wildlife Refuge in the high desert country of southeast Oregon.

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 courses offered by the Biology Department which will satisfy General Education Requirements are:

- BIOL 110 Principles of Biology (Part A, Natural Science, for non-majors)
- BIOL 118 Life Forms I (Part A, Natural Science, for majors)
- BIOL 119 Life Forms II (Part A, Natural Science, for majors)

REQUIREMENTS FOR THE BIOLOGY MAJOR:

(8 credits in Biology, 2 credits in Chemistry, 2 credits in Physical Science/
Mathematics)

BIOL 118	Life Forms I	1
BIOL 119	Life Forms II	1
BIOL 240	Cell Biology and Genetics	1
<i>One credit in Population Biology, from the following.....</i>		<i>1</i>
BIOL 255	General Ecology	
BIOL 256	Field Zoology	
BIOL 257	Field Botany	
BIOL 376	Evolutionary Biology	
<i>One credit in Research Methods, from the following.....</i>		<i>1</i>
BIOL 350	Molecular Genetics	
BIOL 351	Animal Physiology	
BIOL 352	Plant Systematics and Evolution	
BIOL 353	Behavioral Ecology	
BIOL 354	Microbial Ecology	
<i>Two credits in Chemistry</i>		<i>2</i>
CHEM 115	Introductory Chemistry I	
CHEM 136	Introductory Chemistry II	
<i>Two credits from the following*</i>		<i>2</i>
(A) EARTH 110	Physical Geology	
(A) EARTH 112	Physical Geography	
(A) PHYS 215	Introductory Physics I	
(A) PHYS 236	Introductory Physics II	
(A) Math Level 200	or Higher	

(A) ECON, Math Statistics

ISA

(B) CHEM 230 Environmental Chemistry

(B) CHEM 271 Organic Chemistry I

*At least one credit must be earned in each Category listed as A or B

BIOL 497 Senior research 1/2

BIOL 498 Perspectives in Biology 1/2

Two additional courses in Biology 2

Note: Senior evaluation includes satisfactory completion of an oral, comprehensive examination. BIOL 246 may not be used as one of the additional courses in Biology, nor can credit be earned in both BIOL 260 and 351. Those students planning to apply for admission to graduate or professional schools in the sciences are strongly urged to complete the following courses:

CHEM 271, 272 Organic Chemistry I, II

PHYS 215, 236 Introductory Physics I, II

MATH 241 Analytic Geometry and Calculus I

REQUIREMENTS FOR THE BIOLOGY MINOR

Ecology and Field Biology Option (5 credits)

BIOL 118 Life Forms I 1

BIOL 119 Life Forms II 1

Three credits from the following 3

BIOL 255 General Ecology

BIOL 256 Field Zoology

BIOL 257 Field Botany

BIOL 352 Plant Systematics and Evolution

BIOL 353 Behavioral Ecology

BIOL 354 Microbial Ecology

BIOL 376 Evolutionary Biology

Anatomy and Physiology Option

(5 credits in Biology, 2 credits in Chemistry)

BIOL 118 Life Forms I 1

BIOL 119 Life Forms II 1

BIOL 240 Cell Biology and Genetics 1

CHEM 115 Introductory Chemistry I 1

CHEM 136 Introductory Chemistry II 1

<i>Two credits from the following</i>		2
BIOL 250	Microbiology	
BIOL 260	Human Physiology	
BIOL 351	Animal Physiology	
BIOL 440	Electron Microscopy	
BIOL 446	Embryology	

FACULTY

Grant O. Thorsett, Professor, Chair

Scott D. Hawke, Professor

Susan R. Kephart, Professor

John L. Koprowski, Assistant Professor

Sharon L. Rose, Associate Professor

COURSE DESCRIPTIONS

BIOL 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. Non-major course. One lab. *Every semester*. All Biology faculty

BIOL 118 Functional Relationships of Life Forms I (1)

Introductory course examines the phylogenetic affinities of representative organisms that characterize the Kingdoms Monera, Protista, Fungi and Animalia, i.e., as illustrated by the invertebrate taxa. Live and preserved specimens are used, supplemented by field activities to highlight the connectedness of function and form and to provide an ecological context for their survival. Problem-solving exercises are included to introduce the excitement of discovery through hypothesis formation and testing. Prerequisite: None. *Fall*. Hawke, Rose

BIOL 119 Functional Relationships of Life Forms II (1)

Introduction to the form, function and evolutionary relationships of organisms that characterize the Kingdoms Plantae and Animalia, i.e., as illustrated by plant and vertebrate animals. Organisms are studied with emphasis on their distinguishing features, physiological responses and ecological attributes. Observational techniques, problem-solving exercises, dissections and occasional field trips will highlight the excitement of discovery through hypotheses formation and testing. Prerequisite: None. *Spring*. Kephart, Koprowski

BIOL 240 Cell Biology and Genetics (1)

An integrated study of cellular biology including the role of biomolecules; enzyme action; energy transformations; cellular organelles with special emphases on the nucleus and its role in the storage and expression of genetic information at the molecular level; Mendelian genetics; multiple alleles; gene interactions; gene mapping and extrachromosomal inheritance. Prerequisites: BIOL 118 or 119 and CHEM 115. *Fall*. Thorsett

BIOL 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 or consent of instructor. One Lab. *Every semester*. Cagle, Harmer

BIOL 250 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 118 and CHEM 115. *Spring*. Rose

BIOL 255 General Ecology (1)

Organisms in the natural environment; plant and animal populations; the community concept; and methods of description and analysis of ecological communities. Prerequisite: BIOL 118 or 119 or consent of instructor. One lab or field trip. *Fall*. Koprowski

BIOL 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 110, 118 or 119 or consent of instructor. Two labs and/or field trips. *Even-numbered springs*. Koprowski

BIOL 257 Field Botany: 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 or 119 or consent of instructor. *Fall*. Kephart

BIOL 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

BIOL 350 Molecular Genetics (1)

A study of the structure and function of genetic material at the molecular level. Topics to be discussed include: DNA, RNA, proteins and their interrelationships through the "Central Dogma" of information transfer; genetic regulation; recombinant DNA and genetic engineering; genetic screening. Special emphasis will be on the primary literature and research methods employed in the sub-discipline of biology. Prerequisites: BIOL 240 and CHEM 271. *Spring*. Thorsett

BIOL 351 Animal Physiology (1)

A course designed to examine the intimate relationship between form and function from the cellular to the organismal level of organization in animals. Topics reviewed focus on how the animal body engages physiological controls to regulate such processes as salt/water levels, temperature, muscle action, hormonal release and nerve communication. Special attention is devoted to the methodology of physiology with emphasis on the primary literature. Prerequisites: BIOL 118, BIOL 119 and CHEM 115. *Fall*. Hawke

BIOL 352 Plant Systematics and Evolution (1)

Field and laboratory course emphasizing research techniques and primary literature in plant systematics and evolution. An investigative approach to the study of plant diversity including the classification, probable relations and genetic variability of vascular and non-vascular plants. Special emphasis is placed on the Oregon flora and the relationship of plant morphology and breeding systems to habitat and distribution. Prerequisites: BIOL 119 required; BIOL 240 recommended. *Spring*. Kephart

BIOL 353 Behavioral Ecology (1)

An introduction to the principles and investigative techniques of behavioral ecology. The ecological influence and evolutionary implications of animal behavior will be investigated through field studies, laboratory exercises and computer simulations. Lectures, discussions and readings in the primary literature and research projects will introduce the student to all stages of the investigative process. Topics to be examined include: social interactions, mating systems, foraging behavior, orientation/navigation, communication and reproductive success. Prerequisites: BIOL 118 and 119 required, BIOL 240 recommended. *Fall*. Koprowski

BIOL 354 Microbial Ecology (1)

An introduction to the principles and investigative techniques of Microbial Ecology. Students will study microbial processes in soil, water and in host to better understand the distribution and biochemistry of microorganisms in respective habitats. Each student will become familiar with the primary literature, modern laboratory techniques and the instrumentation central to this field of biological inquiry. Prerequisite: BIOL 250. *Spring*. Rose

BIOL 376 Evolutionary Biology (1)

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 consent of instructor. *Odd-numbered springs*. Koprowski

BIOL 440 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 118, 119 and CHEM 136, and consent of instructor. One lab. *Odd-numbered springs*. Hawke

BIOL 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. Prerequisites: BIOL 118 and 119. Two labs. *Even-numbered springs*. Hawke

BIOL 470 Special Topics in Biology (1/2 or 1)

This course is designed to allow in-depth study of topics of interest to students in biology. The flexibility of the seminar format permits a timely focus on one of a variety of newly emerging and/or significant areas relevant to biology. Prerequisites: Three courses in biology or consent of instructor. *Annually*. Staff

BIOL 490 Independent Study (1/2 or 1)

Individual programs in which a student can pursue research of 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

BIOL 497 Senior Research (1/2)

A seminar course required of all majors in Biology during the senior year. Discussions related to research techniques are 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 Status. *Fall*. All Biology faculty.

BIOL 498 Perspectives in Biology (1/2)

A seminar course. Each student is expected to prepare oral and/or written reports from selected topics. The topics are taken from several areas including: the meaning of science; hypothesis formation; the ethical responsibilities of scientists; the social implications of scientific research; and the historical development of biology as a natural science. Prerequisites: Biology majors with at least junior status. *Spring*. All Biology faculty

BUSINESS ECONOMICS

The major in Business Economics at Willamette University is offered by 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.

Close contact with faculty is encouraged in this program. 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.

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.

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.

Chemistry courses offered that fulfill the General Education Requirements are:

- CHEM 110 Chemical Concepts and Applications (Part A, Natural Science)
- CHEM 115 Introductory Chemistry I (Part A, Natural Science)

REQUIREMENTS FOR THE CHEMISTRY MAJOR

(8 credits in Chemistry, 2 in Mathematics, 2 in Physics, 1 in Computer Science)

The usual first course in the chemistry program is Introductory Chemistry I, although well-qualified students may begin at a higher level.

CHEM 136	Introductory Chemistry II	1
CHEM 271	Organic Chemistry I	1
CHEM 272	Organic Chemistry II	1
CHEM 341	Instrumental Analysis	1
CHEM 244	Unified Laboratory I	1/4
CHEM 345	Unified Laboratory II	1/4
CHEM 346	Unified Laboratory III	1/4

CHEM 447	Unified Laboratory IV	1/4
CHEM 362	Inorganic Chemistry	1
CHEM 381	Physical Chemistry I	1
CHEM 382	Physical Chemistry II	1
CS 231	Introduction to Programming	1
MATH 141	Analytic Geometry and Calculus I	1
MATH 142	Analytic Geometry and Calculus II	1
PHYS 215	Introductory Physics I	1
PHYS 236	Introductory Physics II	1
	Completion of Senior Year Experience	1/2

Note: The Senior Experience can be satisfied in a variety of ways, although a laboratory research project is the most common. The students 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, physics and computer science also are recommended as preparation for graduate school.

REQUIREMENTS FOR THE CHEMISTRY MINOR (5 CREDITS)

CHEM 115	Introductory Chemistry I	1
CHEM 136	Introductory Chemistry II	1
	<i>Either option A or Option B below</i>	3

Option A

- CHEM 271 Organic Chemistry I (1)
- CHEM 272 Organic Chemistry II (1)
- CHEM 341 Instrumental Analysis or 351 Biochemistry (1)

Option B

- CHEM 381 Physical Chemistry I (1)
- CHEM 382 Physical Chemistry II (1)
- Any 1-credit Chemistry course numbered 480-483

FACULTY

Christina P. Brink, Associate Professor, Chair

Frances H. Chapple, Professor

David E. Goodney, Professor

Norman J. Hudak, Professor

Arthur D. Payton, Research Professor

Todd P. Silverstein, Associate Professor

COURSE DESCRIPTIONS

CHEM 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

CHEM 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.

CHEM 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

CHEM 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

CHEM 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

CHEM 271-272 Organic Chemistry I & II (1 each)

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

CHEM 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

CHEM 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

CHEM 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

CHEM 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

CHEM 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. Prerequisites: CHEM 136 and MATH 141. *Fall*. Chapple

CHEM 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

CHEM 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

CHEM 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

CHEM 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

CHEM 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. Prerequisites: MATH 141 and/or 142. No lab. *Fall*. Payton

CHEM 482 Statistical Mechanics (1)

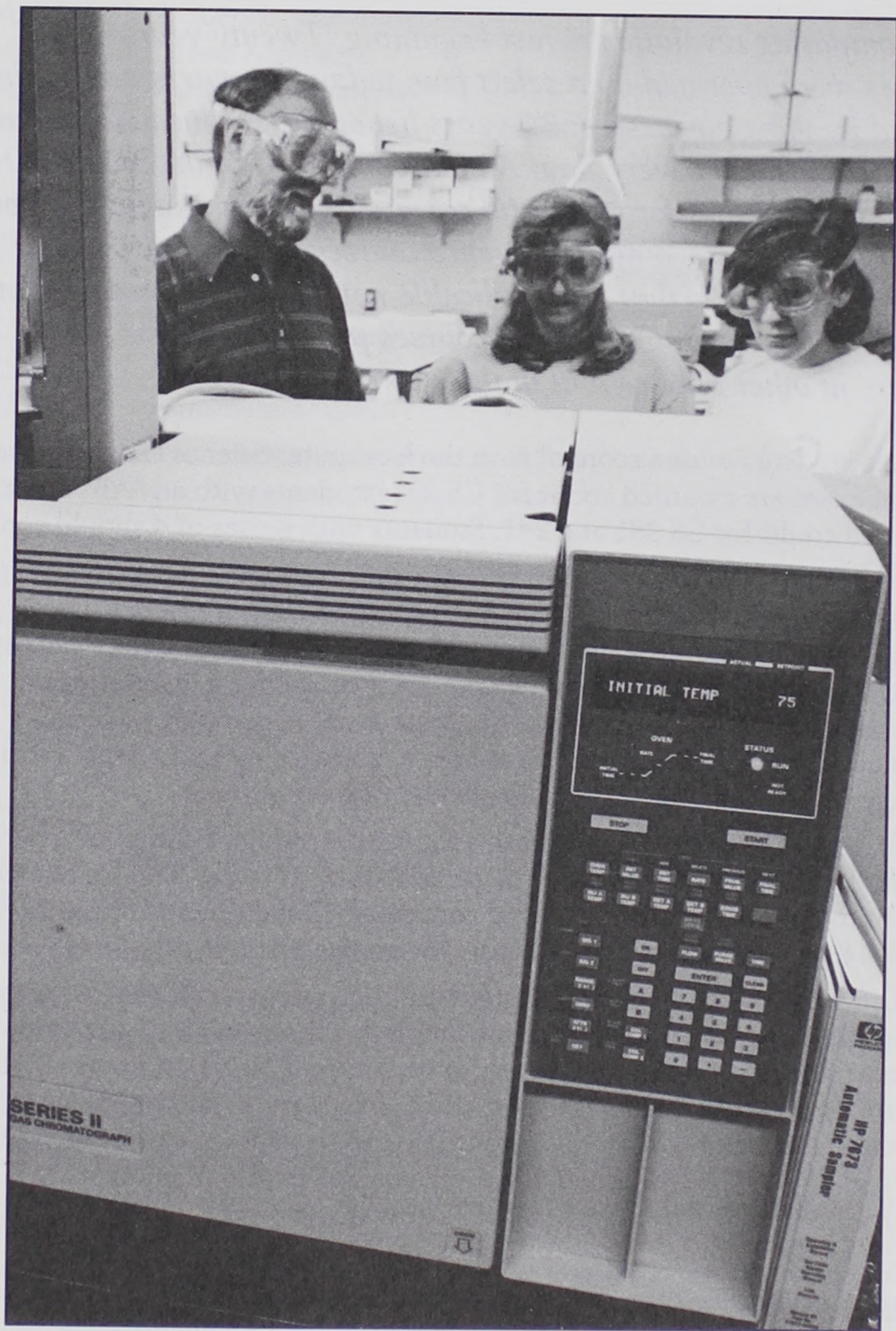
Canonical ensemble, probabilities, partition function and thermodynamic properties, entropy and information theory, Boltzmann, Fermi-Dirac, and Bose-Einstein statistics, metals, perfect crystals and dense fluids. Prerequisite: MATH 141 and consent of instructor. No lab. *Spring*. Payton

CHEM 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

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

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



COMPUTER SCIENCE

The computing revolution is just beginning. Twenty years ago computers were operated by a select few; today computers are routinely employed by most businesses; 20 years hence every educated person will utilize computers every day. An understanding of the basics of computing is essential for successful careers in business, education or science. Introductory Computer Science courses focus on general problem solving skills that are applicable not only in computing, but in other domains as well. Computing courses prepare students to use computers in other courses and in their careers.

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 241. 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 241 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 unlimited use 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.

REQUIREMENTS FOR THE COMPUTER SCIENCE MAJOR

(8 credits in Computer Science, 5 in Mathematics)

CS 231	Introduction to Programming	1
CS 241	Introduction to Computer Science: Data Structures	1
MATH 142	Analytic Geometry and Calculus II	1
MATH 263	Discrete Mathematics	1

<i>One credit from the following:</i>	1
MATH 246 Logic and Proof in Mathematics (1/2)	
MATH 247 Sequences and Series (1/2)	
MATH 253 Linear Algebra	
MATH 349 Numerical Analysis	
MATH 366 Applied Mathematics: Optimization	
MATH 466 Probability and Statistics I	
<i>Two Math courses numbered MATH 141 or above</i>	2
CS 341 Computer Organization	1
<i>Two courses from the following:</i>	2
CS 348 Programming Languages	
CS 443 Analysis of Algorithms	
CS 446 Automata Theory	
<i>Two additional courses numbered between CS 440 and CS 460</i>	2
CS 496 Senior Seminar in Computer Science	1

REQUIREMENTS FOR THE COMPUTER SCIENCE MINOR (5 CREDITS)

CS 231 Introduction to Programming	1
CS 241 Introduction to Computer Science: Data Structures	1
<i>Three CS courses numbered between 341 and 460</i>	3
(excluding CS 391 and CS 392)	

FACULTY

James R. Levenick, Associate Professor, Chair

J. Michael Dunlap, Professor

Robert French, Visiting Professor

George W. Struble, Professor

COURSE DESCRIPTIONS

CS 130 Computing Concepts and Problem Solving (1)

This course introduces the computer as a tool to solve everyday problems. Students' problem solving abilities are enhanced by use of practical computer applications and/or by programming. Specific topics include: problem solving by computer, program structure, use of computer applications software and computer networks and discussions of the impact of computers on our society.

Every Semester. Staff

CS 231 Introduction to Programming (1/2 or 1)

A one semester programming course in the Pascal language. Includes an introduction to problem solving principles, software engineering, records and objects. Prerequisite: MATH 141 (may be taken concurrently). The course is normally taken for a full credit, but students who have credit for CS 130 get only 1/2 credit for CS 231. *Every semester.* Staff

CS 241 Introduction to Computer Science and Data Structures (1)

Theoretical and practical study of programming and abstract data types in Pascal, including lists, stacks, queues, trees and algorithms used on these data structures. The course includes object implementation of structures and sharpens programming skills learned in previous courses. Prerequisite: Programming experience in some higher-level programming language. *Every semester.* Staff

CS 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 241 or equivalent. *On demand.* Struble

CS 341 Computer Organization (1)

Machine organization, digital logic, data representation, machine-and assembly-language programming. Includes laboratory work in digital logic. Prerequisite: CS 241. *Fall.* Dunlap

CS 348 Programming Languages (1)

Techniques for defining and evaluating languages, including static and dynamic binding variables, parameters and scope. Implementation of data types and data structures. Elements of compiler design and construction, including lexical analysis, parsing, static semantic checking and code generation. Prerequisite: CS 241. *Every third semester.* Levenick

CS 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

CS 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

CS 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. Prerequisites: CS 241 and MATH 263. *Every third semester.* Struble

CS 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. Prerequisites: CS 241 and MATH 263. *Every third semester.* Struble

CS 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

CS 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 241. May be repeated for up to three credits. *Every semester.* Staff

CS 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

CS 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

CS 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 Geology (Part A, Natural Science)

REQUIREMENTS FOR THE EARTH SCIENCE MINOR (5 CREDITS)

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

Geology Emphasis

ERTH 110	Physical Geology	1
ERTH 112	Physical Geography	1
ERTH 230	World Geography	1
ERTH 350	Environmental Geology	1

One credit from the following: 1

- ERTH 231 Historical Geology
- ERTH 332 Geography of the Pacific States
- ERTH 333 Geographic Information Systems

Geography Emphasis

ERTH 110	Physical Geology	1
ERTH 112	Physical Geography	1
ERTH 230	World Geography	1
ERTH 333	Geographic Information Systems	1

One credit from the following: 1

- ERTH 331 Geography of Europe
- ERTH 332 Geography of the Pacific States
- ERTH 350 Environmental Geology

FACULTY

H. Peter Eilers, Professor, Chair

Gilbert LaFreniere, Professor

COURSE DESCRIPTIONS**ERTH 110 Physical Geology (1)**

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

ERTH 112 Physical Geography (1)

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

ERTH 230 World Geography (1)

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

ERTH 231 Historical Geology (1)

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: EARTH 110. *Alternate years*. LaFreniere

ERTH 331 Geography of Europe (1)

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

ERTH 332 Geography of the Pacific States (1)

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

ERTH 333 Geographic Information Systems (1)

A comprehensive approach to cartography and spatial analysis—including the use of the global positioning system, computer-aided mapping and geographic information systems. Lecture, field and laboratory experience with an emphasis on class and individual projects. Prerequisite: EARTH 112. *Fall*. Eilers

ERTH 350 Environmental Geology (1)

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: EARTH 110. *Alternate years*. LaFreniere

ERTH 490 Independent Study in Geography (1/2 or 1)

Study of a specific aspect of geography or of a geographical problem, individually or in a group. May be taken for 1/2 or 1 credit. 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/Japanese is currently under consideration.

REQUIREMENTS FOR THE EAST ASIAN STUDIES MINOR (6 CREDITS)

ISA 212	Introduction to East Asian Civilization	1
<i>One course of the following</i>		<i>1</i>
HIST 334	History of Traditional China	
HIST 364	History of Modern China	
<i>One course of the following</i>		<i>1</i>
HIST 335	History of Traditional Japan	
HIST 365	History of Modern Japan	
<i>Three courses from the following: (no more than one from each department)</i>		<i>3</i>
ART 213	Art and Culture of China	
ART 214	Art and Culture of Japan	
ART 219	Gardens of China and Japan	
ISB 337	Nature in Japanese Art and Literature	
ISB 340	Taoism, Zen and Art in East Asia	
ISB 349	Buddhism: Religion in Art	
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. For advising or information, contact one of the program coordinators.

FACULTY

Germaine L. Fuller, Assistant Professor of Art, program coordinator

Ronald Loftus, Professor of Japanese Language and East Asian History,
program coordinator

Toshie Nakamura Gordon, Instructor in Japanese (Part-time)

Yowko Ichioka-Richardson, Instructor in Japanese

Chung So, Assistant Professor of Chinese (Part-time)

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

REQUIREMENTS FOR THE ECONOMICS MAJOR

(8 credits in Economics, 1 in Mathematics, 1 in Politics)

The Economics Department offers a major program in both Economics and Business Economics. Students in both majors begin with ECON 119 and normally follow this course with ECON 230 and either MATH 139 or 141. The Department urges students in both majors to complete most of the required courses by the end of the junior year in order to be eligible for potential internship opportunities and other senior-level courses.

ECON 119 Principles of Economics	1
A course in calculus (MATH 139 or 141 or equivalent)	1
Any 100 or 200 level course in Politics	1
ECON 230 Economic Statistics	1
ECON 357 Intermediate Microeconomics	1
ECON 358 Intermediate Macroeconomics	1
Three additional Economics courses (at least two of these three courses must be indicated (E) or with no designation)	3
ECON 496 Senior Research Seminar	1

REQUIREMENTS FOR THE BUSINESS ECONOMICS MAJOR

(8 credits in Economics, 4 in other departments)

ECON 119 Principles of Economics	1
A course in calculus (MATH 139 or 141 or equivalent)	1
<i>One course from the following:</i>	1
CS 130 Computing Concepts and Problem Solving	
CS 231 Introduction to Programming	
ECON 230 Economic Statistics	1
ECON 235 Principles of Accounting	1
ECON 356 Managerial Economics	1
ECON 459 Business, Government and Society	1
ECON 499 Management Strategies and Policies	1
Two additional Economics courses (at least one of these two courses must be indicated (BE) or with no designation)	2
<i>Two courses from the following:</i>	2
ENVR 220 Environmental Systems Under Stress	
ENVR 320 Environmental Ethics	
PSYC 341 Personnel and Industrial Psychology	
RHET 150 Public Speaking	
RHET 232 Persuasion, Propaganda and the Mass Media	
RHET 242 Leadership and Group Communication	
SOC 335 Work, Organization and the Marketplace	

REQUIREMENTS FOR THE ECONOMICS MINOR (6 CREDITS)

ECON 119 Principles of Economics	1
ECON 230 Economic Statistics	1
A course in Intermediate Economic Theory (ECON 357 or 358)	1
Two additional Economics courses (these courses must be indicated (E) or with no designation)	2
A course in Calculus (MATH 139 or 141 or equivalent)	1

A minor in Business Economics is not offered.

FACULTY

Thomas H. Hibbard, Professor, Chair

C. Russell Beaton, Professor

Gary Bruebaker, Instructor

James R. Frew, Associate Professor

Jerry Gray, Assistant Professor

James S. Hanson, Professor

Sherry Much, Instructor

Donald H. Negri, Assistant Professor

Nancy G. Neslund, Instructor

Cathleen L. Whiting, Associate Professor

COURSE DESCRIPTIONS**ECON 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

ECON 230 Economic Statistics (1)

This course is an introduction to the statistical techniques used in economics. It covers descriptive statistics, probability, statistical estimation and inference, hypothesis testing, analysis of variance and simple and multiple regression.

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, ISA 250 or similar statistics courses. *Every semester.* Gray, Negri

ECON 235 Principles of Accounting (BE) (1)

This course covers the 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.* Bruebaker, Much

ECON 236 Managerial Accounting (BE) (1)

This course covers 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 as a basis for understanding the theory of the firm in the free enterprise system and national income determination. Prerequisite: ECON 235. *Spring.* Much

ECON 331 Corporate Finance (BE) (1)

This course examines financial decision making and business and corporate finance and investments as related to the business structure and the institution. It examines corporate financial policies and structure, the capital markets, and the mechanisms of investment. Prerequisite: ECON 119. *Every semester.* Beaton, Frew

ECON 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

ECON 338 Business Law (BE) (1)

This course covers the laws governing business contracts, agency, sales, commercial paper, property, negotiable instruments, business organization, insurance, suretyship and torts. *Spring.* Neslund

ECON 340 Labor Economics (1)

This course examines competing views concerning the fundamental determinants of labor market outcomes. Both the orthodox, 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 inequality in the distribution of income. Prerequisite: ECON 119. *Alternate years.* Gray

ECON 345 Environmental Economics (1)

The economic paradigm can make important contributions to understanding and alleviating environmental problems. This course examines the shortcomings of the market mechanism for allocating environmental resources and public policies for mitigating environmental degradation. Topics include externalities, common property resources, public goods, property right and cost-benefit analysis. Special consideration will be given to several contemporary environmental problems. Prerequisite: ECON 119. *Fall.* Negri.

ECON 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

ECON 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

ECON 351 Comparative Economic Systems (E) (1)

This course examines the nature and performance of different economic systems in theory and practice. Included are capitalist market economies, centrally planned economies, socialist market economies, and the economic systems utilized in various utopian writings and experimental communities. The challenges of reforming the economies of the People's Republic of China, East European countries and the republics of the former Soviet Union serve as a contemporary theme for this course. Prerequisite: ECON 119. *Spring*. Hibbard

ECON 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

ECON 353 International Economics (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

ECON 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. Prerequisites: ECON 119 and 230, MATH 139 or 141. *Every semester.* Frew, Whiting

ECON 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. Prerequisites: ECON 119 and 230, MATH 139 or 141. *Fall.* Beaton, Frew, Hibbard

ECON 358 Intermediate Macroeconomics (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. Prerequisites: ECON 119 and 230, MATH 139 or 141. *Spring.* Hanson

ECON 368 Principles of investments (1)

Analysis of decision making with respect to investment mechanisms and vehicles as well as the investment process within firms. Analysis will occur from both the individual and the firm perspective and will be studied with relation to the economic theory of the firm. Prerequisite: ECON 356 or ECON 357. *Fall.* Beaton

ECON 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

ECON 440 Introduction to Econometrics and Forecasting (1)

This course examines advanced statistical methods used to quantify economic and business phenomenon. Topics include regression, regression specification and functional form, multicollinearity, serial correlation, heteroskedasticity, exponential smoothing, seasonal adjustment and simultaneous equations. Skill in combining economic theory and available data to produce estimates using computer statistical routines will be developed. Prerequisites: ECON 119 and 230, MATH 139 or 141. *Spring*. Frew, Negri

ECON 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

ECON 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

ECON 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

ECON 459 Business, Government and Society (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*. Hanson, Whiting

ECON 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. *With approval of instructor*. Staff

ECON 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

ECON 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

ECON 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, as well as experience with school age children. 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.

A solid liberal arts background is seen as the best preparation for teaching. A 3.0 GPA is generally seen as the minimum acceptable.

Students interested in elementary education are urged to contact the Education Department during their freshman year. All interested students should make personal contact with the Education Department to arrange for entrance testing and admission procedures. Each student is responsible for satisfying 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 Research and Independent Study: (1/2-1)

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. Time during that week is spent at that school with additional classes at Willamette.

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

Karen Hamlin, Assistant Professor

Nancy Meltzoff, Assistant Professor

Nancy Wolff, Assistant Professor

Theodore Y. Ozawa, Associate Professor

Maimu Truit, Instructor

Part-time methods staff from local schools

Louise Brantley, Instructor

Joni Cesario, Instructor

Steve Chambers, Instructor

Stephen L. DeHaas, Instructor

Molly Kellar, Instructor

Nancy Wolff, Instructor

Full-time faculty from other departments who teach methods courses

Cheryl Brown, Assistant Professor, Exercise Science

Wallace Long, Associate Professor, Music

Richard Stewart, Professor, Music

COURSE DESCRIPTIONS

EDUC 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

EDUC 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. Not open to first semester freshmen. *Every semester.* Hamlin, Ozawa

EDUC 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.* Biffle

EDUC 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

EDUC 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

EDUC 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

EDUC 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

EDUC 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

EDUC 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**

EDUC 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

EDUC 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

EDUC 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

EDUC 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

EDUC 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

EDUC 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

EDUC 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

EDUC 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, investigative techniques, and development of materials pertaining to health education and/or promotion. *Fall*. Staff

EDUC 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

EDUC 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

EDUC 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

EDUC 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

EDUC 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

EDUC 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

EDUC 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

EDUC 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

EDUC 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

EDUC 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

EDUC 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*. Meltzoff

EDUC 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 bilingual and migrant education programs as well as new immigrant programs is included in the coursework. *Fall*. Ozawa

EDUC 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

EDUC 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

EDUC 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*. Staff

EDUC 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

EDUC 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 ex-

tended 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

EDUC 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

EDUC 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 210 History of Cinema I (Part A, Fine Arts)
- ENGL 211 History of Cinema II (Part A, Fine Arts)
- 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)

REQUIREMENTS FOR THE ENGLISH MAJOR (8 CREDITS)

- One course from the following* 1
- ENGL 216 Topics in American Lit
 - ENGL 217 Topics in British Lit

ENGL 218	Topics in World Lit	
ENGL 219	Forms of Lit	
ENGL 301	The Study of Literature	1
<i>One course in Shakespeare</i>		1
ENGL 341	Shakespeare: The Comedies	
ENGL 342	Shakespeare: The Tragedies	
ENGL 450	Advanced Studies in Shakespeare	
Two English courses numbered above 301		2
One English course numbered 400 or above		1
One additional course in English		1
<i>Senior Experience</i>		1
ISA 497	Humanities Senior Seminar OR	
ENGL 490	Independent Study	

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).

English majors are required to take a foreign language through the proficiency level, thus earning a B.A. They are also encouraged to take courses from the following related fields: theatre, music, religion, philosophy, art history, history and interdisciplinary arts courses.

To be eligible for honors in the department, a student must complete at least two 400 level courses besides the Senior Seminar and have a GPA of 3.8 in the department.

REQUIREMENTS FOR THE ENGLISH MINOR (5 CREDITS)

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: One English course which meets the Part A Literature requirement (ENGL 216, 217, 218, 219); ENGL 301; and any three credits chosen from English Literature courses numbered above 301.

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

Richard D. Lord, Professor, Chair

Adele L. Birnbaum, Professor

Virginia E. Bothun, Associate Professor

Gerard F. Bowers, Professor

Wilbur S. Braden, Professor

Julie Ann Carson, Professor

Carol S. Long, Professor

Frann Michel, Assistant Professor

Kenneth S. Nolley, Professor

Michael H. Strelow, Associate Professor

Richard A. Sutliff, Professor

Jane Babson, Assistant Professor (part-time)

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

COURSE DESCRIPTIONS**WR 130 College Writing (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

ENGL 160 Honors Writing (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

ENGL 210 History of Cinema: The Rise of Classical Narrative (1)

A study of the development of traditional narrative cinema. The course will consider films ranging from the early primitive period to the 1950's, including particularly the contributions of Griffith, of the German and Soviet silent schools, of France between the wars and of Hollywood throughout the period. *Fall, alternate years*. Nolley

ENGL 211 History of Cinema: Alternatives to Classicism (1)

A study of the development of critical alternatives to the traditional narrative cinema. The course will consider experimental films beginning in the 1920's and stretching to the present, including particularly the contribution of Dziga Vertov,

the American independent cinema, the French New Wave, and the work of important directors such as Bunuel, Kurosawa, Fellini, Bergman and others. *Spring, alternate years.* Nolley

ENGL 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

ENGL 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

ENGL 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 Semester.* Staff

ENGL 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 or consent of instructor. *Every year.* Staff

ENGL 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. *Every year.* Long, Carson

ENGL 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. *Every year.* Birnbaum, Long

ENGL 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.* Birnbaum, Long

ENGL 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

ENGL 249 Introduction to Comparative Literature (1)

This course will introduce students to the theories and methods of Comparative Literature, emphasizing such topics as literary movements, trends, and genres across national, linguistic, and cultural boundaries; the relationship between literature and other disciplines; and the use of critical theory as a tool for reading literature from a cross cultural perspective. Students will be encouraged to read the literary works in the original language whenever possible. Prerequisite: English Proficiency. *Spring.* Sutliff/Staff.

ENGL 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

ENGL 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

ENGL 301 The Study of Literature (1)

This introduction to literary study includes the careful reading of primary and secondary texts and an intensive critical writing program. Students should take this as the second course in literature for the English Major, after successfully completing one of the Part A Literature courses. For one half of the semester the focus will be on the poem, including elements of prosody, forms of verse, figurative language, and selected critical approaches to poetry. During the other half of the semester students will read drama, prose fiction and critical theory. Prerequisite: English Proficiency and one Part A Literature course. Open to Freshmen. *Each semester.* Staff

ENGL 330 Advanced Writing (1)

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

ENGL 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

ENGL 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

ENGL 334 Film Genre (1)

A study of the shaping power of convention in the narrative cinema. This course will examine the structure and development of a particular film genre, considering the numerous aesthetic, social and moral assumptions embodied in that genre's defining conventions. Prerequisite: History of Cinema I, History of Cinema II, or consent of instructor. *Spring, alternate years*. Nolley

ENGL 335 Film Directors (1)

A study of the work of individual filmmakers with particular emphasis on the nature of their visions and the formal cinematic expression of those visions. The course will also consider theories of authorship in film criticism, their promise and their limitations. Prerequisite: History of Cinema I, History of Cinema II, or consent of instructor. *Fall, alternate years*. Nolley

ENGL 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

ENGL 340 Medieval Literature: Chaucer (1)

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

ENGL 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 and Part A Literature course. *Fall*. Braden

ENGL 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 and Part A Literature course. *Spring*. Lord

ENGL 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 and Part A Literature course. *Alternate years*. Lord

ENGL 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 and Part A Literature course. *Alternate years*. Bowers, Sutliff

ENGL 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 and Part A Literature course. *Alternate years*. Long, Sutliff

ENGL 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 Part A Literature course and consent of instructor. *Alternate years*. Michel

ENGL 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

ENGL 361 The Lyric (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 Part A Literature course. *Spring*. Bowers, Braden, Lord

ENGL 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 Part A Literature course. *Alternate years*. Birnbaum

ENGL 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 Part A Literature course. *Alternate fall semesters*. Lord

ENGL 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 Part A Literature course. *Fall*. Long

ENGL 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 Part A Literature course. *Alternate spring semesters*. Braden, Long, Staff

ENGL 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. Prerequisite: English Proficiency Requirement and Part A Literature course. *Alternate fall semesters*. Birnbaum, Long, Strelow

ENGL 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

ENGL 394 Major Internship I (1)

See Internship description on pg. 43.

ENGL 441 Tradition and Influence in Literature (1)

The role of tradition, authorial influence, and literary history in a broad range of works chosen from English, American and World literatures. Prerequisite: ENGL 301 and one additional 300 level English course. *Spring*. Staff

ENGL 450 Advanced Studies in Shakespeare (1)

An intensive study of specific topics arising from a close study of Shakespearean drama. Topics will vary with the instructor. The course will provide opportunities for upper-level students to apply their skills in analytical thinking and critical writing to problems arising from the text. Prerequisites: ENGL 301 and one additional 300 level English course. Recommended: ENGL 341 or 342. Not open to Freshmen. *Alternate years.* Staff

ENGL 453 Advanced Studies in Literature 1300-1800 (1)

The advanced studies in literature courses are designed specifically for the English major who is contemplating graduate study in English or comparative literature. Both courses are in-depth studies of British and American canonical texts. Prerequisites: ENGL 301 and one additional 300 level English course. Not open to Freshmen. *Alternate years.* Staff

ENGL 454 Advanced Studies in Literature 1800-Present (1)

The advanced studies in literature courses are designed specifically for the English major who is contemplating graduate study in English or comparative literature. Both courses are in-depth studies of British and American canonical texts. Prerequisites: ENGL 301 and one additional 300 level English course. Not open to Freshmen. *Alternate years.* Staff

ENGL 456 Advanced Studies in Genre (1)

Examination of generic conventions through study of exemplary literary texts and critical works. Emphasis will vary. (Possibilities include Lyric, Epic, Novel, Autobiography) Prerequisites: ENGL 301 and one additional 300 level English course. Not open to Freshmen. *Alternate years.* Staff

ENGL 458 Advanced Studies in Literary Theory (1)

This course will offer students intensive readings in major theoretical texts from Formalism to the present. We will also examine the mutually influential relationships between recent literary theory and such disciplines as philosophy, anthropology, linguistics, and psychoanalysis. Possible theories might include: Formalism, Structuralism, Deconstructionism, Reception Theory, New Historicism, Psychoanalytical Theory, Post Colonialist Theory. Prerequisites: ENGL 301 and one additional 300 level English course. Recommended: ENGL 352 and ENGL 357. Not open to Freshmen. *Alternate years.* Staff

ENGL 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 course also may be counted toward an English major:

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.

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.

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 ENVIRONMENTAL SCIENCE MAJOR

(14 credits)

BIOL 118	Life Forms I OR	1
BIOL 119	Life Forms II	1
CHEM 115	Introductory Chemistry	1
ECON 119	Principles of Economics	1
ENVR 220	Environmental Systems Under Stress	1
ENVR 320	Environmental Ethics	1
ERTH 110	Physical Geology	1
ERTH 112	Physical Geography	1
POLI 210	American Politics	1
SOC 222	Environment and Society	1

Two credits in Natural Science, from the following: 2

- BIOL 255 General Ecology
- CHEM 230 Environmental Chemistry
- ENVR 494 Internship*
- ERTH 333 Geography Information Systems
- ERTH 350 Environmental Geology

Two credits in Social Science, from the following: 2

- ECON 345 Environmental Economics
- ENVR 326 Environmental History
- ENVR 494 Internship*
- POLI 343 Oregon and the Politics of the Pacific Northwest **OR**
- POLI 366 Topics in Political Economy
- SOC 330 World Population Problems

* ENVR 494 (Senior Year Internship) may be used as either a Natural Science or Social Science elective, but not both.

REQUIREMENTS FOR THE ENVIRONMENTAL SCIENCE MINOR

(5 credits)

ENVR 220	Environmental Systems Under Stress	1
ENVR 320	Environmental Ethics	1
ERTH 110	Physical Geology	1

Two credits in Natural Science, from the following: 2

- BIOL 255 General Ecology
- CHEM 230 Environmental Chemistry
- ERTH 333 Geography Information Systems
- ERTH 350 Environmental Geology

Two credits in Social Science, from the following: 2

- ECON 345 Environmental Economics
- ENVR 325 Chemistry, Economics and Environment
- ENVR 326 Environmental History

POLI 343	Oregon and the Politics of the Pacific Northwest OR
POLI 366	Topics in Political Economy
SOC 330	World Population Problems

FACULTY

Peter Eilers, Professor, Geography and Environmental Science, Chair

C. Russell Beaton, Professor, Economics

Robert Dash, Associate Professor, Politics

David Goodney, Professor, Chemistry

Carol Ireson, Associate Professor, Sociology

Gilbert LaFreniere, Professor, Geology and Environmental Science

COURSE DESCRIPTIONS

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

ENVR 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

ENVR 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

ENVR 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 Century. The focus of the course then shifts to lectures on the ecological history of Europeans in North America and discussion of the intellectual history of ecological ideas since the eighteenth century. 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

ENVR 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

ENVR 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 research projects. Prerequisite: Senior majoring in Environmental Science. *Spring*. Eilers, Goodney, LaFreniere, Beaton

EXERCISE SCIENCE

The Exercise Science Department performs several roles within the University, with basic concerns for human movement and health. The Exercise Science major is designed to provide students with the essential knowledge and training to pursue a wide variety of career opportunities with emphases on fitness management, exercise and physical development, and sports medicine. An Exercise Science minor is offered in fitness management, coaching and sports medicine.

The focus of the service activity offerings are 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 Exercise Science have found 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 and professional health related curricula.

Individual intern programs and field experiences can be developed for those students interested in working with recreational agencies, private sports fitness clubs, youth clubs, physical therapy, sports medicine and other sports activity related businesses. 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 Leslie 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. The University also has a football stadium, all-weather track, spacious baseball field, tennis courts and additional playing fields.

The course offered by the Exercise Science Department that satisfies the General Education Requirement is:

ISB 320 Personal Health (Part B)

REQUIREMENTS FOR THE EXERCISE SCIENCE MAJOR (CORE COURSES)

BIOL 246	Human Anatomy	1
BIOL 260	Human Physiology	1
EXSCI 135	Concepts and Contemporary Issues (1/2)	1/2
EXSCI 232	Substance Abuse	1/2
EXSCI 340	Care and Prevention	1
EXSCI 356	Evaluation in Health and Exercise Science (1/2)	1/2
EXSCI 360	Physiology of Exercise	1
EXSCI 447	Kinesiology/Biomechanics	1
EXSCI 451	Sport Leadership and Management (1/2)	1/2
EXSCI 496	Senior Seminar in Exercise (1/2)	1/2
ISA 250	Statistics	1

Fitness Management Emphasis:

(8 Exercise Science, 2 Biology, 1 Economics, 1 ISA, 1 ISB)

ECON 119	Principles of Economics	1
EXSCI 233	Personal Fitness (1/2)	1/2
EXSCI 357	Motor Learning and Growth Development Patterns (1/2)	1/2
EXSCI 394	Junior Internship (1/2)	1/2
EXSCI 448	Exercise Science for Special Populations (1/2)	1/2
ISB 320	Personal Health	1

One of the Following:

- EXSCI 242 Physical Activity Lab II (1/4 or 1/2)
 EXSCI 244 Physical Activity Lab IV (1/4 or 1/2)
 EXSCI 245 Physical Activity Lab V (1/4 or (1/2)
 EXSCI 246 Physical Activity Lab VI (1/4 or 1/2)

Exercise and Physical Development Emphasis:

(8 Exercise Science, 2 Biology, 1 ISA, 1 ISB, 1 Rhetoric)

EXSCI 241	Physical Activity Lab I (1/4 or 1/2)	1/4 or 1/2
EXSCI 242	Physical Activity Lab II (1/4 or 1/2)	1/4 or 1/2
EXSCI 244	Physical Activity Lab IV (1/4 or 1/2) OR	
EXSCI 245	Physical Activity Lab V (1/4 or (1/2)	1/4 or 1/2
EXSCI 246	Physical Activity Lab VI (1/4 or 1/2)	1/4 or 1/2
EXSCI 357	Motor Learning and Growth Development Patterns (1/2)	1/2
EXSCI 394	Junior Internship (1/2)	1/2
ISB 320	Personal Health	1
RHET 150	Public Speaking	1

Sports Medicine Emphasis:

(7 Exercise Science, 2 Biology, 1 ISA, 1 Chemistry or Physics, 1 Psychology)

EXSCI 345	Advanced Injury Management (1/2)	1/2
EXSCI 494	Professional Internship	1
PSYC 335	Clinical and Abnormal Psychology	1
CHEM 115	Introduction to Chemistry OR	
PHYS 215	Introductory Physics I	1

REQUIREMENTS FOR THE EXERCISE SCIENCE MINOR (CORE COURSES)

BIOL 246	Human Anatomy	1
BIOL 260	Human Physiology	1
EXSCI 232	Substance Abuse	1/2
EXSCI 339	Safety/First Aid/CPR	1/2
EXSCI 340	Care and Prevention	1
EXSCI 447	Kinesiology/Biomechanics	1
EXSCI 451	Sport Leadership and Management	1/2

Fitness Management Emphasis:

(5 Exercise Science, 2 Biology, 1 Rhetoric)

EXSCI 233	Personal Fitness (1/2)	1/2
EXSCI 394	Junior Internship (1/2)	1/2

RHET 150	Public Speaking	OR	
RHET 242	Leadership and Group Communication		1

One Lab from the Following:

EXSCI 242	Physical Activity Lab II (1/4 or 1/2)
EXSCI 244	Physical Activity Lab IV (1/4 or 1/2)
EXSCI 245	Physical Activity Lab V (1/4 or 1/2)
EXSCI 246	Physical Activity Lab VI (1/4 or 1/2)

Coaching Emphasis:

(5 Exercise Science, 2 Biology, 1 Rhetoric)

EXSCI 230	Methods of Coaching Football (1/2)	OR	
EXSCI 231	Methods of Coaching Basketball (1/2)		1/2
EXSCI 357	Motor Learning and Growth Development Patterns (1/2)		1/2
EXSCI 394	Junior Internship (1/2)		1/2
RHET 150	Public Speaking	OR	
RHET 242	Leadership and Group Communication		1

Sports Medicine Emphasis:

(5 Exercise Science, 2 Biology, 1 Chemistry or Physics)

EXSCI 345	Advanced Injury Management (1/2)		1/2
EXSCI 494	Professional Internship		1
CHEM 115	Introduction to Chemistry	OR	
PHYS 215	Introductory Physics I		1

FACULTY

Cheryl K. Brown, Assistant Professor, Chair

James P. Brik, Associate Professor

Russell J. Cagle, Associate Professor

Bob Gregory, Instructor

Peter A. Harmer, Assistant Professor

Dan Hawkins, Instructor

Gordon James, Instructor

Skip Kenitzer, Assistant Professor

George Papageorgiou, Instructor

William G. Trenbeath, Director of Athletics

Bradley S. Victor, Instructor

David Wong, Instructor

COURSE DESCRIPTIONS

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

These classes are listed separately on the class schedule each semester. They include aerobic dance, badminton, basketball, crew, cross country, fencing, football, golf, Judo, lifeguard training, pentathlon, 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

EXSCI 135 Concepts and Contemporary Issues in Health and Physical Education (1/2)

Historical, scientific, psychological and sociological studies related to Exercise Science. The basic development of each individual's philosophy related to ethics and moral values in Exercise Science. *Fall. First half semester.* Harmer

EXSCI 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. *Fall.* Hawkins

EXSCI 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 management. *Fall.* Brown/James

EXSCI 232 Substance Abuse (1/2)

The course will discuss the effects of drugs upon self and society. Drug categories and the effect that each has upon dependency; ethical issues and legislative constraints; denial mechanism of the abuser; recognition, intervention, and treatment of abusive drug behavior; and the role/effect upon the non-addicted friends and family. *Spring.* Staff.

EXSCI 233 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.* Staff

EXSCI 241-247 Physical Education Activity Lab (1/4 or 1/2)

Principles and analysis of movement skills for various sports activities with development, skill acquisition and evaluation methods. *Two every semester.* Staff

EXSCI 339 Safety/First Aid/CPR (1/2)

Evaluation, diagnosis, treatment and prevention of specific traumatic conditions incurred by the human body. Course teaches safety measures at work, play and

in the home. Discusses various safety programs. Course experiences lead to certification in First Aid and CPR by American National Red Cross. *Fall*. Harmer

EXSCI 340 Care and Prevention (1)

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 adhesive tape application and injury evaluation procedures. Prerequisite: BIOL 246. *Spring*. Cagle, Harmer

EXSCI 345 Advanced Injury Management (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 EXSCI 340. *Fall*. Cagle

EXSCI 356 Evaluation in Health and Exercise Science (1/2)

Principles and techniques for construction, organization, administration, interpretation and evaluation of measuring devices used in Exercise Science, health and athletic programs, and the reading and interpretation of research in Exercise Science. *Fall. First half semester*. Brik

EXSCI 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, movement activities and coaching progressions. *Fall. Second half semester*. Not open to Freshmen. Brik

EXSCI 360 Physiology of Exercise (1)

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. *Fall*. Harmer

EXSCI 394 Junior Internship (1/2)

See Internship description, pg. 43.

EXSCI 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

EXSCI 448 Exercise Science for Special Populations (1/2)

Organization and administration of physical education programs designed to serve the exceptional student. *Spring*. Staff

EXSCI 451 Sport Leadership and Management (1/2)

Includes elementary, secondary and community school programs including basic physical education, intramurals and inter-school athletics, as well as community and corporate programs. A special emphasis on curriculum development, personnel policies and budgeting practices. Prerequisite: Junior or Senior standing. *Spring*. Staff

EXSCI 494 Professional Internship (1)

See Internship description, pg. 43.

EXSCI 496 Senior Seminar in Exercise Science (1/2)

A seminar course required of all majors in Exercise Science during the senior year. Independent study selected in consultation with the Exercise Science faculty. Results of study to be included in paper and presented orally in open meeting format. *Every semester*. Brown

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 the study of 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)
 - RUSS 314 Introduction to Russian Literature (Part A, Literature)
 - SPAN 314 Introduction to Spanish Literature (Part A, Literature)
-

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

REQUIREMENTS FOR THE FRENCH MAJOR (8 credits)

FREN 331	French Composition and Discussion	1
FREN 333	History of French Civilization	1
<i>Three credits in French literature, from the following</i>		3
FREN 314	Introduction to French Literature	
FREN 430	Introduction to French Thought	
FREN 433	19th Century French Literature	
FREN 434	20th Century French Literature	
FREN 435	Gide and Camus	
FREN 490, 491	Reading and Conference	
Three additional credits in French, numbered 300 or above		3

REQUIREMENTS FOR THE GERMAN MAJOR (8 credits)

GERM 331	German Composition and Discussion	1
GERM 333	Contemporary German Culture	1
<i>Three credits in German literature, from the following:</i>		3
GERM 314	Introduction to German Literature	
GERM 430	History of German Thought	
GERM 431	From the Enlightenment to Romanticism	
GERM 432	Realism and Naturalism	
GERM 433	Modern Literature	
GERM 490, 491	Reading and Conference	
GERM 496	Senior Seminar	
GERM 497	Literary Research	
Three additional credits in German, numbered 300 or above		3

REQUIREMENTS FOR THE SPANISH MAJOR (8 credits)

SPAN 331	Spanish Composition and Discussion	1
SPAN 333	Hispanic Civilization	1
<i>Three credits in Spanish literature, from the following:</i>		3
SPAN 314	Introduction to Spanish Literature	
SPAN 351	Literary Movements of the 19th Century	
SPAN 413	Spanish-American Literature: Moderismo to Early 20th Century	
SPAN 430	History of Spanish Thought	
SPAN 431	Contemporary Novel and Short Story	
SPAN 432	20th Century Spanish Literature: Drama, Poetry and Novel	
SPAN 434	Literature of the Golden Age	
SPAN 490, 491	Reading and Conference	

SPAN 497 Selected Topics in Spanish American Literature	
Three additional credits in Spanish, numbered 300 or above	3

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, Politics and Religion.

Minor programs are also offered in French, German, Japanese, Russian and Spanish.

REQUIREMENTS FOR THE FRENCH MINOR (5 credits)

FREN 232 Intermediate French II	1
FREN 314 Introduction to French Literature	1
FREN 331 French Composition and Discussion	1
<i>One course from the following:</i>	1
FREN 333 History of French Civilization	
FREN 430 Introduction to French Thought	
One credit in French at the 300 or 400 level	1

REQUIREMENTS FOR THE GERMAN MINOR (5 credits)

GERM 232 Intermediate German II	1
GERM 314 Introduction to German Literature	1
GERM 331 German Composition and Discussion	1
GERM 333 Contemporary German Culture	1
One additional German credit at the 400 level	1

REQUIREMENTS FOR THE JAPANESE MINOR (5 credits)

JAPN 232 Intermediate Japanese II	1
JAPN 331 Third Year Japanese I	1
JAPN 332 Third Year Japanese II	1
JAPN 430 Readings in Japanese Literature and Culture	1
<i>One credit from the following:</i>	1
JAPN 431 Seminar in Japanese Language	
JAPN 490, 491 Reading and Conference	
An intermediate or advanced Japanese course at TIUA	

REQUIREMENTS FOR THE RUSSIAN MINOR (5 credits)

RUSS 232	Intermediate Russian II	1
RUSS 331	Russian Composition and Discussion	1
RUSS 333	Russian Civilization and Culture	1
RUSS 490	Reading and Conference	1

One course from the following: 1

One approved foreign study course

One advanced level Russian course transferred from an accredited program at another 4-year institution

REQUIREMENTS FOR THE SPANISH MINOR (5 credits)

SPAN 232	Intermediate Spanish II	1
SPAN 331	Spanish Composition and Discussion	1
SPAN 333	Hispanic Civilization	1
Two credits in Spanish numbered 300 or above		2

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 Languages and Literatures are the Willamette semesters abroad in France, Spain, Japan, the Ukraine and a post-session program in Ecuador. In cooperation with two other universities, Willamette also offers students a one-year program in Germany at the University of Munich.

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

Christine A. Gentzkow, Assistant Professor, Chair

Maria Blanco-Arnejo, Assistant Professor

Francoise Courtin-Schreiner, Instructor (part-time)

Gaetano DeLeonibus, Assistant Professor

Fanny Fierro, Visiting Professor

Ludwig M. Fischer, Associate Professor

Marta Gavilanez, Instructor (part-time)

Francoise A. Goeury-Richardson, Associate Professor

Toshie Gordon, Instructor

Yowko Ichioka-Richardson, Assistant Professor

Ronald P. Loftus, Professor

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

Magda Schay, Assistant Professor (part-time)

Chung So, Assistant Professor

John F. Uggen, Associate Professor

Patricia Varas, Assistant Professor

COURSE DESCRIPTIONS

Chinese

CHNSE 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

CHNSE 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. Prerequisites: CHNSE 131 and 132 or consent of instructor. 231, *Fall*; 232, *Spring*. So

CHNSE 331 & 332 Third Year Chinese I & 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. Prerequisites: CHNSE 231 and 232. *Every year*. So

*French***FREN 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, Courtin-Schreiner

FREN 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*. Goeury-Richardson, DeLeonibus

FREN 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*. DeLeonibus

FREN 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*. Goeury-Richardson, DeLeonibus

FREN 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*. Goeury-Richardson

FREN 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

FREN 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

FREN 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*. DeLeonibus

FREN 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

FREN 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

FREN 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*. DeLeonibus

FREN 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*. DeLeonibus

FREN 435 Gide and Camus (1)

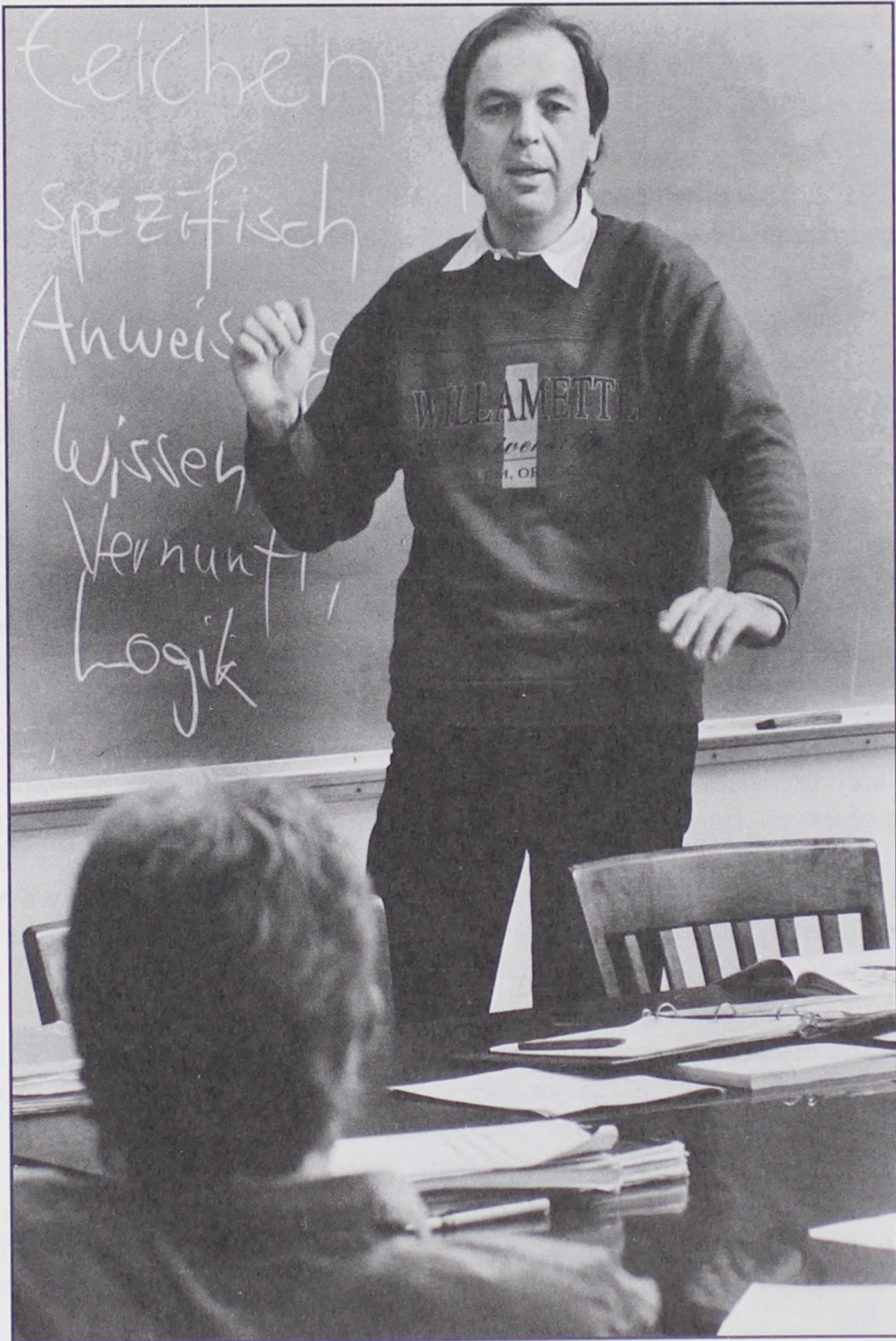
Through a detailed study of the most important works of Gide and Camus, the course will bring out the main themes and preoccupations of French thought in the 20th Century. Conducted in French. Prerequisite: FREN 314 or consent of instructor. *Alternate years*. DeLeonibus

FREN 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*. Goeury-Richardson, DeLeonibus

FREN 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, be-



tween 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.* Goeury-Richardson, DeLeonibus

German

GERM 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

GERM 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

GERM 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

GERM 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

GERM 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

GERM 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

GERM 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

GERM 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.

GERM 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

GERM 433 Modern Literature (1)

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

GERM 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: GERM 331, Junior or Senior standing and G.P.A. of 3.00 or better. *On demand*. Fischer, Gentzkow

GERM 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

GERM 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

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

GREEK 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***JAPN 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, Gordon

JAPN 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. Prerequisites: JAPN 131 and 132 or consent of instructor. 231, *Fall*; 232, *Spring*. Loftus, Ichioka-Richardson

JAPN 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

JAPN 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 20 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 900 Chinese characters by the end of the year. 331, *Fall*; 332, *Spring*. Gordon

JAPN 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*. Gordon

JAPN 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*. Gordon

JAPN 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, Gordon

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

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

RUSS 231 & 232 Intermediate Russian I & II (1)

Continued development of basic skills with classroom and laboratory exercises. In second semester readings from Russian literature 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

RUSS 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 early 20th centuries. Introduction to methods of literary analysis and vocabulary. *Fall*. Schay

RUSS 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*. The Ukraine visiting professor

RUSS 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

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

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

SPAN 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*. Uggen, Staff

SPAN 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

SPAN 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

SPAN 332 Spanish Conversation and Culture (1)

Classroom discussion and conversation in Spanish about selected topics of Spanish and Latin American Culture. Emphasis on vocabulary building and acquisition of oral communication skills. Classroom presentations and participation required. Conducted in Spanish. Prerequisite: Completion of SPAN 331 or consent of instructor. *Spring*. Staff

SPAN 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*. Uggen

SPAN 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 authors, 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

SPAN 413 Spanish American Literature: Modernismo to 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

SPAN 425 Latin American Literature I (1)

A study of representative works of Latin American literature from 1492 to 1900, including Inca Garcilaso, Sor Juana Inés de la Cruz, Fernández de Lizardi, Heredia, Gertrudis Gómez de Avellaneda, Echeverría, Sarmiento, Darío and Rodó. Conducted in Spanish. Written and oral exams. Prerequisite: SPAN 331 or consent of instructor. *Fall. Alternate years.* Varas

SPAN 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

SPAN 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

SPAN 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

SPAN 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

SPAN 435 Contemporary Hispanic Women Writers (1)

This course will examine the changing role of the Hispanic woman. This change is evident not only in literature and the arts, but also in women's political and

social life. Feminist theory will be applied in the analysis of representative authors' works: Storni, Valenzuela, Bombal, Ferré, Burgos, Peri Rossi and Poniatowska. Conducted in Spanish. Written and oral exams. Prerequisite: SPAN 331 or consent of instructor. *Alternate Falls*. Varas

SPAN 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. Prerequisites: SPAN 331, Junior or Senior standing, G.P.A. of 3.0 or better, consent of instructor. *On demand*. Uggen

SPAN 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 social, 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 arts 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)

REQUIREMENTS FOR THE HISTORY MAJOR (8 credits)

HIST 115	Western Civilization to 1715	1
HIST 116	Western Civilization, 17th Century to present	1
<i>Two credits in United States history, from the following</i>		2
HIST 210	Topics in US History: Early Period	
HIST 211	Topics in US History: Later Period	
HIST 246	American Women's History	
HIST 328	Themes in American Social History	
HIST 331	Afro-American History	
HIST 337	American Colonial History	
HIST 340	United States History Since World War II	
HIST 341	Foundations of American Thought	
HIST 344	American Immigration History	
HIST 348	American Legal History	
HIST 432	Henry Adams and Historical Consciousness (1/2)	
HIST 433	Expatriates and the National Experience (1/2)	
HIST 491	Independent Study in American History	
Three additional courses in History		3
<i>One course from the Following</i>		1
HIST 499	Senior Tutorial	
ISA 497	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 ISA 497.

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 HISTORY MINOR (5 credits)

HIST 115 or HIST 116 (Western Civilization I or II)	1
HIST 210 or HIST 211 (United States History I or II)	1
<i>Three additional credits from the option chosen:</i>	3
European History: all European History courses 200 or above.	
American History: all American History courses 200 or above.	

FACULTY

Robert Lucas, Professor, Chair

Ellen Eisenberg, Assistant Professor

William E. Duvall, Professor

Jennifer Jopp, Assistant Professor

Ronald P. Loftus, Professor

George S. McCowen, Jr., Professor

William Smaldone, Assistant Professor

COURSE DESCRIPTIONS**HIST 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. *Alternate semesters.* Duvall, Lucas, Smaldone

HIST 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. *Alternate semesters.* Duvall, Lucas, Smaldone

HIST 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. *Fall.* McCowen

HIST 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 Reconstruction to the present. *Spring.* Eisenberg

HIST 246 American Women's History (1)

This class will present an overview of the history of women in the United States. The course will explore the shifting nature of gender systems, focusing on the following topics: the nature of women's work, sexuality and reproduction, education, social reform and feminism. The course will emphasize the diversity of American women's lives, in terms of class, ethnic, racial and regional background. *Alternate Years*. Staff

HIST 328 Themes in American Social History (1)

A study of the major themes in American social history. The methods and central debates of this movement to study 'history from the bottom up' will be analyzed. Topics include mobility, the work and residential patterns of African-Americans and immigrants, and poverty. *Fall*. Eisenberg

HIST 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. *Spring*. Staff

HIST 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. *Fall*. Eisenberg

HIST 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. *Fall*. Smaldone

HIST 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. *Spring*. Staff

HIST 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, relations with and influence on neighboring peoples—including the Japanese—will be considered. *Alternate spring semesters.* Staff

HIST 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 and 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. *Alternate spring semesters.* Staff

HIST 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. *Every fourth semester.* Staff

HIST 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. *Alternate spring semesters.* McCowen

HIST 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. *Alternate fall semesters.* Duvall

HIST 340 United States History Since World War II (1)

An examination of social, political and economic development in America since the second World War. Major themes include anti-communism, race and gender relations, urban development and presidential politics. *Fall.* Staff

HIST 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. *Alternate semesters.* McCowen

HIST 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 conquistadors and the Indians, as well as to the background to Independence. *Spring.* Jopp

HIST 343 Fascist Movements (1)

This course analyzes the development of fascist movement in the 20th century. While closely examining the rise of "classical fascism" in Italy and Germany, it also explores the phenomenon of fascism in other areas of Europe and, after 1945, in other parts of the world. The course will utilize a comparative and interdisciplinary approach to the study of fascist movements. It examines the socio-economic, political and intellectual roots of fascism in an attempt to understand its origins and place in the modern world. *Alternate years.* Smaldone

HIST 344 American Immigration History (1)

This course will explore the major themes and debates in American immigration history. Topics will include key migration waves, immigration policy, acculturation and attitudes towards immigrants, with an emphasis on the post-Civil War period. Methodological issues in researching immigrant history will also be explored. *Alternate springs.* Eisenberg

HIST 345 European Intellectual History: The Enlightenment Tradition (1)

Major trends in European thought from the 17th to the mid 19th century, centering on the Enlightenment, its roots in the scientific revolution and its later articulations in Hegel, Marx and Positivism. Closed to first year students. *Fall.* Duvall

HIST 346 European Intellectual History: Modern to Post-Modern (1)

Major trends in European thought from Nietzsche to the present, including Freud and Wittgenstein, Relativism, Phenomenology, Existentialism and Post-Modern discourse. Closed to first year students. *Spring.* Duvall

HIST 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. *Spring*. Staff

HIST 348 American Legal History (1)

A study of the history of American law from its origins in the colonial period to its contemporary condition. This course will use the law that we study as a window into the economic, political, and social forces that mold law and examine the role of law in American society. The ultimate objective is to come to some conclusions about the relationship between ourselves and our legal system. *Alternate years*. Jopp

HIST 349 History of Modern England (1)

From the Stuarts, institutional, political, economic, social, religious and cultural aspects of the development of English life, and England's contributions to the modern world. *Spring*. McCowen

HIST 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. *Alternate semesters*. Duvall

HIST 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. *Every fourth semester*. Smaldone

HIST 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. *Spring*. Smaldone

HIST 353 Twentieth Century Europe (1)

This course surveys the history of Europe in the 20th century. Focusing on social and political developments, it examines the phenomenon of nationalism, total war, the Russian Revolution, the depression, the rise of fascism and bureaucratic collectivism and the Holocaust. In the post-WWII period, the course will focus on the division of Europe and of Europe in the Cold War, the decline of the European Empires and on the contradictory forces that are pushing Europe towards economic and political unity on the one hand (most markedly in the West) and toward dissolution and conflict (especially in the East). *Alternate years*. Smaldone

HIST 355 Germany Since 1945 (1)

This course surveys the socio-economic, political and cultural development of Germany since the collapse of the Third Reich. It examines the post-war

division of the country into West and East Germany, the impact of the Cold War on two frontline states and the internal and external factors that led to the country's recent "reunification." In addition, the course aims to raise questions about the essential features of the "democratic-capitalist" West and the "totalitarian-socialist" East and the ways in which these factors shape contemporary German society. *Alternate years.* Smaldone

HIST 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. Lastly, the diffusion of Greek culture in the East following the conquests of Alexander the Great. *Alternate semesters.* Lucas

HIST 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. *Alternate semesters.* Lucas

HIST 358 History of the Middle Ages. HIST 358A Early Middle Ages; HIST 358B High Middle Ages (1/2 credit each)

Western Europe from the 11th through the 13th centuries, revival of economic and urban life, the Investiture Controversy, the 12th century renaissance, the Crusades, the rise of the feudal monarchies, Scholasticism, Gothic art and architecture, literature of the period and the secularization of Europe in the 13th century. *Spring.* Lucas

HIST 359 The Renaissance and Reformation. Western Europe between 1300 and 1648. HIST 359A The Renaissance; HIST 359B The Reformation (1/2 credit 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. *Spring.* Lucas

HIST 360 The Holocaust (1)

This course examines the Holocaust as a central issue in modern history. The origins of the Holocaust, the implementation of the Final Solution, resistance to the Nazis, and the legacy of the Holocaust will be studied from the perspective of both German and Jewish history. *Alternate years.* Eisenberg/Smaldone

HIST 364 History of Modern China (1)

The course examines the process of transformation from 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.

Alternate fall semesters. Loftus

HIST 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. *Alternate fall semesters.* Loftus

HIST 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. *Alternate years.* Duvall

HIST 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. *On demand.* Staff

HIST 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. *Every third semester.* McCowen

HIST 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. *Every third semester.* McCowen

HIST 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. *Every semester.* Duvall

HIST 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. *Every semester.* Staff

HIST 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. *On demand.* 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, 1300-1750 (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 HUMANITIES MAJOR (15 credits)

ART 216	Survey of Western Art, 1300-1750	OR	
ART 217	Survey of Western Art, 1750-1990		1
	One advanced course in Art History		1
ENGL 301	The Study of Literature		1
	One advanced course in Literature		1
HIST 115	Western Civilization to 1715		1
HIST 116	Western Civilization, 17th Century to the Present		1

<i>One course from the following</i>	1
HIST 345 European Intellectual History: The Enlightenment Tradition	
HIST 346 European Intellectual History: Modern to Post-Modern	
PHIL 110 Philosophical Problems	1
One advanced course in Philosophy	1
REL 112 History of Christianity	1
REL 113 Introduction to Old Testament OR one other course in religion	1
<i>Three credits from one of the following areas:</i>	3
Art History, English, History, Music History and Literature, Integrated Studies (ISA), Philosophy, Religion, Theatre.	
Senior Year Requirement (See Below)	1
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 credit).	

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.

COURSE DESCRIPTIONS

For course descriptions see appropriate departmental statements.

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

Robert E. Hawkinson, 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 211 Human Creativity: The Fine Arts (1)

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*. Bowers, Hull

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 problems of modernization and Westernization in China and Japan. *Fall*. Fuller, Loftus

ISA 250 Statistics (1)

This course is an introduction to descriptive and inferential statistical analysis. The following topics will be examined: scales of measurement; frequency distributions; graphing data; measures of central tendency, dispersion, and skewness; sampling distributions; probability distributions; the binomial, Poisson, and normal distributions; hypothesis testing; confidence intervals and interval estimation; t-tests; analysis of variance; correlational analysis; regression analysis; and analysis of nominal-level data. *Every semester*. Evans

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. (Can be taken a second time.) Prerequisite: Two previous course focusing on feminist scholarship or instructor's permission. *Spring*. Markowitz, Bald

ISA 353 Feminist Theory (1)

This course will offer an interdisciplinary examination and comparison of several major approaches within feminist theory, including those of liberal, Marxist and post-Marxist, radical, socialist, and post-modernist theorists. We will evaluate how each approach addresses basic questions about gender difference and its relationship to women's subordination. Required for Women's Studies Minors. Prerequisite: One previous Women's Studies course. Closed to freshmen. *Spring*. Markowitz or 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 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 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, 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 (1)

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. *Fall*. Michel, Markowitz

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 as well as 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. *Spring*. Lukehart

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. *Every Semester*. Victor, Brik

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/Senior standing or consent of instructor. *Every other spring.* Beaton, McGaughy

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/Senior standing or consent of the instructor. *Spring.* Ireson and Bald

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. The Vietnam War as a case study is offered alternate springs. Closed to freshmen. *Alternate years.* Collins, 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 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 336 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 a 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

ISB 337 Nature in Japanese Art and Literature (1)

This course explores the rich imagery of nature and 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. *Alternate Years*. Fuller

ISB 340 Taoism, Zen and Art in Asia (1)

This course explores relationships between philosophy and art in East Asia. The primary focus is on concepts of creativity in Chinese Taoist thought, and in the traditional practice of painting. Course work includes close reading and discussions of the two major Taoist texts, *Tao Te Ching* and *Chuang Tzu*, and lectures and discussions on painting. More general background in Chinese Philosophical traditions, and selected topics related to Zen concepts and Zen arts in both China and Japan are also covered. *Alternate years.* Fuller

ISB 349 Buddhism: Religion in Art (1)

This course focuses on the role of art in the spread of Buddhism from India to China and Japan, and on relationships between religious doctrine, worship, and Buddhist temple architecture and devotional images (sculpture/painting). Interdisciplinary approaches to historical developments in Buddhist teachings and to the iconography and styles of North Asian Buddhist art are explored in informal lectures and class discussion. Prerequisite: Consultation with Instructor. *Alternate years.* Fuller

ISB 350 Mesoamerican Civilizations (1)

This course presents the intellectual and material achievements of ancient Mesoamerican civilizations, particularly the Olmec, Zapotec, Teotihuacan, Maya, Toltec and Aztec; examines the contributions of humanistic and scientific approaches to understanding Precolumbian Mesoamerican civilizations; and looks at the enduring influences of Mesoamerican cultures in contemporary Mexico and Central America. Recommended: ISA 123, or HIST 115 or 116, or POLI 362 or 375, or SPAN 333 or 430, or consent of instructor. *Spring.* Dash.

ISB 351 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 RHET 150, RHET 231, HIST 356, or instructor's consent. *Post-session.* Clark, Collins

ISB 372 Intercultural Communication (1)

The course explores the communication barriers—cultural, psychological, sociocultural, and environmental—faced by a stranger in a culture or subculture. Topics include perception, assimilation, nonverbal rules, narrative manipulation, culture shock, ethnocentrism, power and non-dominant group interactions. *Fall.* 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 Florence. Offered every third year, from mid-May to mid-June (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/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. *Alternate Springs.* 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 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 POLI 214, EARTH 230 and ECON 353. *Every Semester.* 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.

REQUIREMENTS FOR THE INTERNATIONAL STUDIES MAJOR

(11-12 credits, dependent on emphasis)

ECON 353	International Economics (Prerequisite: ECON 119)	1
ERTH 230	World Geography	1
ISB 499	Seminar in International Studies	1
POLI 214	International Politics	1

Regional Focus—Europe (3 credits)

ECON 351	Comparative Economic Systems	1
HIST 116	Western Civilization, 17th Century-Present	1
POLI 216	Politics of Advanced Industrial Society	1

Cultural Emphasis Courses 4

Britain—take all courses below

ENGL 217	Topics in British Literature	
ENGL 250	Introduction to Structural/Transformational Grammar (.5)	
ENGL 251	History of the English Language (.5)	

ENGL 372 Modernism in Britain and America

HIST 349 Modern England **OR**

HIST 353 20th Century Europe

France—take all courses below

FREN 331 French Composition and Discussion

FREN 333 History of French Civilization

FREN 430 Introduction to French Thought

HIST 350 Modern France **OR**

HIST 353 20th Century Europe

Germany—take all courses below

GERM 331 German Composition and Discussion

GERM 333 Contemporary German Culture

GERM 430 History of German Thought

HIST 351 Germany from Bismarck to Hitler **OR**

HIST 353 20th Century Europe **OR**

HIST 355 Germany Since 1945

Russia—take all courses below

RUSS 314 Introduction to Russian Literature

RUSS 331 Russian Composition and Discussion

RUSS 333 Russian Civilization and Culture

HIST 352 History of Modern Russia **OR**

HIST 353 20th Century Europe

Regional Focus/Cultural Emphasis—Hispanic (3 credits)

ECON 352 The Economics of Developing Countries 1

HIST 116 Western Civilization, 17th Century to the Present..... 1

POLI 362 Latin American Politics **OR**

POLI 375 Latin America and the International System..... 1

Latin America—Take all courses below

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 342 Colonial Latin America **OR**

ISB 350 Mesoamerican Civilizations

Regional Focus/Cultural Emphasis—East Asia (4 credits)

ECON 351 Comparative Economic Systems **OR**

ECON 352 The Economics of Developing Countries 1

ISA 212 Introduction to East Asian Civilization 1

POLI 218 Political Change in the Third World 1

POLI 374 Asia and the International System 1

Japan—take all courses below

- JAPN 314 Japanese Literature in Translation
 JAPN 331 Third Year Japanese I
 JAPN 332 Third Year Japanese II
 HIST 365 History of Modern Japan

China—take all courses below

- ART 213 Art and Culture of China
 CHNSE 331 Third Year Chinese I
 CHNSE 332 Third Year Chinese II
 HIST 364 History of Modern China

One course from the following 1

- ART 214 Art and Culture of Japan
 ART 219 Gardens of China and Japan
 ART 247 Japanese Prints and Impressions
 ART 351 Chinese Painting
 ART 352 Japanese Painting and Prints
 ISB 337 Nature in Japanese Art and Literature
 ISB 340 Taoism, Zen and Art in Asia
 ISB 349 Buddhism: Religion in Art
 REL 235 Religions of the East

FACULTY

James S. Hanson, Professor, Economics, Director

Suresht R. Bald, Professor, Politics

James B. Bjorkquist, Associate Professor, Sociology

María Blanco-Arnejo, Assistant Professor, Spanish

Robert C. Dash, Associate Professor, Politics

Gaetano DeLeonibus, Assistant 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

Christine A. Gentzkow, Assistant Professor, German

Francoise A. Goeury-Richardson, Associate Professor, French

Toshie Gordon, Instructor, Japanese

Stephen C. Hey, Associate Professor, Sociology

Thomas H. Hibbard, Professor, Economics

Yowko Ichioka-Richardson, Assistant Professor, Japanese

Carol Ireson, Professor, Sociology

Ronald P. Loftus, Professor, Japanese and History

George McCowen, Professor, History

Kenneth S. Nolley, Professor, English

Magda Schay, Assistant Professor, Russian

William Smaldone, Assistant Professor, History

John F. Uggen, Associate Professor, Spanish

Patricia Varas, Assistant Professor, Spanish

COURSE DESCRIPTIONS

For course descriptions, see appropriate departmental statements.

MATHEMATICS

Mathematics began with roots in the basic concepts of space and number and has flowered into many wonderful forms. The creation and discovery of new mathematics have never been more active or vital than they are today. Mathematics is sometimes called the science of pattern and order. It relies on logic as a standard of truth, but uses observation and even experimentation as means of discovering truth. Mathematicians think of their work as a blend of science and art, sometimes elegant and beautiful, describing deep and useful creations. In addition to theorems and theories, mathematics offers distinct modes of thought which are both versatile and unreasonably powerful for understanding the world.

Courses serve those who wish to make mathematics a part of a liberal arts 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, computer programmers or analysts, actuaries and research workers in the biological, management or social sciences. Their training can also serve as a stepping stone to professional training or graduate work in a variety of fields.

REQUIREMENTS FOR THE MATHEMATICS MAJOR

(8 credits in mathematics, 1 credit in computer science)

CS 231	Introduction to Programming	1
MATH 246	Logic and Proof in Mathematics	1/2
MATH 247	Sequences and Series	1/2
MATH 253	Linear Algebra	1
<i>A two-course sequence in Mathematics, from the following:</i>		2
MATH 446/447	Advanced Calculus I/II	
MATH 456/457	Modern Algebra I/II	
MATH 466/467	Probability and Statistics I/II	
MATH 476/477	Modern Geometry I/II	
Three additional credits in Math (at least 2 at 300+ level)		3
MATH 499	Seminar in Mathematics	1

REQUIREMENTS FOR THE MATHEMATICS MINOR (6 credits)

Five approved credits in Mathematics numbered 140 or above		5
CS 231	Introduction to Programming	1

FACULTY**Richard Iltis**, Professor, Chair**Richard Samuel Hall, Jr.**, Professor**Mark R. Janeba**, Assistant Professor**Stephen K. Prothero**, Associate Professor**Junpei Sekino**, Professor**Frank Zizza**, Associate Professor**COURSE DESCRIPTIONS****MATH 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. MATH 130 may not be taken for credit after Mathematics Proficiency has been satisfied. *Every semester.* Staff

MATH 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

MATH 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

MATH 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

MATH 141-142 Calculus I & II (1 each)

(141 counts for only 1/2 credit if student has completed MATH 139) Differential and integral calculus of a single variable; applications. Prerequisite: MATH 135 or consent of instructor. *Every semester*. Staff

MATH 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

MATH 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

MATH 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.

MATH 253 Linear Algebra (1)

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

MATH 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. *Fall*. Staff.

MATH 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.

MATH 345 Complex Variables (1)

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

MATH 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.

MATH 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.

MATH 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.

MATH 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. Prerequisites: MATH 246 and MATH 249. Recommended: MATH 253. *446 once every three semesters and the year sequence once every four years*. Staff

MATH 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*. Staff.

MATH 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.

MATH 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*. Staff

MATH 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

MATH 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

MATH 499 Seminar in Mathematics (1)

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

MUSIC

The purpose of the Willamette University Music Department is to educate students for careers of musical 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.

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, video tapes and recordings. A number of orchestra and band instruments are available to music students.

Admission, Scholarships and Financial Aid

Music students applying for admission may audition before members of the music faculty for a Music Scholarship 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 Office, and various secretarial and clerical jobs. Information regarding employment may be obtained from the Music Department Chair or the Director of Student Financial Aid.

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 as well as 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
- Salem 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.

Courses in the Music Department that meet the General Education Requirement are:

- MUSC 112 Introduction to Music Literature (Part A, Fine Arts)
 - MUSC 114 Musica Viva (Part A, Fine Arts)
 - MUSC 117 The Art of Listening (Part A, Fine Arts)
 - MUSC 118 Mozart: His Life, Times and Music (Part A, Fine Arts)
 - MUSC 212 Jazz in America (Part A, Fine Arts)
 - MUSC 215 Musical Languages of The 20th Century (Part A, Fine Arts)
 - MUSC 219 The Age of Beethoven (Part A, Fine Arts)
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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, harp, guitar, 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, who 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, or equivalency students who have already completed 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 an NAMT approved clinical center.

Bachelor of Arts in Music/Bachelor of Science in Music

See the catalog section which describes B.A. and B.S. 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.

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), which will involve either a senior recital or a senior research paper.

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.

REQUIREMENTS FOR THE MUSIC MAJOR (BACHELOR OF ARTS OR BACHELOR OF SCIENCE) (minimum of 11 1/2 credits)

MUSC 112 Introduction to Music Literature	1/2
MUSC 130 Fundamentals of Music	1/2-1
(may be waived based on Music placement exams)	
MUSC 131, 133, 231, 233 Music Theory I, II, III, IV	2
MUSC 132, 134, 232, 234 Ear Training I, II, III, IV	2
MUSC 341, 342 Music History I, II	2
A Music History period course	1
Private Lessons	1 1/2
Music Ensembles	1 1/2
MUSC 331 Style Analysis	1/2
MUSC 333 Counterpoint OR	
MUSC 236 Elementary Music Composition	1/2

CORE REQUIREMENTS FOR THE BACHELOR OF MUSIC DEGREE

Core Courses (minimum of 10 1/2 credits)

MUSC 112 Introduction to Music Literature	1/2
MUSC 130 Fundamentals of Music	1/2-1
(may be waived based on Music placement exams)	
MUSC 131, 133, 231, 233 Music Theory I, II, III, IV	2
MUSC 132, 134, 232, 234 Ear Training I, II, III, IV	2
MUSC 341, 342 Music History I, II	2
Private Lessons	2
Music Ensembles	2

BACHELOR OF MUSIC IN PERFORMANCE (other than voice) ADDITIONAL REQUIREMENTS

(minimum of 19 credits)

Additional Private Lessons	6
MUSC 331 Style Analysis	1/2
MUSC 333 Counterpoint OR	
MUSC 236 Elementary Music Composition	1/2
A Music History period course	1
MUSC 496 Senior Recital	1/2

BACHELOR OF MUSIC IN PERFORMANCE (voice) ADDITIONAL REQUIREMENTS

(minimum of 21 1/2 credits)

Additional Private Lessons	6
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<i>One course from the following:</i>	1/2
MUSC 236 Elementary Music Composition	
MUSC 331 Style Analysis	
MUSC 333 Counterpoint	
A Music History period course	1
MUSC 266, 267 Diction for Singers I, II	1
One year each in French and German	2-4
MUSC 496 Senior Recital	1/2

BACHELOR OF MUSIC, EMPHASIS IN MUSIC EDUCATION, ADDITIONAL REQUIREMENTS

(minimum of 20 credits)

Additional Private Lessons	2
MUSC 135 Introduction to Music Education	1/2
MUSC 154, 155 Brass, Percussion Class	1
MUSC 156, 157 String, Voice Class	1
MUSC 158 Woodwind Class	1/2
MUSC 255, 435 Basic, Advanced Conducting	1
MUSC 331 Style Analysis	1/2
MUSC 335 Instrumentation	1/2
MUSC 349 Elementary Music Resources	1/2
MUSC 352, 356 Vocal, Instrumental Music Resources	1
MUSC 431 Band Arranging/Orchestration	1/2
MUSC 491 Seminar in Music Education	1/2

BACHELOR OF MUSIC IN MUSIC THERAPY, ADDITIONAL REQUIREMENTS

(minimum of 27 1/2 credits)

Instrumental and Vocal Technique Classes and Electives*	4 1/2
Music Therapy Courses*	6 1/2
BIOL 246 Human Anatomy	1
PSYC 110 Introduction to Psychology	1
PSYC 334 Exceptional Children	1
PSYC 335 Clinical and Abnormal Psychology	1
Elective Courses in Behavioral Science*	2

*(contact Music Therapy faculty for more details in these areas)

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 specified 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 MUSIC MINOR (7 credits)

The Minor Program in Music consists of five credits in Music chosen from the following courses in consultation with the Music Department.

<i>2 or 3 credits from the following:</i>	2-3
MUSC 131, 133, 231 Music Theory I, II, III (1/2 each)	
MUSC 132, 134, 232 Ear Training I, II, III (1/2 each)	
<i>1 - 1 1/2 credit from the following:</i>	1-1 1/2
MUSC 112 Introduction to Music Literature (1/2)	
MUSC 341, 342 Music History I, II	
MUSC 442 Introduction to Contemporary Music and other Music History courses by petition	
1 - 1 1/2 credit(s) in Private Lessons and/or Ensembles	1-1 1/2
One credit in Art	1
One credit in Theatre	1

FACULTY

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

Martin K. Behnke, Professor (Bands)

Jean-David Coen, Assistant Professor (Piano, Music History)

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

Wallace H. Long, Associate Professor (Choral Music)

Bruce M. McIntosh, 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)

Part-time instructors of Music

Warren Baker, Instructor (Trombone)

Maurice Brennen, Instructor (Tuba)

Melissa Brotons, Instructor (Clinical Supervisor for Music Therapy)

Janet Bullis, Staff Accompanist

David Crane, Instructor (Horn)

Kevin Dietz, Instructor (String Bass)

John Doan, Assistant Professor (Guitar)

John Dulaney, Instructor (Trumpet)

Jeanne Eikrem, Assistant Professor (Flute)

Jerry Friesen, Instructor (Voice)

Marcia Hauff, Assistant Professor (Organ, Piano, Harpsichord)

Mary Lott, Instructor (Oboe)

Valerie McIntosh, Assistant Professor (Voice, Diction, Stage Productions)

Terry Ostergaard, Instructor (Percussion)

Catharine Schnelker, Assistant Professor (Piano)

Stephen Soller, Instructor (Bassoon and Saxophone)

Carole Stewart, Instructor (Voice)

Thomas Wakeling, Instructor (Jazz Ensemble)

Laura Zaerr, Instructor (Harp)

Kurt-Alexander Zeller, Instructor (Voice)

COURSE DESCRIPTIONS

Theory and Musicianship

MUSC 130 Fundamentals of Music (A-1/2 credit, B-1/2 credit)

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 and Spring*. Rouslin

MUSC 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, B. McIntosh

MUSC 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, B. McIntosh

MUSC 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, B. McIntosh

MUSC 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, B. McIntosh

MUSC 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, B. McIntosh

MUSC 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, B. McIntosh

MUSC 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, B. McIntosh

MUSC 234 Ear Training IV (1/2)

The ear training aspect of the 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, B. McIntosh

MUSC 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

MUSC 255 Basic Conducting (1/2)

Basic techniques of choral and instrumental conducting. 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

MUSC 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

MUSC 333 Counterpoint (1/2)

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

MUSC 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

MUSC 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

MUSC 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

MUSC 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:***MUSC 112 Introduction to Music Literature (1/2)**

A historically-oriented examination of works of music from the Renaissance to the present. Attention will be given to 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

MUSC 114 Musica Viva (1)

Musica Viva provides the opportunity for students with little or no training in music to experience, first-hand, musical expression. The study of aesthetics is used as a bridge to lead the students from the familiar realms of the printed and spoken word to the less familiar realm of musical language. From the start

students will compose and perform their own pieces expressing ideas suggested by philosophers of aesthetics and composers. *Alternate years*. B. McIntosh

MUSC 117 The Art of Listening (1)

Designed for the non-music major, this course is aimed at heightening the student's aural awareness of and sensitivity to the various phenomena that make music "work." Although Western European, Russian, and American "art" music are emphasized, examples drawn from rock, jazz, and folk idioms will be brought in to demonstrate the universality of beat, rhythm, texture, form, musical instruments, and the human voice. Significant musical works that are linked to the other arts will be examined in detail. Small-group activities, the critiquing of live concerts, and an oral presentation on a related subject of the student's choice are central components of the course. Part A. *Fall*. Rouslin.

Note: Not offered Fall, 1993

MUSC 118 Mozart: His Life, Times and Music

This course investigates the life and times of Mozart particularly through his letters and those of his family and the comments of his contemporaries. Although the course studies the unique qualities of his music no musical training is required. *Spring*. B. McIntosh

MUSC 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

MUSC 215 Musical Languages of the Twentieth Century (1)

A survey of twentieth century concert music with an emphasis on understanding musical structure and meaning. Some ability to read music is preferred but not required. *Fall*. Peel

MUSC 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

MUSC 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

MUSC 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

MUSC 420 Music Since 1945

In this course we will study the work of major composers from the post-war period in America and Europe. Representative pieces from mainstream and avant-garde artistic movements will be heard, discussed and analyzed. The course is intended primarily for upper-level music majors. Prerequisite: Theory IV. *Alternate years*. Peel

MUSC 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*. B. McIntosh

MUSC 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:

MUSC 154 Brass Class (1/2)

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

MUSC 155 Percussion Class (1/2)

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

MUSC 156 String Class (1/2)

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

MUSC 157 Voice Class (1/2)

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

MUSC 158 Woodwind Class (1/2)

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

MUSC 159 Guitar Class (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

MUSC 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

MUSC 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

MUSC 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

MUSC 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.* V. McIntosh

MUSC 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.* V. McIntosh

MUSC 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

MUSC 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

MUSC 470 Applied Instrumental and Vocal Instruction IV (1/4-1/2-1)

Fourth year. Continuation of Music 370. May be repeated for credit. *Every semester.* Staff

MUSC 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. *Fall and Spring.* Staff

Music Therapy:

MUSC 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

MUSC 250 Music Therapy Practicum Seminar (CR)

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

MUSC 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

MUSC 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. *Alternate Falls*. Staum

MUSC 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. *Alternate Springs*. Staum

MUSC 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. *Alternate Falls*. Staum

MUSC 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. *Alternate Springs*. Staum

MUSC 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

MUSC 495 Music Therapy Internship (CR)

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:

MUSC 135 Introduction to Music Education (1/2)

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

MUSC 349 Elementary Music Resources (1/2)

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

MUSC 352 Vocal Music Resources (1/2)

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

MUSC 356 Instrumental Music Resources (1/2)

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

MUSC 491 Seminar in Music Education (1/2)

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

MUSC O30X Salem Chamber 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. B. McIntosh

MUSC 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 and rehearse the group. May be repeated for credit. *Every semester.* Wakeling

MUSC 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

MUSC 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

MUSC 034X Opera Theatre (Fall-1/2 credit, Spring-1/2 credit)

A practical course in operatic singing and acting. An operatic production with orchestra is presented every other year. May be repeated for credit. *Every semester.* V. McIntosh

MUSC 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

MUSC 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

MUSC 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

MUSC 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?

Course 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)

REQUIREMENTS FOR THE PHILOSOPHY MAJOR (8 credits)

PHIL 230	History of Philosophy: Ancient and Medieval	1
PHIL 231	History of Philosophy: Modern	1
	Five credits in Philosophy*	5
PHIL 492	Philosophy Senior Seminar: Writing Philosophy	1
	(Includes the senior year experience in Philosophy)	

*(ISA 497, Humanities Senior Seminar, may be used as one of these credits with departmental approval)

REQUIREMENTS FOR THE PHILOSOPHY MINOR (5 credits)

Three credits in philosophy at the 200 level or above	3
Two additional credits in Philosophy	2
(These courses are to be chosen in consultation with a faculty advisor to ensure a well-rounded, coherent program.)	

FACULTY

Thomas B. Talbott, Professor, Chair

Louis F. Goble, Associate Professor

Sally Markowitz, Associate Professor

COURSE DESCRIPTIONS

PHIL 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

PHIL 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

PHIL 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

PHIL 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

PHIL 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

PHIL 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

PHIL 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

PHIL 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

PHIL 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

PHIL 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

PHIL 333 Metaphysics (1)

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

PHIL 336 Philosophy and Feminism (1)

According to many feminist philosophers, traditional philosophical theories promote ways of thinking that perpetuate gender inequality. We will evaluate feminist criticisms of epistemology, ethics, social theory and aesthetics. We will also examine feminist alternatives to traditional philosophical perspectives. *Alternate falls*. Markowitz

PHIL 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

PHIL 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

PHIL 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

PHIL 390/490 Independent Study (.5 - 1)

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

PHIL 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

PHIL 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

See Exercise Science, page 112.

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.

The physics department occupies the entire third floor of Collins Hall plus additional space on another floor. Individual research space is available. All laboratories are equipped with a wide variety of instrumentation. Students at all levels use computers with sophisticated data acquisition and analysis software. A set of spectrometers are available for studies from the ultraviolet to the far infrared. An X-ray diffractometer is available for materials studies.

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 PHYSICS MAJOR

(8 credits in Physics, 4 in Mathematics, 1 in Computer Science)

PHYS 215	Introductory Physics I	1
PHYS 236	Introductory Physics II	1
PHYS 331	Modern Physics	1
PHYS 335	Thermal Physics	1
PHYS 339	Mechanics	1
Two additional courses in Physics		2
PHYS 496	Research Seminar (resident seniors only)	1
MATH 141,142	Calculus I, II	2
MATH 249	Vector Calculus	1
MATH 256	Differential Equations	1
One course in Computer Science		1

PHYS 496, Research Seminar, satisfies the senior year experience which must be completed by all resident seniors. Students intending to do graduate study in Physics should also take PHYS 342 (Wave Phenomena), PHYS 345 (Electromagnetism), and PHYS 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.

REQUIREMENTS FOR THE PHYSICS MINOR (5 credits)

PHYS 215	Introductory Physics I	1
PHYS 236	Introductory Physics II	1
Three additional Physics courses at 300- or 400-level		3

FACULTY**Daniel G. Montague**, Professor, Chair**Roberta A. Bigelow**, Associate Professor**Maurice B. Stewart**, Professor**COURSE DESCRIPTIONS****PHYS 210 Astronomy (1)**

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

PHYS 215 Introductory Physics I (1)

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

PHYS 236 Introductory Physics II (1)

The electric field, Coulomb's Law, Gauss' Law, electric potential, capacitance, electric current, electromotive force, Kirchoff'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

PHYS 331 Modern Physics (1)

Theory of special relativity, quantum effects, atomic structure and spectra, molecular structure and spectra, x-rays, solid state physics, nuclear physics, elementary particles. Prerequisites: PHYS 236 and calculus. *Spring*. Bigelow

PHYS 335 Thermal Physics (1)

Temperature and its measurement, simple thermodynamic systems, heat, conductivity, convection, radiation, ideal gases, kinetic theory, entropy, enthalpy, Helmholtz and Gibbs functions, Maxwell's equations, statistical mechanics, low temperature physics, superfluidity, superconductivity, and applications of heat and thermodynamics to other areas of physics and engineering. Prerequisites: PHYS 215 and calculus. *Alternate years*. Montague

PHYS 339 Mechanics (1)

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. Prerequisites: PHYS 215, 236 and two courses in calculus. *Alternate years*. Stewart

PHYS 342 Wave Phenomena (1)

Superposition, reflection, refraction, interference, diffraction and polarization of waves, illustrated with physical optics. Prerequisites: PHYS 236 and two courses in Calculus. *Alternate years.* Stewart

PHYS 345 Electromagnetism (1)

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. Prerequisites: PHYS 215, 236 and two courses in Calculus. *Alternate years.* Stewart

PHYS 348 Electronics (1)

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

PHYS 439 Nuclear and Particle Physics (1)

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

PHYS 442 Condensed Matter Physics (1)

Treatment of crystal structure on an atomic scale including bulk, thermal, electric, magnetic, semi-conducting and superconducting properties of matter. Prerequisites: PHYS 331 and Calculus. *Alternate years.* Montague

PHYS 453 Quantum Mechanics (1)

Mathematical development and applications. Methods of Schroedinger and Heisenberg, operators and matrices, approximation methods, perturbation theory, applications to atomic, molecular and solid state physics. Prerequisites: PHYS 331 and MATH 256. *Alternate springs.* Montague

PHYS 490 Independent Study (1/4, 1/2 or 1)

Individual programs of independent study of topics selected in consultation with faculty. *Every semester.* Staff

PHYS 496 Research Seminar (1)

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

See Politics, page 181.

POLITICS

Politics 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.

Politics majors find career opportunities in law, politics, public administration, planning, international organizations, foreign service, international management, journalism, teaching, research, social service, business and government.

Politics courses that fulfill the General Education Requirements are:

- POLI 115 Colloquium: Individuality and Community
(Part A, Social Science)
- POLI 116 Colloquium: Modernity and Postmodernity
(Part A, Social Science)
- POLI 117 Colloquium: Resistance and Empowerment, Politics of the
"Other" (Part A, Social Science)
- POLI 210 American Politics (Part A, Social Science)
- POLI 212 Political Philosophy (Part A, Social Science)
- POLI 214 International Politics (Part A, Social Science)
- POLI 216 Politics of Advanced Industrial Society (Part A, Social Science)
- POLI 218 Political Change in the Third World (Part A, Social Science)

REQUIREMENTS FOR THE POLITICS MAJOR:

(9 credits in Politics, 1 in Economics)

Two credits are required from the following, no more than three credits from the following count toward the major..... 2 or 3 credits.

- *POLI 115 Colloquium: Individuality and Community
- *POLI 116 Colloquium: Modernity and Postmodernity
- *POLI 117 Colloquium: Resistance and Empowerment, Politics of the "Other"
- POLI 210 American Politics
- POLI 212 Political Philosophy
- POLI 214 International Politics

POLI 216 Politics of Advanced Industrial Society

POLI 218 Political Change in the Third World

**Only one of POLI 115-117 counts toward the Politics major.*

If three credits are earned at the 100 and 200 levels, four credits are required in 300 level courses; if two credits are earned at the 100 and 200 levels, five credits are required in 300 level courses** 4 or 5

At **any level** (100, 200, or 300), one course is required in each of the three area concentrations of the major.

One course in **Political Theory.**

POLI 115 Colloquium: Individuality and Community

POLI 116 Colloquium: Modernity and Postmodernity

POLI 117 Colloquium: Resistance and Empowerment, Politics of the "Other"

POLI 212 Political Philosophy

POLI 305 Modern Political Theory

POLI 307 American Political Thought

POLI 308 Seminar in Law and Constitutional Policy

POLI 309 Politics and Literature

One course in **American Politics.**

POLI 210 American Politics

POLI 334 Law and Public Policy

POLI 337 Constitutional Law I

POLI 339 Constitutional Law II

POLI 343 Oregon and the Politics of the Pacific Northwest

POLI 346 Public Opinion and Voting

POLI 353 American Political Organizations

POLI 354 Congress and the Presidency

POLI 357 Bureaucratic Politics and Organization Theory

POLI 358 American Political Development I

POLI 359 American Political Development II

POLI 396 Internship: Government and Politics

POLI 398 Internship: Legislative

One course in **Comparative and International Politics.**

POLI 214 International Politics

POLI 216 Politics of Advanced Industrial Society

POLI 218 Political Change in the Third World

POLI 362 Latin American Politics

POLI 366 Topics in Political Economy

POLI 369 Women and Politics

POLI 372 American Foreign Policy

POLI 374 Asia and the International System

POLI 375	Latin America and the International System	
POLI 378	Nations and the International System	
POLI 480	Senior Thesis	2
ECON 119	Principles of Economics	1

**At least five credits beyond the 100/200 levels must be taken at Willamette University 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 toward the major through internship, and no more than 1/4 credit may be earned toward the major through POLI 061X Model United Nations.

REQUIREMENTS FOR THE POLITICS MINOR: (5 credits)

Two courses are required at the 100/200 levels 2

- *POLI 115 Colloquium: Individuality and Community
- *POLI 116 Colloquium: Modernity and Postmodernity
- *POLI 117 Colloquium: Resistance and Empowerment, Politics of the "Other"

- POLI 210 American Politics
- POLI 212 Political Philosophy
- POLI 214 International Politics
- POLI 216 Politics of Advanced Industrial Society
- POLI 218 Political Change in the Third World

**Only one of POLI 115-117 counts towards the Politics minor.*

Three courses are required at the 300 level 3

At least one course must be taken, at any level, in two of the three area concentrations: political theory; American politics; and comparative and international politics.

FACULTY

Robert C. Dash, Associate Professor, Chair

Suresht R. Bald, Professor

Sammy Basu, Assistant Professor

Richard J. Ellis, Assistant Professor

The Hon. Michael Gillette, Adjunct Professor (part-time)

Robert E. Hawkinson, Associate Professor

Susan M. Leeson, Professor (on leave)

COURSE DESCRIPTIONS

POLI 061X Model United Nations (1/4)

Experience in research, preparation for and participation in Model United Nations. No more than 1/4 credit may be earned toward the major through POLI 061X. *Every semester.* Bald

POLI 115 Colloquium: Individuality and Community (1)

This course examines works of selected ancient and modern Western thinkers; and analyzes different conceptions of individuality and community, the nature of their interactions, and the implications for the contemporary evaluation of politics. Open to Freshmen and Sophomores open. Only one of POLI 115-117 may be counted toward the major. *Fall semester.* Basu

POLI 116 Colloquium: Modernity and Postmodernity (1)

This course examines the politics of the project of modernity and the emerging transformations in Western societies which distinguish postmodernity from the preceding period. The course poses philosophical questions regarding the nature of politics and culture in modern and postmodern societies. Open to Freshmen and Sophomores only. Only one of POLI 115-117 may be counted toward the major. *Spring semester.* Dash

POLI 117 Colloquium: Resistance and Empowerment, Politics of the "Other" (1)

This course focuses on the writings of the traditionally disempowered—the colonized Third World, ethnic and racial minorities, and women—in order to study the politics of exclusion, resistance and empowerment. The course considers questions central to the study of politics from the perspectives of the marginalized groups. Open to Freshmen and Sophomores only. Only one of POLI 115-117 may be counted toward the major. *Fall semester.* Bald

POLI 210 American Politics (1)

This course reviews elements of American government in light of contemporary political issues, analyzes political processes through which public concerns are translated into public policies, and develops analytical tools with which to examine American politics in its economic and social context. *Every semester.* Ellis, Hawkinson

POLI 212 Political Philosophy (1)

This course surveys the Western tradition of political philosophy through the close and critical readings of primary texts of selected thinkers from Plato to Mill. The course examines the historical range of responses to the fundamental themes of political philosophy and the philosophical, moral and practical dilemmas involved. *Fall.* Basu

POLI 214 International Politics (1)

This course analyzes contending paradigms for the study of international politics and examines selected substantive issues in the contemporary international system. *Every semester.* Bald

POLI 216 Politics of Advanced Industrial Society (1)

This course examines comparatively the processes of change that give rise to new patterns of political and social behavior in advanced industrial society, and analyzes the causes of these changes and their impact on political, social and economic life in selected countries. *Spring.* Staff

POLI 218 Political Change in the Third World (1)

This course examines comparatively political change in selected countries of the Third World, and studies the roles of domestic factors and the international system in shaping Third World political development. *Fall.* Dash

POLI 305 Modern Political Theory (1)

This course examines selected modern political theorists from Marx and Weber to contemporary theorists. Designation of specific theorists will be made at the time of course offering. Prerequisite: One of POLI 115-117 or 212, or consent of instructor. *Yearly.* Basu, Dash

POLI 307 American Political Thought (1)

Survey of American political thought from the revolutionary period to the present. Emphasis on the Constitutional era and the impact of thought of that period on developments. Emphasis on primary sources. Prerequisite: POLI 210 or consent of instructor. *Fall.* Hawkinson

POLI 308 Seminar in Law and Constitutional Policy (1)

This course examines 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: POLI 337; POLI 339 strongly recommended. *Fall.* Gillette

POLI 309 Politics and Literature (1)

This course examines the political values, 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: one of POLI 115-117 or consent of instructor. *Alternate years.* Bald

POLI 334 Law and Public Policy (1)

This course examines the law in its social context and the extent to which law reflects social philosophy and public policy. It analyzes law in its formal setting—opinions, precedents and rules—and its informal setting—police discretion and the political nature of juries and prisons. The course considers the impact of

legal education on values and social responsibility. Prerequisite: POLI 210 or consent of instructor. *Fall*. Leeson, Farmer

POLI 337 Constitutional Law I (1803-1936) (1)

This course examines the development of the U.S. Constitution from 1803 to 1936 from the perspective of Supreme Court decisions. Primary emphasis is placed on the definition of and the priority among principles of limited government, the protection of private property, the promotion of commerce and individual liberty. Prerequisite: POLI 210. One of POLI 115-117 strongly recommended or consent of instructor. *Yearly*. Leeson, Farmer

POLI 339 Constitutional Law II (1937-present) (1)

This course studies the development of the U.S. Constitution from 1937 to the present. Primary emphasis is placed on the principle of individual liberty as seen in Supreme Court decisions from 1937 to 1969, and the shift away from that principle in recent Supreme Court history. The course also considers the political forces shaping contemporary judicial appointments and agendas. Prerequisite: POLI 337. *Yearly*. Leeson, Farmer

POLI 343 Oregon and the Politics of the Pacific Northwest (1)

This course examines comparatively the state politics of the Pacific Northwest, with a primary focus on Oregon. The course makes extensive use of state government resources in Salem. Topics include: historical institutional development and political culture, regional and sub-regional politics, the federal role and state-federal relations, local governments, selected public policy areas, the politics of parties, interest groups and movements. Prerequisite: POLI 210 or consent of instructor. *Alternate years*. Hawkinson

POLI 346 Public Opinion and Voting (1)

This course seeks to provide 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. Prerequisite: POLI 210 or consent of instructor. *Alternate years*. Ellis

POLI 353 American Political Organizations (1)

This course examines political parties, interest groups and political movement organizations in the U.S. context. The course emphasizes alternative theories of organizational development and decay, internal governance, external relations and effectiveness. Prerequisites: POLI 210, or consent of instructor. *Alternate Fall semesters*. Hawkinson

POLI 354 Congress and the Presidency (1)

This course analyzes comparatively the Congress and the Presidency as political institutions. The course gives some attention to each institution's historical development but concentrates on contemporary structures. Prerequisite: POLI 210 or consent of instructor. *Yearly*. Ellis

POLI 357 Bureaucratic Politics and Organization Theory (1)

This course analyzes the role of governmental bureaucracy in the contemporary U.S. system. It 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. Prerequisite: POLI 210 or consent of instructor. *Alternate years.* Ellis

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

This course examines the development of American political culture and institutions from the Revolution to the Civil War. Prerequisite: POLI 210 or consent of instructor. *Alternate years.* Ellis

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

This course examines the development of American political culture and institutions from the Civil War to the present era. Prerequisite: POLI 210 or consent of instructor. *Alternate years.* Ellis

POLI 362 Latin American Politics (1)

This course examines a range of topics, selected countries and a series of important readings dealing with Latin American political reality. Among the topics included are: caudillismo, political parties and populism, the military, state and regime types, ideologies, change and revolution, and underdevelopment and development. Prerequisite: Either POLI 214 or 218 or consent of instructor. *Spring.* Dash

POLI 366 Topics in Political Economy (1)

This course examines selected topics and theories in political economy, and addresses historical and contemporary constraints imposed by domestic and international economic processes and structures on normative political objectives. Prerequisite: POLI 214, 216 or 218, or consent of instructor. *Alternate years.* Dash

POLI 369 Women and Politics (1)

This course uses feminist theory to examine the international political economy, developmental models, political theory, nationalism, the state, political culture, war and immigration. Prerequisite: POLI 214, 216 or 218, or consent of instructor. *Alternate years.* Bald

POLI 372 American Foreign Policy (1)

This course analyzes the substance and sources of American foreign policy since World War II, and examines the complexity of interests and issues that affect U.S. relations with selected countries and regions. Prerequisite: POLI 210, 214, 216 or 218, or consent of instructor. *Spring.* Bald

POLI 374 Asia and the International System (1)

This course identifies the constant and variable factors that shape and influence the politics of selected Asian nations, 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. Prerequisite: Either POLI 214 or 218, or consent of instructor. *Yearly*. Bald

POLI 375 Latin America and the International System (1)

This course examines the history and changing nature of Latin America in the international system, placing special emphasis on the region's developmental problems as they bear on its diplomatic relations. It also considers regional arrangements, security issues and the foreign policies of selected countries. Prerequisite: Either POLI 214 or 218, or consent of instructor. *Alternate years*. Dash

POLI 378 Nations and the International System (1)

This course examines the processes of political, economic and cultural forces in the post-Cold War era, and considers the reciprocal nature of change that these forces unleash within and across national boundaries. Prerequisite: At least one 300 level comparative or international politics course, or consent of instructor. *Fall*. Bald, Dash

POLI 390 Independent Study (variable credit)

Opportunity to conduct a major research project, which cannot be satisfied through any existing course in the department's curriculum, under faculty supervision. Proposed projects must be submitted to the department chair and must be approved by the department faculty. *On demand*. Staff

POLI 396 Internship: Government and Politics (1-2 credits)

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 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 210 and at least one of POLI 334, 343, 357, or ECON 347. Only one credit may be counted towards the Politics major. *Spring of even numbered years*. Hawkinson

POLI 398 Internship: Legislative (2 credits)

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. Minimum preparation for a legislative internship includes POLI 210 and at least one of POLI 334, 343

or 357. Only one credit may be counted towards the Politics major. *Spring of old numbered years.* Hawkinson

POLI 480 Senior Thesis (2 credits)

The capstone experience in the Politics major, the Senior Thesis involves the writing of a major research paper under the close supervision of a faculty member. The process deepens students' insight into different forms of inquiry, methods and literature, hones skills of critical thinking in the analysis of theory and the testing of ideas through research, and ensures that the research design, its methodology and the lengthy research paper are subject to multiple stages of criticism and rewriting. Open only to those with senior status. *Every semester.*
Staff

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 may culminate in a major internship (or its equivalent) in the senior year. The department also has ample laboratory space and equipment for animal and human research. A computer

laboratory housed in the department allows ready access for data analysis and individual research projects. An observational laboratory enables students and faculty to systematically observe and record behavior for later analysis. The wide variety of research opportunities available in the department enable students to opt to conduct a thesis in their senior year.

Majoring in psychology within the context of a general liberal arts education effectively prepares students for future careers in counseling, psychotherapy, law, medicine, business, teaching and government. Successful completion of courses offered by the department, along with research experience and for participation 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.

Courses in the Psychology Department that satisfy the General Education Requirement are:

- PSYC 110 Introduction to Psychology (Part A, Social Science)
- PSYC 210 General Experimental Psychology (Part A, Natural Science)

REQUIREMENTS FOR THE PSYCHOLOGY MAJOR

(7 1/4 credits in psychology, 1 credit in statistics)

PSYC 210	General Experimental Psychology	1
PSYC 300	Pre-Internship Orientation	1/4
ISA 250	Statistics	1
	Five credits in Psychology	5
	<i>Senior Year Experience</i>	1
	PSYC 394-395 Major Program Internship OR	
	PSYC 490 Thesis	

REQUIREMENTS FOR THE PSYCHOLOGY MINOR (5 credits)

PSYC 110	Introduction to Psychology	1
PSYC 210	General Experimental Psychology	1
	<i>Three additional Psychology courses from one of the following areas:</i>	3

Applied/Organizational Psychology

- PSYC 336 Social Psychology
- PSYC 338 Community Psychology
- PSYC 341 Personnel and Industrial Psychology
- PSYC 443 Psychology and Public Policy

Clinical/Developmental Psychology

- PSYC 330 Developmental Psychology
- PSYC 332 Theories of Personality **AND EITHER**
- PSYC 334 Exceptional Children **OR**
- PSYC 335 Clinical and Abnormal Psychology

- PSYC 345 Biopsychology
 PSYC 352 Psychology of Adolescence
 PSYC 433 Cognitive/Behavior Modification
 PSYC 435 Psychological Tests and Measurements
 PSYC 440 Techniques of Counseling

Experimental Psychology

- PSYC 340 Psychology of Learning
 PSYC 344 Animal Behavior
 PSYC 345 Biopsychology
 PSYC 350 Cognitive Processes
 PSYC 351 Sensation and Perception

FACULTY

Paul M. Evans, Associate Professor, Chair

Meredyth Goldberg Edelson, Assistant Professor

James R. Friedrich, Associate Professor

Susan M. Koger, Assistant Professor

Loren K. McBride, Associate Professor

Richard O'Grady, Instructor (part-time)

Mary Ann Youngren, Professor

COURSE DESCRIPTIONS

PSYC 110 Introduction to Psychology (1)

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

PSYC 210 General Experimental Psychology (1)

An examination of scientific method, design, procedure, measurement and control in selected psychological areas. The use of apparatus (including micro-computers), statistical analysis, library search methods, and research writing will be included. The laboratory will include human and/or animal subjects. A major independent research paper will be an outcome of this course. *Every semester.*

Evans, Koger

PSYC 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/or an off-campus supervisor for his/her senior year experience. Prerequisites: PSYC 210 and ISA 250. *Spring*. Youngren

PSYC 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: PSYC 110 or 210. *Fall*. McBride

PSYC 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: PSYC 110 or 210. *Spring*. Youngren

PSYC 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. Prerequisite: PSYC 110 or 210 or consent of instructor. *Alternate springs*. Edelson

PSYC 335 Clinical and Abnormal Psychology (1)

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

PSYC 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: PSYC 110 or 210. *Spring*. McBride

PSYC 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: PSYC 335 or consent of instructor. *Alternate Springs*. Friedrich

PSYC 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 neo-behaviorism, classic and contemporary Pavlovian conditioning, tech-

niques 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: PSYC 210. Consent of instructor required for non-psychology majors. *Spring*. McBride

PSYC 341 Personnel and Industrial Psychology (1)

This course will explore the field of industrial/organizational psychology in its broadest sense. We will examine the psychology of work behavior from both a management perspective—with its emphasis on efficiency and productivity—and from a worker's point of view—including concerns about career development, job satisfaction and stress. Work-related issues in many types of organizations (e.g. educational institutions, social service agencies, profit-oriented manufacturing companies) will be considered. Prerequisites: PSYC 110. Consent of instructor required for non-psychology majors. *Spring*. Friedrich

PSYC 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. Prerequisite: PSYC 110 or 210 or consent of instructor. *Alternate Springs*. Koger

PSYC 345 Biopsychology (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: PSYC 210. *Spring*. Koger

PSYC 350 Cognitive Processes (1)

This course will consider the subjects of attention, concept formation, pattern recognition, language, memory, artificial intelligence, creative thinking, problem solving and other aspects of cognition. Prerequisite: PSYC 210 or consent of instructor. *Alternate Falls*. Evans

PSYC 351 Sensation and Perception (1)

An examination will be made of the processes and mechanisms involved in detecting stimuli from the environment and how we interpret information gathered by our senses. Major topics covered include psychophysics, general neurophysiology, architecture of vision in the cortex, form and depth perception, somatosensory sensation (touch) and pain, and the chemical senses (gustation and olfaction). Prerequisite: PSYC 110 or consent of instructor. *Alternate Falls*. Evans

PSYC 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: PSYC 110. *Alternate Years*. Edelson

PSYC 354 Psychology of Women (1)

This course will explore a variety of topics pertinent to the understanding of the uniqueness of women from a psychological/social scientific perspective. Topics will include the socialization of women, biological influences in psychology that make women unique, women's views of achievement and morality, sexism in psychological research methods and differential rates of mental illness in women. Prerequisite: PSYC 110. *Alternate Years*. Edelson

PSYC 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

PSYC 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. Prerequisites: PSYC 210 and 300 and ISA 250. *Fall*. (Students wishing to complete a full-year internship may enroll for PSYC 395 in the Spring.) Edelson, Friedrich, Youngren

PSYC 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

PSYC 433 Cognitive/Behavior Modification (1)

Introduction to principles of cognitive/behavior modification with primary emphasis on experiential learning of skills involved in behavioral treatment interventions. Prerequisites: PSYC 210 and 335 or consent of instructor. *Alternate years*. Youngren

PSYC 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. Prerequisites: PSYC 210 and 335 or consent of instructor. *Alternate years*. Edelson, Youngren

PSYC 440 Techniques of Counseling (1)

Introduction to counseling techniques with primary focus on experiential learning of communication skills used in counseling individuals. Prerequisite: PSYC 332 or consent of instructor. *Spring*. Staff

PSYC 443 Psychology and Public Policy (1)

This course will focus on how psychological research and psychologists as professionals influence the formation of public policies. A case study approach will be used to explore broad policy formation issues in the context of such topics as pornography and violence, bias in psychological testing, childcare alternatives and courtroom testimony. Special consideration will be given to problems that arise from psychologists' dual roles as scientists and advocates. Juniors and seniors only. Prerequisites: Two courses in psychology. *Spring*. Friedrich

PSYC 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. Prerequisites: PSYC 210; juniors and seniors only. *Alternate years*. McBride

PSYC 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. A paper and oral presentation are required. Satisfactory completion of the thesis fulfills the senior year experience requirement for psychology majors. Prerequisites: PSYC 210, 300 and ISA 250. *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 RELIGION MINOR (5 credits)

- One course in **The Contemporary Religious Situation** 1*
- REL 214 Religion in America
 - REL 230 Modern European Christian Thought
 - REL 333 Contemporary Religious Thought
 - REL 344 Topics in Contemporary European Theology
 - REL 345 Topics in American Theology
- One course in **The Western Religious Tradition** 1*
- REL 112 History of Christianity
 - REL 113 Introduction to Old Testament Studies
 - REL 114 Introduction to New Testament Studies
 - REL 232 Paul and His Letters
 - REL 234 Jesus and the Gospels

- REL 237 Introduction to Syro-Palestinian Archaeology
 REL 240 Old Testament Pentateuch
 REL 242 Old Testament Prophets
 REL 331 The Gospel of John
 REL 337 Archaeological Methodology

One course in World Religions and Religious Studies Methodology 1

- REL 115 Introduction to the Study of Religion
 REL 116 Introduction to Major Religious Texts
 REL 235 Religions of the East
 REL 341 Religions of the Ancient World
 ISB 330 Religion and Science
 ISB 331 Liberation Theology and Social Change

One additional course from any of the above groups 1

One Senior Colloquium chosen from the following group: 1/2-1

- REL 437 Archaeological Field Experience
 REL 496 Senior Colloquium
 REL 497 Metaphor, Symbol and Narrative
 ISA 497 Humanities Senior Seminar
 ISB 420 Bible in the American Tradition

FACULTY

David W. McCreery, Associate Professor, Chair

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

Douglas R. McGaughey, Associate Professor

Charles I. Wallace, Jr., Associate Professor and University Chaplain

COURSE DESCRIPTIONS

REL 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

REL 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

REL 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

REL 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 introduced to scholarly methods employed in the field. Recommended for Freshmen. *Fall*. McGaughey

REL 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

REL 214 Religion in America (1)

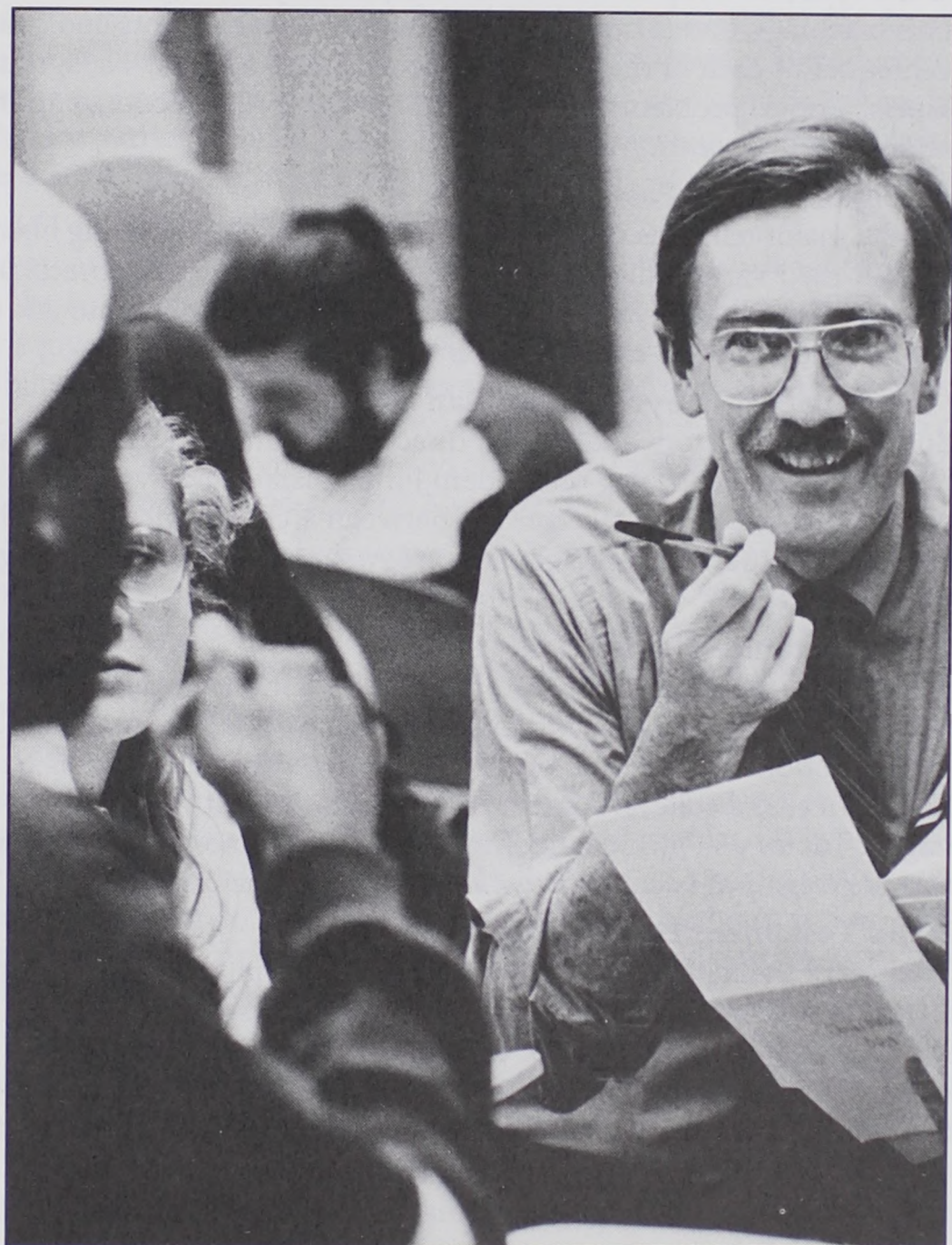
Religion in the United States from the Colonial Period to the present; the variety of religious groups and their ideas understood in historical sequence and context; development and normalization of religious pluralism; and mutual influence of religion and American culture. *Fall*. McGaughey, Wallace

REL 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

REL 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*. McGaughy



REL 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*. McGaughy

REL 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

REL 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

REL 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 will include: the formation of the canon, biblical saga and history, and the origins of Israelite law. *Alternate springs*. McCreery

REL 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

REL 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

REL 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 ecumenicity. *Alternate falls*. McGaughy

REL 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

REL 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, McGaughey

REL 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

REL 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 REL 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

REL 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

REL 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

REL 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

REL 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

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 RELIGIOUS STUDIES 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 (REL 437, 496, 497, ISB 420 or ISA 497) 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: 1300-1750
- ART 219 Gardens of China and Japan
- ART 355 Italian Renaissance Art History
- ART 356 Northern Renaissance and Baroque Art
- ENGL 344 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 Reformation
- ISB 330 Religion and Science
- ISB 331 Liberation Theology and Social Change
- ISB 332 Mysticism and Creativity
- ISB 340 Taoism, Zen and Art in Asia
- ISB 349 Buddhism: Religion in Art
- 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
- SOC 333 Sociology of Religion

EXECUTIVE COMMITTEE

Lane C. McGaughey, Chair (Religion)

Gerard F. Bowers (English)

David W. McCreery (Religion)

Douglas R. McGaughey (Religion)

Thomas B. Talbott (Philosophy)

Charles I. Wallace (Religion)

RHETORIC AND MEDIA STUDIES

A major in Rhetoric and Media Studies 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 Rhetoric and Media Studies Department works toward these ends in the context of a liberal arts environment.

Forensics

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.

Internships

During their junior and senior years, Rhetoric and Media Studies 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.

Courses offered by the Rhetoric and Media Studies 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 RHETORIC AND MEDIA STUDIES

MAJOR (8 1/4 credits)

Demonstrated proficiency in oral communication	1/4
Oral communication proficiency must be demonstrated by the end of the junior year by completing RHET 150 with a minimum grade of B or by completing either RHET 061X or RHET 062X.	
RHET 160 Argumentation and Society	1
RHET 231 Rhetorical Theory	1
<i>A minimum of three courses in rhetoric from the following</i>	<i>3</i>
RHET 261 Rhetorical Criticism	
RHET 331 Argumentation Theory	
RHET 333 Political Communication	
RHET 350 Topics in Rhetoric and Media Studies	

- RHET 360 Rhetoric of War & Peace
 RHET 362 Media Framing
 RHET 370 Communication Ethics
 RHET 372 Metaphor and Communication

*Two elective courses selected from courses in rhetoric (listed above) **OR** from the following 2*

- RHET 232 Persuasion, Propaganda and the Mass Media
 RHET 242 Leadership and Group Communication
 RHET 355 Gender and Communication
 ISB 319 Mass Media and Society
 ISB 372 Intercultural Communication

RHET 496 Seminar in Rhetoric and Media Studies 1

Demonstrated proficiency in written communication

Writing Proficiency will be demonstrated by completion of one of the courses in rhetoric designated as writing intensive: RHET 261, Rhetorical Criticism; RHET 333, Political Communication; RHET 362, Media Framing; RHET 372, Metaphor and Communication.

In addition, Rhetoric and Media Studies majors must pass comprehensive written and oral exams.

REQUIREMENTS FOR THE RHETORIC AND MEDIA STUDIES

MINOR (5 credits)

- RHET 150 Public Speaking 1
 RHET 160 Argumentation and Society 1
 RHET 231 Rhetorical Theory 1

One course in rhetoric from the following 1

- RHET 261 Rhetorical Criticism
 RHET 331 Argumentation Theory
 RHET 333 Political Communication
 RHET 350 Topics in Rhetoric and Media Studies
 RHET 360 Rhetoric of War & Peace
 RHET 362 Media Framing
 RHET 370 Communication Ethics
 RHET 372 Metaphor and Communication

*One elective course selected from courses in rhetoric (listed above) **OR** from the following: 1*

- RHET 232 Persuasion, Propaganda and the Mass Media
 RHET 242 Leadership and Group Communication
 RHET 355 Gender and Communication
 ISB 319 Mass Media and Society
 ISB 372 Intercultural Communication

FACULTY

Catherine Collins, Professor, Chair

Jeanne E. Clark, Associate Professor

David Douglass, Assistant Professor

Jeffrey Lukehart, Assistant Professor

Scott Palmer, Instructor and Assistant Director of Forensics

Robert Trapp, Associate Professor and Director of Forensics

COURSE DESCRIPTIONS

RHET 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

RHET 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

RHET 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

RHET 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

RHET 160 Argumentation and Society (1)

This course will investigate methods of constructing and evaluating public arguments. Using a case study method, the course will explore argument and the human condition, the process of identifying arguments and the role of evidence and reasoning in argument. A case study will be selected each semester for argument analysis. Students will construct arguments on the semester topic and will analyze arguments made by actual participants in the public forum. *Fall.* Trapp

RHET 231 Rhetorical Theory (1)

History and survey of principal theories of rhetoric from Aristotle and Cicero to Burke and Toulmin. *Spring.* Collins

RHET 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.* Douglass

RHET 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 video-tape review. *Every semester.* Clark

RHET 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. Prerequisites: RHET 160 and 231 or consent of instructor. *Spring on demand.* Trapp

RHET 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. Prerequisites: RHET 160 and 231 or consent of instructor. *Spring on demand.* Trapp

RHET 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. This is a writing-intensive course. Prerequisites: RHET 160 and 231 or consent of instructor. *Fall.* Collins

RHET 350 Topics in Rhetoric and Media Studies (1)

This course provides the flexibility to offer special topics of interest in rhetoric and media studies. Topics might include marginalized discourse, non-Western rhetoric, or mass media and the global village. Prerequisites: RHET 160 and 231, or consent of instructor. *On demand.* Staff

RHET 355 Gender and Communication (1)

This course explores the intersection of three closely related constructs: gender, communication, and power. Students in this course will consider gender as an investigative construct, examine the empirical differences in the ways men and women communicate in the United States, and critique selected genres of women's rhetoric. Prerequisite: completion of Part A humanities or Part A social science courses or consent of instructor. *Spring.* Douglass

RHET 360 Rhetoric of War and Peace (1)

This course examines conceptual and critical approaches to the study of war rhetoric. The first half of the course focuses on international participation in the cold war between the Soviet Union and the United States. The second half of the course is a case analysis of Gulf War rhetoric. Students will explore media images opposing nations employ to characterize the other; strategic choices in public rhetoric that create and sustain the cold war or acceptance of the Gulf War; and the literalized metaphors and ideological frames that characterize war rhetoric. Prerequisite: RHET 160 and 231 or consent of instructor. *Alternate Springs.* Collins

RHET 362 Media Framing (1)

This course examines news accounts as they construct the meaning of the events they report. Students explore how reality is shaped when the media privileges a particular frame for the events; sketches familiar plotlines, characters, or ideologies; or gives authority to some voices and silences others. Finally, the course addresses the effect of media conventionalizing, in the symbolic complexes addressed and the formulaic stories they spawn, on both the range of interpretations and the range of topics that are publicly addressed. A writing-intensive course. Prerequisites: RHET 160 and 231 or consent of instructor. *Alternate years.* Collins

RHET 370 Communication Ethics (1)

This course is intended to shift our attention from the typical "real world" concern about persuasive effectiveness and refocus attention on the consequences of manipulating language. Accompanying an examination of the theoretical bases for ethical communication, we will examine case studies selected from among: social protest, evangelism, propaganda, advertising and political campaigns. Prerequisites: RHET 160 and 231 or consent of instructor. *Alternate years.* Staff

RHET 372 Metaphor and Communication (1)

This course is an exploration of what the use of metaphor does to and for us. The course covers two units roughly corresponding to the theory and criticism of metaphor. The first unit surveys a variety of scholarly attempts to define metaphor and explain metaphorical function. The second unit examines ways that metaphors can be evaluated, and to the reasons that they should be evaluated. Class periods will primarily be devoted to lecture, guided discussions and reports. This is a writing-intensive course. Prerequisites: RHET 160 and 231 or consent of instructor. *Alternate years.* Douglass

RHET 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 Rhetoric and Media Studies faculty. *On demand*. Staff

RHET 496 Seminar in Rhetoric and Media Studies (1)

Students and department faculty will read and discuss current research in rhetoric and media studies. 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 Rhetoric and Media Studies major:

- | | |
|---------|----------------------------------|
| ISB 319 | Mass Media and Society (1) |
| ISB 372 | Intercultural Communications (1) |

SPEECH COMMUNICATIONS

See Rhetoric and Media Studies, pg. 204.

SOCIOLOGY AND ANTHROPOLOGY

The program in Sociology-Anthropology is designed to be a valuable component of every student's liberal arts 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.

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.

Courses in the Sociology Department which meet the General Education Requirement are:

- SOC 110 Principles of Sociology (Part A, Social Science)
- SOC 111 Essentials of Anthropology (Part A, Social Science)
- SOC 214 Racial and Ethnic Relations (Part A, Social Science)

REQUIREMENTS FOR THE SOCIOLOGY MAJOR (8 credits)

SOC 110	Principles of Sociology	1
SOC 348	Social Research Design.....	1
SOC 349	Applied Social Research	1
SOC 350	Introduction to Sociological Theory	1
<i>One course in Social Structure</i>		<i>1</i>
SOC 230	Marriages and Families	
SOC 234	Crime, Delinquency and the Criminal Justice System	
SOC 239	Medical Sociology	
SOC 333	Sociology of Religions	
SOC 334	Inequality in Society	
SOC 335	Work, Organization and the Marketplace	
SOC 336	Sociology of Education	
<i>One course in Social Process</i>		<i>1</i>
SOC 214	Racial and Ethnic Relations	
SOC 221	Gender Roles in Society	
SOC 222	The Environment and Society	
SOC 235	Social Change	
SOC 236	The Dynamics of American Society	
SOC 330	World Population Problems	
SOC 332	Urban Community	
<i>One course in Social Psychology</i>		<i>1</i>
SOC 232	Individual in Society: Social Psychology	
SOC 337	Childhood and Adolescence	
SOC 338	Adulthood and Aging	

Senior Year Experience, chosen from: 1

SOC 495 Internship in Sociology

SOC 497 Thesis

SOC 499 Senior Seminar in Sociology and Anthropology

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 SOCIOLOGY MINOR (5 credits)

SOC 110 Principles of Sociology 1

One course in **Social Structure** (See Major listing above) 1

One course in **Social Process** (See Major listing above) 1

One course in **Social Psychology** (See Major listing above) 1

Once course from the following: 1

SOC 348 Social Research Design

SOC 349 Applied Social Research

SOC 350 Sociological Theory

FACULTY

James B. Bjorkquist, Associate Professor, Chair

Walter M. Gerson, Professor

Linda S. Heuser, Assistant Professor

Stephen C. Hey, Associate Professor

Carol J. Ireson, Professor

COURSE DESCRIPTIONS

SOC 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

SOC 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

SOC 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

SOC 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

SOC 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

SOC 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

SOC 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

SOC 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

SOC 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

SOC 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*. Heuser

SOC 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

SOC 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

SOC 236 The Dynamics of American Society (1)

An 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

SOC 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

SOC 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

SOC 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

SOC 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

SOC 334 Inequality in Society (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 is explored cross-culturally as well as from the American perspective. Prerequisite: SOC 110. *Spring.* Hey

SOC 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

SOC 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

SOC 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

SOC 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

SOC 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, Heuser

SOC 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

SOC 350 Introduction To Sociological Theory (1)

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

SOC 358 Special Topics in Sociology and Anthropology (1/2 - 1)

This course offers timely exposure to a variety of relevant topics in sociology and anthropology. Topics might include the study of homelessness, poverty, death and dying, cultural diversity. Prerequisites: SOC 110 or SOC 111 and one additional course in Sociology or Anthropology. *Annually*. Staff

SOC 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

SOC 495 Internship in Sociology (1)

This course provides an opportunity for students to work in selected social service and other organizations supervised by on-site professionals. 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

SOC 497 Thesis (1)

On demand. *Spring*. Staff

SOC 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

THEATRE

Theatre serves as a vital part of the university in its exploration of human values and creativity, and in its study of those artistic, social and scientific principles which enable us to understand ourselves, our society and our environment and to meet the challenges of sustaining mind, body and spirit in a rapidly changing world.

Students majoring in theatre are provided with a broad range of experiences in all areas of the discipline, and gain creative awareness, historical perspective, critical acumen and practical skills which can be applied both to careers in professional theatre and to numerous other fields which require collaboration, research, attention to detail and imaginative communication.

*In addition to its course offerings, the department's extra-curricular production program provides **all** Willamette students with opportunities to engage in creative expression.*

Courses in the theatre department which satisfy the General Education Requirements are:

- THTR 110 The Theatre: A Contemporary Introduction (Part A, Fine Arts)
- THTR 112 Costume Through the Ages: Pre-Historic to Present
(Part A, Fine Arts)
- THTR 213 Introduction to Dance (Part A, Fine Arts)
- THTR 217 Origins of Performance (Part A, Fine Arts)
- THTR 218 Performance in the 20th Century (Part A, Fine Arts)

CORE REQUIREMENTS FOR THE THEATRE MAJOR

(SEE THEATRE EMPHASIS FOR TOTAL NUMBER OF CREDITS NEEDED)

THTR 140	Acting I	1
THTR 150	Voice/Movement I	1/2
THTR 155	Stagecraft I	1/2
THTR 217	The Origins of Performance	1
THTR 218	Performance in the 20th Century	1
THTR 355	Fundamentals of Scene Design	1
THTR 479	Directing I	1

Students must also complete 1/2 to 1 credit hour in senior year studies in their area of emphasis. Senior projects are approved by the theatre faculty and credit is earned through THTR 491, Special Studies in Theatre.

Majors must also complete the requirements for one of the Theatre emphases listed below.

Acting Emphasis: (14 credits)

EXSCI 447	Kinesiology/Biomechanics	1
THTR 141	Acting II	1
THTR 151	Voice/Movement II	1/2
THTR 182	Fundamentals of Modern Dance OR	
THTR 184	Classical Ethnic Dance OR	
THTR 282	Modern Dance II	1/2
THTR 340	Acting Studio I	1
THTR 341	Acting Studio II	1
<i>One credit from the following</i>		1
ENGL 341	Shakespeare: The Comedies	
ENGL 342	Shakespeare: The Tragedies	
ISB 327	Language and the American Tradition	
One credit in Art or Music History		1

Design Emphasis: (14 credits)

<i>Four credits from the following</i>		4
THTR 165	Stagecraft II (1/2)	
THTR 233	Fundamentals of Costume Design	
THTR 240	Stage Make-up (1/2)	
THTR 356	Fundamentals of Stage Lighting	
THTR 357	Scene Design/Production Studio I	
THTR 358	Scene Design/Production Studio II	
<i>Two credits from the following</i>		2
ART 111	Drawing and Composition	
ART 112	Color and Composition	
ART 113	Fundamentals of Design	
ART 114	Structural Design	
<i>One-half credit from the following</i>		1/2
ART 240	Life Drawing (1/2)	
ART 242	Woodcuts and Collagraphs (1/2)	
One credit in Art or Music History		1

Performance Emphasis: (12 1/2 credits)

THTR 330	Performance from Shakespeare through Modernism	1
Two theatre courses 300 or above		2

<i>Three credits from the following</i>	3
ENGL 341 Shakespeare: The Comedies	
ENGL 342 Shakespeare: The Tragedies	
HIST 345 European Intellectual History: The Enlightenment Tradition	
HIST 346 European Intellectual History: Modern to Post-modern	
HIST 356 Greece and the Hellenistic World (1/2)	
HIST 357 Ancient Rome (1/2)	
HIST 358 History of the Middle Ages (1/2)	
HIST 359 The Renaissance and Reformation (1/2)	
HIST 396 Seminar in Historiography and Philosophy of History	
ISA 211 Human Creativity: The Fine Arts	
ISA 212 Introduction to East Asian Civilization	
PHIL 230 History of Philosophy: Ancient and Medieval	
PHIL 231 History of Philosophy: Modern	
PHIL 343 Philosophy and the Arts	
REL 230 Modern European Christian Thought	
REL 235 Religions of the East	
REL 341 Religions of the Ancient World	
SOC 214 Racial and Ethnic Relations	
SOC 221 Gender Roles in Society	
SOC 232 Individual in Society: Social Psychology	
SOC 333 Sociology of Religions	

One upper level theatre class

One credit in Art or Music History

Integral to the education of the theatre major is participation in the department's production activities. Awarding of the B.A. is predicated on student involvement in crew work. Participation in set and costume construction, lighting implementation, and as crew heads for the running of shows is mandatory. Specific responsibilities and time requirements vary with each season. In general, students can expect to devote an average of five hours a week toward the fulfillment of this requirement.

REQUIREMENTS FOR THE THEATRE MINOR: (5 credits)

THTR 140 Acting I	1
THTR 150 Voice/Movement I	1/2
THTR 155 Stagecraft I	1/2
THTR 217 The Origins of Performance	1
THTR 218 Performance in the 20th Century	1
THTR 355 Fundamentals of Scene Design	1

Minors will also be expected to be involved in the department's production activities at 50 percent of the participation level of department majors.

FACULTY

Andrew Apter, Associate Professor, Academic Chair

Rod Ceballos, Assistant Professor, Artistic Chair

Christopher L. Harris, Associate Professor

Llewellyn J. Rhoe, Assistant Professor

Susan Lilly, Instructor (part-time)

Maria Lu, Instructor (part-time)

Susan McFadden, Assistant Professor (part-time)

COURSE DESCRIPTIONS

THTR 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

THTR 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

THTR 105X Ballroom Dance (1/4)

Introduction to the mechanics and conventions of a range of ballroom dance styles, including popular dances of European and North and South American origin. Dances will include the waltz, fox trot, polka, swing and tango. *On demand.* Staff

THTR 110 The Theatre: A Contemporary Introduction (1)

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. Further direct involvement in performance and technical activity, critical writing and discussion, and attendance at outside theatre events. Additional responsibility in applied work on theatre productions. *Fall and Spring.* Staff



THTR 112 Costume and Dress Through the Ages: Pre-Historic to Present (1)

This course examines the relationship of costume to social behavior of diverse cultures. Also studied are evolution of production techniques and economics of costume distribution and display. Aesthetic aspects are discussed through study of extant artworks and artifacts. *Spring*. Lilly

THTR 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*. Ceballos

THTR 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*. Ceballos

THTR 150 Voice/Movement I (1/2)

Basic vocal technique and breath control. Development of resonance and vocal power. Work on individual selections to achieve clear tones, control of pitch and vocal resonance response. Co-requisite with THTR 140. *Fall*. Ceballos

THTR 151 Voice/Movement II (1/2)

Basics of articulation with work on the articulatory mechanisms and individual American-English sounds. Line analysis in realistic stage speech. May include elementary work on basic dialects, interpretive work in scene studies, classical drama and/or dramatic literature in translation. Co-requisite with THTR 141. Prerequisite: THTR 140 and 150. *Spring*. Ceballos

THTR 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*. Rhoe

THTR 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. Rhoe.

THTR 180 Beginning Jazz Dance (1/2)

Class participation in basic Jazz techniques. Develops student's understanding of Jazz dance as an expressive art form. *On demand*. McFadden

THTR 181 Fundamentals of Ballet (1/2)

Class participation in basic techniques of ballet. Develops an understanding of the ballet aesthetic. *On demand*. McFadden

THTR 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 artistic medium. *On demand*. McFadden

THTR 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

THTR 184 Classical Ethnic Dance I (1/2)

Introduction to variations in classical dance styles from various cultures. Emphasis is on fundamental principles of Tai Ji Chuan, a discipline which involves a mediation in movements stressing relaxation to promote inner health, outer strength and grace in harmony. Fundamentals include concentration, centered balance, sensitivity to cultural awareness, self-confidence and self-defense. *Every Semester*. Lu

THTR 185 Classical Ethnic Dance II (1/2)

A class to enable students to study in greater depth Chinese Classical Ethnic Dance and martial arts movement—Chinese Sword Dance, Pa Qua Chuan, etc. Prerequisite: THTR 184. *Every Semester*. Lu

THTR 213 Introduction to Dance (1)

Introduction to an analysis of the function of dance in society, including historical, anthropological, cultural, aesthetic and educational aspects. The significance of dance as an art form will be examined. Attention will be given to the interdisciplinary nature of dance and its relation to the other fine arts. *Alternate Springs*. McFadden

THTR 217 Origins of Performance (1)

Study of evolution of religious ritual into structured performance practice and the origins of theatre in various parts of the world. Special attention to how dramatic text, cultural values, political structures and performance spaces and styles interact to create performance phenomena from Shamanistic times through the mid 16th century. *Fall*. Apter

THTR 218 Performance in the 20th Century (1)

Study of major movements in the 20th century as they embody significant new approaches to the writing and staging of plays and performance events and express change in social values and intellectual discourse. *Spring*. Apter

THTR 233 Fundamentals of Costume Design (1)

This course covers play script analysis for costume design, with projects involving the design process, costume rendering and presentation. Fabric dyeing and basic principles of costume construction are also covered. Open to all majors.

Fall. Lilly

THTR 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 three courses in ballet, jazz, modern or ethnic dance, one of which must have been THTR 282 (Modern) or THTR 283 (Jazz) or consent of the instructor. Closed to freshmen. *Alternate springs.*

McFadden

THTR 240 Stage Makeup (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 makeup as it applies to fashion and facial anatomy. Purchase of makeup kit is required for practical application of the techniques studied. *Fall.* Staff

THTR 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

THTR 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

THTR 330 Performance from Shakespeare through Modernism (1)

Study of dramatics texts and performance practice and theory from the late 16th century through 1900. Emphasis on how theatre participated in the profound changes that mark the development of world culture into the modern period.

Alternate Springs. Apter

THTR 340 Acting Studio I (1)

Advanced actor training designed to allow individual, in-depth exploration of the realistic/naturalistic acting process, play and character analysis and ensemble work through the study of the works of Ibsen, Chekhov, Strindberg and other European playwrights in translation. Intended for upper-division theatre majors.

Prerequisites: THTR 140, 141 and consent of the instructor. May be repeated once for credit. *Fall.* Ceballos

THTR 341 Acting Studio II (1)

Advance actor training designed to allow individual, in-depth exploration of style through the study of the works of Shakespeare and other Elizabethan/Jacobean dramatists. Intended for upper-division theatre majors. Prerequisites: THTR 140, THTR 141, THTR 340 *and* consent of instructor. May be repeated once for credit. *Spring*. Ceballos

THTR 345 Advanced Stage Makeup (1/2)

Theory and practice in makeup for the stage, television, and cinema; further development of skills in pigment, character analysis, selection and use of makeup supplies. Exploration and development of new techniques in mold and mask making, plastics, foams, hair piece and wig construction, non-realistic makeup and makeup design. Prerequisite: THTR 240. *Alternate springs*. Staff

THTR 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

THTR 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 155 or consent of instructor. *Alternate springs*. Rhoe

THTR 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

THTR 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

THTR 430 Special Topics in Performance Studies (1)

This course provides the flexibility to offer topics of special interest in the various areas of theatre studies. Among the courses that will be offered are: Cultural Diversity in the American Theatre; The History, Function and Role of the Dramaturg; Metatheatre—Its Social, Political and Cultural Implications; Theatre Design in the 20th Century. May be repeated once for credit. *On Demand*. Staff

THTR 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

THTR 479 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. Practical application of script analysis and rehearsal techniques. Prerequisite: Theatre core or consent of instructor. *Fall.* Apter

THTR 480 Directing II (1)

Advanced study in history, theory and practice of staging plays. Preparation and presentation of a one-act play. Prerequisite: THTR 479. *Alternate Springs.* Apter

THTR 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

WOMEN'S STUDIES

The Women's Studies Minor is an interdisciplinary program focusing on feminist scholarship about women, gender and gender inequality. In addition to Women's Studies core courses in the Integrative Studies Area, the minor also includes disciplinary courses that examine how traditional approaches within academic disciplines ignore or misdescribe gender inequality and women's lives. All Women's Studies classes encourage students to think systematically and critically about their experiences and gendered, social beings and to confront the challenges of a society increasingly committed to gender equality.

REQUIREMENTS FOR THE WOMEN'S STUDIES MINOR

ISA 342	Topics in Feminist Analysis (may be taken twice)	1
ISA 353	Feminist Theory	1

Three additional courses must be chosen from the following group. One of these must be from a social science discipline and one from a humanities discipline. 3

- ENGL 355 Feminist Literary Theory
- HIST 246 American Women's History
- ISB 245 Feminism, Gender and Society (strongly recommended as an introduction to the minor)
- ISB 324 Women in International Development
- PHIL 336 Philosophy and Feminism
- POLI 369 Women and Politics
- PSYC 354 Psychology of Women

One course by petition*

*Courses that may be counted toward the minor by petition are those that are given one time only or have variable emphases but which, in a given semester, focus on the analysis of gender and gender inequality and which draw on current scholarship in Women's Studies.

FACULTY

Suresht Bald, Professor

Carol Ireson, Professor

Sally Markowitz, Associate Professor

Frann Michel, Assistant Professor

Participating faculty in other disciplines



SECTION III

Academic Administration

Student Life

Admission

Tuition and Expenses

Financial Aid

ACADEMIC ADMINISTRATION

The mission of the Academic Administration division is to support faculty and students in their teaching, learning and research endeavors. Nine departments or programs comprise the division: Mark O. Hatfield Library, Academic Computing, Learning Resources/Language Learning Centers, Academic Grants and Awards, University Registrar, Financial Aid, Administrative Computing, Smith Auditorium and Summer Conferences. Coordinated by the Vice President for Academic Administration, the division is committed to a strong service orientation and to enabling a campus environment which is characterized by rigorous academic programs, celebration of diversity and cocurricular opportunities.

THE MARK O. HATFIELD LIBRARY

Opened in 1986, the Mark O. Hatfield Library serves as the library for the College of Liberal Arts, the Masters of Arts in Teaching program, and the Atkinson Graduate School of Management. The building is a gracious modern, glass-walled structure which overlooks the Mill Race and Jackson Plaza, one of the main gathering places on campus. The library offers students and faculty a well-chosen collection of more than 220,000 books and over 1,300 current journal subscriptions. The facility also houses the Mark O. Hatfield Archives and an extensive collection of United States documents and many local, national and international newspapers.

A highly qualified staff of librarians and support personnel are committed to developing and maintaining strong public services. A program of course-related library instruction ensures that students not only find the information they need to satisfy course requirements, but also learn the search strategies they need to retrieve and evaluate information in a society that places increasing importance upon these skills. Librarians search, without charge, more than 500 data bases available through the DIALOG, ERIC and BRS systems. These searches produce customized bibliographies, often with abstracts or full text, on topics relevant to the research needs of students and faculty. Librarians are readily available at the reference desk to help students and they offer assistance, by appointment, for more specialized research needs.

The book collections, developed over more than a century, provide strong support for undergraduate research. The book stacks are open to all. A video-tape collection of classic motion pictures designed to support courses across the curriculum is presently being developed. These films may be borrowed by

students for home viewing. The library's holdings also include a strong collection of musical scores and recordings. An efficient interlibrary lending department utilizes a national computer network, telefacsimile transmission, and an electronic document delivery system for locating and retrieving materials not in the local collections.

The Online Catalog is automated and includes records of all books and most other library holdings. Connected to the university computer network, the catalog is available 24 hours a day. In addition to the catalog, a library "gopher" is programmed to connect students and faculty quickly and directly to selected data bases and documents in their areas of subject interest. Much of this data and many of the documents, which may reside anywhere in the world, are available at a keystroke for printing or downloading. The Online catalog and the library gopher offer access to a wealth of bibliographical, statistical and textual information and serve as a gateway to computerized periodical indexes and the catalogs of other libraries worldwide.

The Hatfield Library includes many attractive areas suitable for study and reflection and hosts a variety of displays throughout the year. Lectures, readings and recitals are held frequently in the Mark O. Hatfield Room. The Hatfield Archives house the papers and memorabilia of Mark O. Hatfield, Oregon's senior United States senator. Hatfield memorabilia is available for viewing in a continuously changing public display. A 24-hour study room equipped with vending machines provides study space during hours the library is not open.

WILLAMETTE INTEGRATED TECHNOLOGY SERVICES

Willamette Integrated Technology Services (WITS) is a consortium of three service departments: Academic Computing, Administrative Computing and Learning Resources and Language Learning Centers. One of the primary aims of these departments is to enable the integration of technology into teaching and learning. These departments provide facilities, equipment and staff support for the use of educational technology including computers, computer networks and video, graphic and multimedia production.

The wide variety of facilities and resources made available by WITS includes a general access computer lab, an electronic classroom, the Writing Center and the Language Learning Center. Several classrooms are equipped with computer podiums with LCD panels that allow screen displays to be projected. Available equipment includes 80386 PCs, Macintosh computers, SUN Sparc stations, Xterminals, VCRs, Laser Disc players, CD-ROMs, scanners and laser printers. All workstations are connected to the network, with access to a variety of application software, such as word processing and spreadsheets. The general access lab is open to students 24 hours a day, seven days a week. It is staffed by knowledgeable lab assistants. Other facilities are available to students except during scheduled classes.

In addition, there is a networked microcomputer cluster in one of the residence halls, and there is a plan to establish microcomputer clusters in every major residence hall and install network connections in all residence hall rooms.

Almost all faculty offices and all administrative offices are connected to the campus-wide UNIX Network which is maintained and supported by WITS Network Services. All students may have an account on this network and can have access from any university-operated facility or via modem. The campus-wide network provides 24 hour access to the online catalog at the Hatfield Library, the campus-wide information system (Willamette Gopher), electronic mail service and the Internet—a world-wide network of networks.

WITS User Services offers a series of training workshops on the use of computers, application software, the campus network and the Internet, and also provides individual consultation by appointment or at the Help Desk.

WITS Academic Computing assists faculty with computer-related curriculum development. Staff consult with faculty and students about software applications, uses of multimedia for teaching and presentations, computer-aided instructional methods, and general questions about any aspect of computing at Willamette.

The WITS Learning Resources Center (LRC) is a multi-purpose facility that assists faculty, students and staff in the use of audiovisual equipment and the production of materials. Help is available for producing videos, transparencies, slides and prints, brochures, posters and other materials related to instruction and other campus activities. The LRC is responsible for acquiring, managing and placing such equipment as VCR monitors, overhead projectors, computer LCD panels, video projectors, camcorders and sound systems in classrooms and other facilities. The LRC video collection is available for checkout to the campus community. Arrangements may be made for walk-in use of video editing equipment, color photocopier, drymounting and laminating equipment and photography darkroom.

The Language Learning Center is a resource not only for foreign language students and faculty, but for the campus as a whole. The center, one of the best equipped in the Northwest, offers numerous opportunities for cultural and language study. The center includes a 25-station Tandberg IS-10 audio system for both class and individual use. News broadcasts and a variety of programming from more than 40 different countries are received 24 hours a day. Programs may be viewed live in the lab or classrooms, or may be recorded for later use. The most recent addition to the center includes both IBM-compatible and Macintosh computers with a large selection of foreign language software such as word processors, grammar tutors and interactive programs. Several multimedia stations offer students the opportunity for self-study and the development of projects using authentic foreign language materials available on CD-ROM, laser

disc and Kodak Photo-CD. Language center facilities are directly connected to the campus network, enabling unlimited access to Internet and to libraries and institutions around the world. Other services available are tri-standard tape conversion, optical character recognition scanning, foreign language periodicals and assistance from a staff knowledgeable in both foreign languages and the use of technology.

Two other components of WITS, Administrative Computing and Telephone/Technical Services, provide support and maintenance of the administrative information systems, telephone system and university-owned computer equipment used in campus offices.

UNIVERSITY REGISTRAR

The Office of the University Registrar is responsible for maintaining and safeguarding the official academic records of the university. In addition to serving as an ex officio member of the Academic Standards and Academic Programs committees, the University Registrar consults with students regarding general academic requirements and provides reports about academic progress. The Registrar's Office is also responsible for confirming veteran's benefits status, certifying athletic eligibility, and determining eligibility for graduation and honors.

ACADEMIC GRANTS & AWARDS

The Office of Academic Grants & Awards provides support to faculty, students and administrators at Willamette University who apply for external grants and awards based on their research, academic performance or campus program. Among other responsibilities, the grants office disseminates information on external grants and awards, and the director of the program assists faculty and students in the pre-and post-award phases of grant administration. Such scholarship opportunities as the Fulbright Grant for study abroad, British Marshall Scholarship, Rhodes Scholarship, Mellon Fellowship, Goldwater Scholarship and Truman Scholarship are handled jointly by the CLA Deans' Office and Office of Academic Grants & Awards.

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 advice 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; (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. Student meals are provided in the new Goudy 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 also brings many 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 received. All undergraduate students who are not of junior standing 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 alumni 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 and gay/lesbian students, and students with disabilities. 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 para-church 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.

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.

ATHLETICS

Willamette has varsity teams for men in football, basketball, track, baseball, tennis, golf, cross country, swimming, crew and soccer. For women, Willamette has teams in soccer, cross country, volleyball, basketball, softball, tennis, swimming, crew 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.



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.

Community Outreach Program

The increasing number of Willamette students interested in community service find fulfillment in a wide range of Salem agencies and projects, and are assisted in finding volunteer placements by the Assistant Director of Student Activities for Community Outreach. 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 locally. "Alternate Breaks," or volunteer placements during semester and spring breaks, in other regions and countries are also coordinated through the Community Outreach Program.

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 both the Bistro, the student run coffeehouse, and the bookstore.

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.

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.

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 non-academic 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 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 *Dialogue*, 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, Phi Delta Theta and Sigma

Chi Fraternities and Alpha Chi, Delta Gamma and Pi Beta Phi Sororities maintain on-campus housing.

All fraternities and sororities are represented through the Inter-Fraternity and Panhellenic Councils respectively. Advising for the Greek system is provided through the Office of Residence Life.

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.

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.

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.

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 the University and adjust to life at Willamette.

Parents and Family Weekend: A time for students' parents and families to visit campus for a first-hand view of Willamette life.

Freshman Glee: Freshman Glee is an event unique to Willamette. Glee is a contest in which the freshman class challenges all the other classes 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 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 75 transfer students are enrolled for the Fall Semester from a group of approximately 2,000 applicants. As a selective institution, Willamette University does not operate on a rolling admission basis. We review all applications as a group, selecting those students who show the greatest likelihood of benefiting from and contributing to the academic and extracurricular opportunities of our campus community.

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 years 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 admission should be filed by February 1 (freshman Early Decision applicants should have everything completed by December 1).
2. Notification of admission decisions are mailed beginning approximately April 1 (Early Decision candidates will be notified by February 1).
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. 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 (see section on Alternative Application Forms/Formats). The deadline for filing all application materials is February 1. Applicants who meet this deadline will be notified of the admission decision beginning approximately April 1. Late applications are considered subsequent to April 1 if space is available.

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 and the Application Supplement accompanied by a \$35 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.
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 and the Application Supplement accompanied by a \$35 non-refundable fee.

2. Official transcript(s) of all previous college work.
3. An official secondary school transcript.
4. A Transfer Reference Form completed by an advisor or professor from the college you currently attend (or most recently attended). If the majority of coursework was completed at a different institution than the one you currently attend, a professor/advisor from your former institution should complete this form. If you have been out of school for five years or more, please consult with the Office of Admission to determine an appropriate recommender.

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 15 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 generally 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 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 1. The Office of Admission agrees to notify the student by February 1 (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 March, providing the appropriate federally-approved needs analysis form has been received by the Office of Financial Aid. Early Decision candidates should file an approved needs-analysis form promptly after January 1.

Alternative Application Forms/Format

While most applicants will use the application forms provided in the Willamette Viewbook, there are two other accepted formats for submitting an application for undergraduate admission. The first of these, the Common Application form, is available from high school counseling offices or upon request from the Willamette University Office of Admission. Willamette accepts the Common Application in lieu of its own form and gives equal consideration to students who apply via this form.

In addition to accepting our own application form and that of the Common Application, we accept applications made through CollegeLink™. Like the Common Application, the CollegeLink™ alternative is welcomed by us and by many other leading colleges and universities. And, CollegeLink™ lets you use a personal computer (either an IBM or Macintosh) for the task. For more information, contact your guidance counselor or call CollegeLink™ at 1-800-394-0404.

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. 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 550 each) or an ACT composite score of at least 27 (with minimum English and Math scores of 25 each) will be considered.

ADVANCE PLACEMENT

Willamette University encourages student participation in the Advance Placement Program sponsored by the College Board. AP scores of four and five are generally granted credit. The amount of credit will be determined by the appropriate department.

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, who 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 1993-94 school year.

Tuition	\$13,575
Student Body Fees	\$90
Room and Board*	\$4,420
Health Insurance (optional)**	\$170
Books (estimated)	\$400
Personal Expenses (estimated average)	\$715
Total	\$19,370

* There are four board plans

** 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	\$35
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A non-refundable fee charged to cover the costs of processing and evaluating the application file.

Advance Deposit	\$200
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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 Willamette, the balance of the \$50 on account can be refunded when the student withdraws or graduates.

SEMESTER TUITION AND FEES: REGULAR STUDENTS

College of Liberal Arts

Student Body Membership	\$45
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(All undergraduate students taking more than one and one-half credits are required to hold membership in the Associated Students of Willamette University. This membership entitles the student to attend all

home athletic events and to participate in and enjoy the benefits of the many student activities and social events.)

Tuition

College of Liberal Arts, for regular students	
taking 3 to 4-1/2 credits (per semester)	\$6,787.50
Each 1/2 credit over 4-1/2 credits (per semester)	\$754.00
Special Music Fees: Non-Major, Full-Time	
Private Instruction, 1/4 credit (15 1/2-hour lessons per semester)	\$175.00
Less than a full semester, per lesson	\$12.50
No refund after three lessons (weeks)	

Late Fee Payment

If a student fails to complete fee payment 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 \$25.

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	\$377.00
One-half (1/2) credit	\$754.00
Three-fourths (3/4) credit	\$1,131.00
One (1) credit	\$1,508.00
One & one-fourth (1 1/4) credit	\$1,885.00
One & one-half (1 1/2) credit	\$3,393.75
One & three-fourths (1 3/4) credit	\$3,959.00
Two (2) credits	\$4,525.00
Two & one-fourth (2 1/4) credits	\$5,091.00
Two & one-half (2 1/2) credits	\$5,656.00
Two & three-fourths (2 3/4) credits	\$6,222.00

ROOM AND MEAL CHARGES

Students who live on campus receive seven "all-you-can-eat" meals per week plus cash on a debit card to be used for all remaining meals. Meals are served throughout the school year except during Thanksgiving break, Christmas and Spring vacations. Room and board charges are as follows:

Multiple occupancy, seven "all-you-can-eat" meals, plus \$290 cash debit:
cost \$4,320

Multiple occupancy, seven "all-you-can-eat" meals, plus \$350 cash debit:
cost \$4,420

Multiple occupancy, seven "all-you-can-eat" meals, plus \$440 cash debit:
cost \$4,520

Multiple occupancy, seven "all-you-can-eat" meals, plus \$550 cash debit:
cost \$4,620

(Single occupancy is \$700 per year extra.)

All students contract for rooms for the full academic year. Charges for room and meals are payable by the semester in advance. 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. 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. 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 may not take examinations, receive grades or be given a transcript of credits until all University accounts have been paid in full.

Payment Plan Options

The following payment options are made available by Willamette University to assist in your payment of fees while you are attending Willamette. The list contains payment plan options administered by vendors the University has selected to assist us in making our payment options as complete as possible. If you cannot identify a payment plan that will work for you, feel free to give us a call; we will do our best to assist you with your financial arrangement.

The Ten-Month Payment Plan

This plan offers parents a program through which educational expenses for the year can be spread out over 10 monthly payments. The 10 month payment option is administered by the Knight Tuition Payment Plan company, and has a \$35 application fee (participation is on an annual basis). Under this plan you estimate the amount of "net expenses" for the year and submit an application to Knight. Payments begin July 1 and end May 1.

The Extended Repayment Plan and ABLÉ Plan

The Extended Repayment Plan is a credit-based, long-term loan program (up to 15 years repayment) that is used by families to pay for multiple years of education. The ABLÉ plan (please request brochure) is also a credit-based, long-term loan program, that is generally used by families that need funds to cover one year of costs. Repayment on both funds begins immediately with a slight difference on how interest rates are calculated.

Semester Plan

This plan allows a student to divide the semester's charges into three payments, after an initial down payment. The three payments are due October 10, November 10 and December 10 for fall semester, and February 10, March 10 and April 10 for spring semester. These payments are sent to Academic Management Service (AMS). There is a \$30 service charge per semester which is sent to AMS. Late payments will be assessed a \$10 per payment fee plus a one percent per month service charge.

Forms for this plan may be obtained by contacting the Student Accounts Office, in Waller Hall or by calling (503) 375-5308.

The Tuition Stabilization Plan

This plan was created for families who have the ability to prepay four years of the University's tuition at the current tuition rate and will not be subjected to any rate increase during those four years. Appropriate refunds of unused prepaid funds are available due to early graduation or student leaving school.

If you are interested in this plan, contact the Student Accounts Office for information and/or contract.

Other Options

Home Equity Loans—Willamette can arrange for a meeting between you and a credit company that will allow you the opportunity to discuss this tax-advantaged way of borrowing for higher education costs.

Education Credit Line—The same company that can help you with the home equity loan can arrange for an unsecured line of credit. Contact Willamette for details.

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 the student 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

We believe every student should be able to select Willamette University on the basis of considerations other than cost. Admission to Willamette is determined without regard to financial need. Students who would like a Willamette education, but who have concerns about its affordability, are encouraged to apply for both admission and financial assistance. Although the majority of our financial aid money is administered on the basis of need, there are also several generous merit programs 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. 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 parent income is generally the major criterion used to assess the parental contribution, other factors are considered, including: assets, indebtedness, number of family members, number of other family members attending college at the same time, etc.

As a primary beneficiary of the education, the student is expected to help pay college costs as much as he or she is able. Often this means working part-time or borrowing through student loan programs. Assessment of the student's contribution includes consideration for savings, other assets such as trust funds, and earnings from employment.

A financial aid package will consist 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 mandated uniform methodology applied to

information submitted on 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; Multicultural 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, Talent Awards are 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 1 will be given maximum consideration for financial aid. Students already enrolled should make application directly to the Office of Student Financial Aid.

File the federally approved needs analysis forms. Applicants for need-based aid must file both the FAFSA (Free Application for Federal Student Aid) and one of the federally approved supplemental forms. The FAF (Financial Aid Form) is the preferred supplemental form. 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. (Note: The forms required have been changing. Although accurate as of this printing, students are advised to verify which specific forms will be used by contacting the Office of Student Financial Aid in early January.)

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; Multicultural Achievement



Scholarship; Ancil Payne Scholarships; Hazel Newhouse Scholarships; and Olympic Scholarships. 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 need-based 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 1 will be notified of their financial aid awards beginning April 1. 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, unless they have applied for University merit awards. Merit award selection will not be made until March and students will be notified by April 1. Returning students will be notified in late May or early June. Those applicants who do not file all materials by February 1 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

Federal Pell Grants—Awarded directly by the federal government on the basis of need. Grants range from \$200 to \$2,300.

Federal Supplemental Educational Opportunity Grant (FSEOG)—Awarded by Willamette from federal funds to students with exceptional financial need.

Federal Perkins Loan—Loans range from \$500 to \$3,000 per year, depending upon need and availability of federal funding. Total undergraduate borrowing may not exceed \$15,000. Interest is 5%. Interest does not accrue nor repayment begin until a student graduates or withdraws from school.

Federal Stafford Loan (formerly GSL)—These loans are made by private lenders such as banks and savings and loan associations. Loans range from \$500 to \$5,500 per year, depending upon a student's need and year in school. Repayment and interest begin six months after a student ceases to be enrolled at least half-time (9% interest rate maximum). Total undergraduate borrowing may not exceed \$23,000.

Federal 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 Need Grant—Grants average \$1,772.

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 admitted 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 are \$4,000 per year.

Multicultural 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.

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.

Other Scholarships for Entering Students Based on academic performance (and in some cases need), there are several other scholarships for entering students which also require submission of the Willamette University Common Scholarship Application. These include: the *Hallie Brown Ford Scholarships* for students from schools in Douglas County, Oregon (including Rogue Community College); the *Olympic Scholarships* for students entering from Sequim and Port Angeles High Schools in Washington; the *Hazel Newhouse Scholarships* for freshmen from Gresham or Sam Barlow High Schools, the *Mel Goode Scholarships* for graduates of Albany, Ore., high schools, and the *Ancil Payne Scholarships* for freshmen from The Dalles High School.

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. 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.

Scholarships

- | | |
|--|--|
| Marion Bacon Allen | Ben B. Cheney Foundation |
| Ruth Buche Allen (History) | Chevron Merit Award |
| Charles D. Allis (Economics) | Chiles Foundation |
| Alumni Honors | Class of 1932 |
| Philip C. Armstrong (Biology) | Class of 1933 |
| Vera M. Armstrong | Class of 1940 |
| Myrtle L. Atkinson Foundation | Class of 1966 |
| Atkinson Fund for California Bay Area Students | Gilbert J. Clausman (Music) |
| Edgar F. Averill | Jack R. Clumeck |
| Elizabeth Baker and Lavina Wheeler | Beuford S. Cole |
| Kenneth Batchelder Memorial
(Computer Science; Sigma Chi) | Mary L. Collins |
| Annie M. Barrett | Spencer Collins W.U. Honors |
| Bishop Bruce R. Baxter | William D. and Phina Collins
(Ministry or Religion Education) |
| Bruce R. Baxter | Edwin and June Cone (Senior) |
| Ruth Bedford | Covert Family (Music) |
| Howard C. and Mae C. Belton | A. Gale Currey |
| Lester J. and Ida May Bennett
(Ministry or Sociology) | Denison |
| Walter Blake | Mary L. Denton (Piano) |
| Lelia S. Bortzmeyer
(Methodist Ministry) | Max and Susan deSully |
| Andrew G. Bottin | Mary A. and Martin Dietz |
| Charles and Barbara Bowles | Paul Duell (Chemistry) |
| Julius J. and Joanna Brauer | Margaret Klund Earnheart |
| Violet Burlingham Mu Phi Epsilon
(Music) | Mary Eyre (Salem) |
| Ellen J. Chamberlain and Julia L.
Schultz (Music) | Allan Ferrin |
| Claude E. Chandler, M.D. and
Martin W. Grefnes (Pre-Medicine) | Hallie Brown Ford |
| | Mabel H. Fraer |
| | Richard K. Frederick (Music) |
| | Louis Gates |
| | Margaret L. Gates |
| | 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 (Politics)
Timothy C. Hawkins
Hearst Foundation
Louise Findley Heinl
Lloyd and Grace Tyler Hockett
Bernice J. Hoffman
Shannon Hogue (Speech)
Home
Alice Hopkins
Joyce Horn and Elda Branson (Music)
Esther Huffman (Art)
Norman Huffman (Art)
Elizabeth Hovelburg Jaqua
Leonard D. Jaqua
Cleve Keas
Spec Keene
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
Bill Long
Dr. R. Ivan Lovell (History)
Chester A. Luther (Mathematics)
Helen Yeomans Luther (Foreign Languages)
Nelda F. Mattson (Music)
Charles E. McCulloch
Henry F. McLauchlan (Pre-Nursing)
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 Achievement Finalists and Semifinalists
National Achievement Commended Students
National Hispanic Finalists and Semifinalists
National Merit Commended Students
National Merit Finalists and Semifinalists
Hazel Newhouse (Gresham)
Dr. George Allen Odgers
Olympic
Operation Mid-Point
Bob Packwood (Politics)
Mary Parkinson (Ministry)
Ancil Payne (The Dalles)
Morton E. and Jessie G. Peck (Biology)
Harry F. and Z. Irene Pemberton
Richard P. Petrie (Economics)
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 The 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
 Edmund Arthur and
 Helen Cavitt Smith (Politics)
 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
 Ernst and Selma Thoman
 Michal Ann Thomas
 Vernon Victor and
 Augusta M. Thompson (Biology)
 Clarinda Topping (Music)

Town and Gown (Music)
 Max D. and Rose E. Tucker
 The United Methodist Church
 Alma Rhorer Vinson
 Florian Von Eschen (Chemistry)
 Glen C. Wade (Music)
 Helena Willett Wallace (Music)
 Nancy Black Wallace (Music)
 Taul Watanabe (Japanese-American
 Descent)
 E. Jerry Whipple
 WU Half Century
 Dr. Robert and Pauline Wulf
 Yocom International Study
 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 (Rhetoric & Media
 Studies/Forensics)
 Dona Adams Rothwell
 Sidney Schlesinger (Politics)
 T.E.D. Shay (Economics)
 Rex A. Turner
 Chester F. Luther (Mathematics Senior)



SECTION IV
Faculty and
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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. Systems Librarian, 1993.

Andrew Apter, 1992 B.A., Tufts University; M.A., Ph.D., Indiana University. Associate Professor of Theatre, 1992.

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 Politics, 1991. (Sabbatical Leave Spring 1994).

Sammy Basu, 1993 B.A., M.A., University of Calgary, Canada; Ph.D., Princeton University. Assistant Professor of Politics, 1993.

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. Associate Professor of Physics, 1992.

Adele L. Birnbaum, 1963 A.B., University of Illinois; M.A., Bryn Mawr College. Professor of English, 1990. (Sabbatical Leave 1993-94).

James B. Bjorkquist, 1968 B.A., Gustavus Adolphus College; M.A., University of Iowa; M.A., University of Colorado. Associate Professor of Sociology, 1976.

Maria Dolores Blanco-Arnejo, 1992 B.A., University of Santiago de Compostela, Spain; Ph.D., University of Colorado. Assistant Professor of Spanish, 1992.

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.

Joe Bowersox III, 1993 B.A., Oregon State University; M.A., University of Wisconsin-Madison. Instructor of Politics, 1993.

Wilbur S. Braden, 1970 B.A., M.A., Washington State University; M. Litt., Trinity College, Ireland; Ph.D., University of Virginia. Professor of English, 1981. (Sabbatical leave Fall 1993).

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, 1980.

James P. Brik, 1973 B.A., M.P.E., Idaho State University; Ed.D., Oregon State University. Associate Professor of Exercise Science, 1985.

Christina P. Brink, 1984 B.A., Willamette University; Ph.D., Duke University. Associate Professor of Chemistry, 1989.

Cheryl K. Brown, 1982 B.S., Western Oregon State College; M.A.T., Lewis and Clark College. Assistant Professor of Exercise Science and Women's Basketball Coach, 1982.

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., San Diego State University; Ph.D., Oregon State University. Associate Professor of Exercise Science, 1993.

Maureen B. Callahan, 1989 B.A., University of California, Santa Cruz; J.D., University of Chicago. Associate Professor of Law, 1990.

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.

Rod Ceballos, 1992 B.A., University of California, Santa Barbara; M.F.A., Ohio University. Assistant Professor of Theatre, 1992.

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., Ph.D., University of Arizona. Associate Professor of Rhetoric and Media Studies, 1986. (Sabbatical Leave 1993-94).

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 University; D.M.A., University of Southern California. Assistant Professor of Music, 1986. (Sabbatical Leave Spring 1994, Fall 1994).

Catherine A. Collins, 1981 B.F.A., Pacific Lutheran University; M.A., University of Arizona; Ph.D., University of Minnesota. Professor of Rhetoric and Media Studies, 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.

M. David Daniel, 1988 B.S., Western Oregon State College; J.D., Willamette University. Adjunct Professor of Law. Director of Clinical Programs, 1990.

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 Politics, 1990.

Gaetano DeLeonibus, 1993 B.A., City University of New York, Hunter College; M.A., Ph.D., Princeton University. Assistant Professor of French, 1993.

David A. Douglass, 1990 B.A., Ph.D., Pennsylvania State University. Assistant Professor of Rhetoric and Media Studies, 1992.

Carol A. Drost, 1984 B.A., Kalamazoo College; A.M.L.S., University of Michigan. Associate University Librarian for Technical Services, 1983.

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.

Marcia J. Eddy, 1989 B.S., University of Oregon; J.D., University of Iowa. Instructor of Legal Research and Writing, 1990.

Rosalyn Edelson, 1991 B.A., University of Michigan; M.A., Ed.D., Columbia University. Associate Professor of Education, 1991.

Meredyth Goldberg Edelson, 1991 B.A., Macalester College; M.A., Ph.D., University of Illinois. Assistant Professor of Psychology, 1991.

H. Peter Eilers, 1982 B.A., M.A., San Jose State University; 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 Politics, 1990. (Leave 1993-94).

Paul Evans, 1990 B.S., Aston University, England; Ph.D., Indiana University. Associate Professor of Psychology, 1990.

Jefferson Faye, 1993 A.B., University of Michigan; M.A., Northwestern University. Instructor of English, 1993.

Fanny de Fierro, 1993 B.A., Central University, Ecuador; M.A., University of California, Berkeley; Ph.D., Catholic University, Ecuador. Visiting Professor of Foreign Language.

Ludwig M. Fischer, 1980 B.A., University of Regensburg, Germany; M.A., Ph.D., University of Colorado. Associate Professor of German, 1986.

Robert M. French, 1992 B.S., Miami University of Ohio; M.A., Indiana University; Ph.D., University of Michigan. Visiting Professor, Professor of Computer Science.

James R. Frew, 1984 B.S., Oakland University; M.S., Ph.D., Purdue University. Associate Professor of Economics, 1984.

James R. Friedrich, 1992 B.A., Oberlin College; M.A., Ph.D., University of Michigan. Associate Professor of Psychology, 1992.

Germaine L. Fuller, 1986 B.A., Reed College; M.A., University of Oregon; Ph.D., University of Chicago. Assistant Professor of Art, 1986.

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.

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. (Sabbatical Leave 1993-94).

Francoise A. Goeury-Richardson, 1966 B.A., Willamette University; Licence ès 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. (Sabbatical Leave Spring 1994, Fall 1994).

Toshie Nakamura Gordon, 1992 B.S., Oregon State University; M.A., University of Oregon. Instructor of Japanese, 1992.

Michael Gorges, 1993 B.A., M.A., Ph.D., University of California, Berkeley. Instructor of Politics.

Kathy T. Graham, 1977 A.B., University of California, Berkeley; J.D., University of California, Davis. Professor of Law, 1983, and Associate Dean, College of Law, 1987.

Jerry Gray, 1990 B.S., Santa Clara University; Ph.D., University of Utah. Assistant Professor of Economics, 1991.

Gwendolyn Griffith, 1987 B.A., Rollins College; J.D., Stanford University. Associate Professor of Law, 1993.

Richard B. Hagedorn, 1984 B.S., Oregon State University; J.D., Willamette University. Professor of Law, 1989.

Elysabeth J. Hall, 1976 B.A., Humboldt State University; M.L.S., University of Oregon. Law Cataloging Librarian, 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; M.Ed., 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 Exercise Science. 1990.
- Edward J. Harri**, 1986 B.A., Walla Walla College; M.S.A.S., Montana State University; J.D., Willamette University. Instructor of Legal Research and Writing, 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, Canada; 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 Politics, 1986, and Associate Dean of the College of Liberal Arts, 1993.
- 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.
- Eric M. Holmes**, 1989 B.A., Duke University; J.D., University of North Carolina at Chapel Hill; L.L.M., J.S.D., Columbia University. Thomas B. Stoel Professor of Law, 1989.
- Norman J. Hudak**, 1961 B.A., DePauw University; Ph.D., Cornell University. Professor of Chemistry, 1965. (Sabbatical Leave Fall 1993).
- 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. Associate Professor of Japanese, 1984.

D. Richard Iltis, 1972 B.S., South Dakota School of Mines and Technology; Ph.D., University of Oregon. Professor of Mathematics, 1978.

Carol J. Ireson, 1977 B.A., Stanford University; Ph.D., Cornell University. Professor of Sociology, 1982.

Dallas W. Isom, 1968 J.D., University of Utah. Professor of Law, 1974.

Mark Janeba, 1986 B.S., California Lutheran College; M.A., Ph.D., University of California, Santa Barbara. Assistant Professor of Mathematics, 1986. (Sabbatical Leave Spring 1994).

Rod A. Jenks, 1992 A.B., University of California, Berkeley; Ph.D., University of California, San Diego. Assistant Professor of Philosophy, 1992.

Mary Ann Johns, 1976 B.A., Western Illinois University; M.A., University of Illinois; M.F.A., Indiana University. Professor of Art, 1988.

David Kenagy, 1991 B.A., Pomona College; J.D., University of California, Los Angeles. Professor of Law, 1991, and Associate Dean, College of Law, 1991.

Skip Kenitzer, 1993 B.A., Saint Olaf College; M.A., University of Northern Colorado; Ed.D., University of Northern Colorado. Assistant Professor of Exercise Science, 1993.

Susan R. Kephart, 1981 B.A., Ohio Wesleyan University; Ph.D., Indiana University. Professor of Biology, 1990.

Anita S. King, 1981 B.M., Oberlin College; M.F.A., D.M.A., University of Iowa. Associate Professor of Music, 1988.

Susan M. Koger, 1993 B.A., Kean College; M.A., University of New Hampshire. Assistant Professor of Psychology, 1993.

John L. Koprowski, 1992 B.S., The Ohio State University; M.A., Southern Illinois University; Ph.D., University of Kansas. Assistant Professor of Biology, 1992.

Gilbert F. LaFreniere, 1979 B.S., University of Massachusetts; M.A., Dartmouth College; M.A., Ph.D., University of California, Santa Barbara. Professor of Geology and Environmental Science, 1984. (Sabbatical Leave Fall 1993).

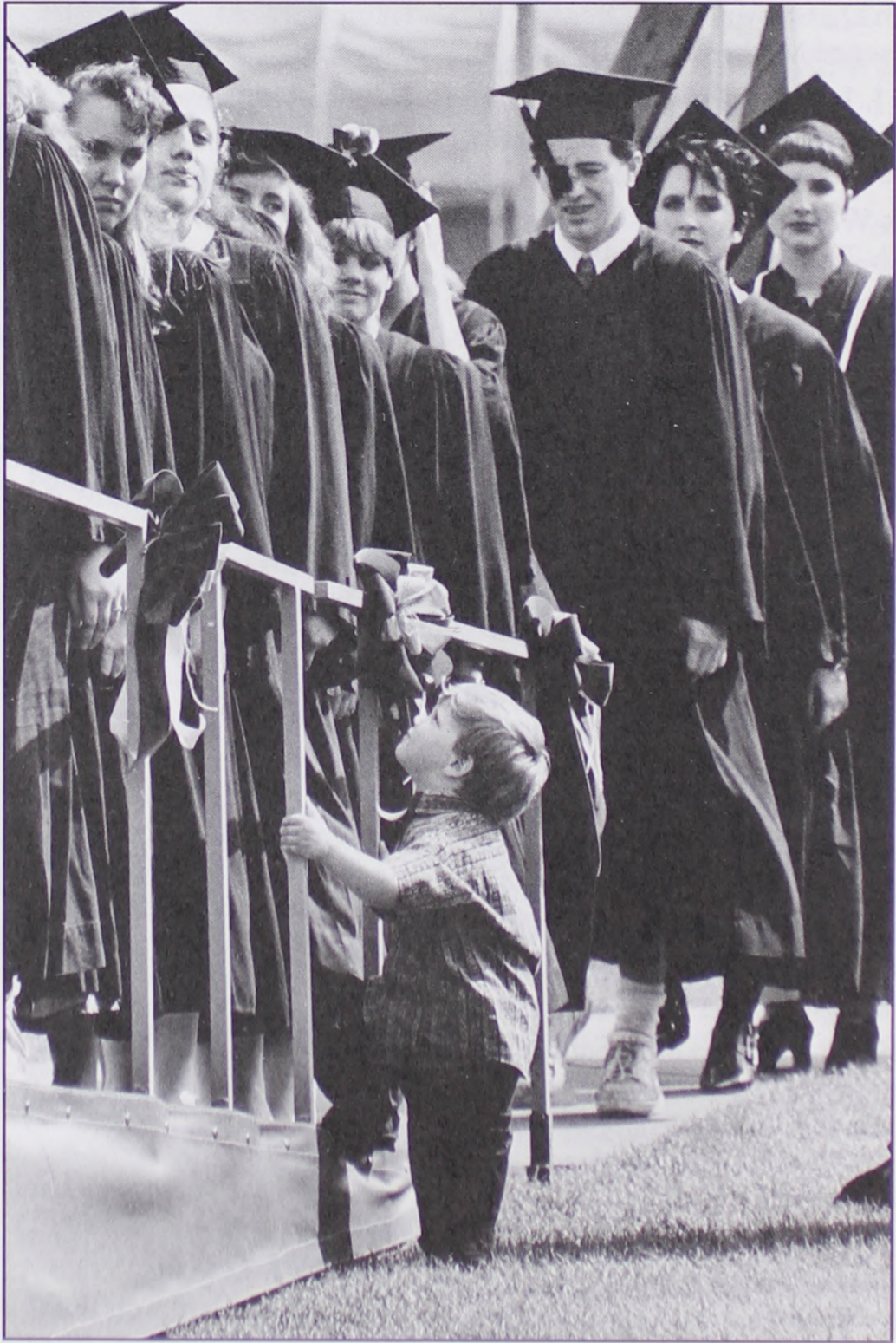
Rita Laxton, 1987 B.A., University of South Africa, South Africa; M.B.A., University of The Witwatersrand, South Africa. Assistant Professor of Marketing, 1987.

Susan M. Leeson, 1970 B.A., Willamette University; M.A., Ph.D., Claremont University Center Graduate School; J.D., Willamette University. Professor of Politics, 1982. Associate Professor of Law, 1984. (On Leave 1993-94.)

James R. Levenick, 1985 B.S., Ph.D., University of Michigan. Associate Professor of Computer Science, 1991.

Nicholas Liepins, 1979 B.S., M.S., Oregon State University. Director of Administrative Computing, 1979.

Thomas J. Linton, 1993 B.A., Saint Olaf College; M.A., Ph.D., University of Wisconsin-Madison. Instructor of Mathematics, 1993.



Earl K. Littrell, 1976 B.S., M.B.A., Ph.D., University of Oregon. Professor of Accounting and Information Sciences, 1983. (Sabbatical Leave 1993-94)

Ronald P. Loftus, 1983 B.A., George Washington University; M.A., Johns Hopkins University; Ph.D., Claremont University Center Graduate School. Professor of Japanese Language and East Asian History, 1986.

Carol S. Long, 1972 B.A., Pomona College; M.A., Ph.D., Northwestern University. Professor of English, 1986. (Sabbatical Leave 1993-94).

Wallace H. Long, 1983 B.M., M.M., D.M.A., University of Arizona. Associate Professor of Music, 1988.

Richard D. Lord, 1964 A.B., A.M., Ph.L., St. Louis University. Professor of English, 1979.

Robert H. Lucas, 1973 B.A., University of Oregon; M.A., Ph.D., Columbia University. Professor of History, 1980.

Jeffrey Lukehart, 1988 B.A., University of Northern Iowa; M.A., University of Cincinnati. Instructor of Rhetoric and Media Studies, 1988.

Joe Magrath, 1992 B.S., M.S., Rutgers University; Ph.D., State University of New York, Stony Brook. Instructor of Chemistry, 1992.

Barbara Mahoney, 1978 B.A., M.A., Ph.D., St. Louis University. Associate Professor of History and Vice President of University Relations, 1989.

Sally Markowitz, 1983 B.A., University of Pennsylvania; M.A., Ph.D., University of Michigan. Associate Professor of Philosophy, 1990.

Steven M. Maser, 1978 S.B., Massachusetts Institute of Technology; M.A., Ph.D., University of Rochester. Professor of Public Administration and Public Policy, 1988.

Helen Mazur-Hart, 1987 B.A., Mills College; J.D. Willamette University; Instructor of Legal Research and Writing, 1990.

Loren K. McBride, 1971 B.S., University of Idaho; M.A., University of Montana; Ph.D., University of Missouri. Associate Professor of Psychology, 1977.

George S. McCowen, 1967 A.B., University of the South; M.A., Ph.D., Emory University. Professor of History, 1972.

David W. McCreery, 1988 B.A., Sterling College; M.Div., Pittsburgh Theological Seminary; Ph.D., University of Pittsburgh. Associate Professor of Religion, 1990.

Douglas R. McGaughey, 1988 B.A., Boston University; M.Div., Chicago Theological Seminary; Ph.D., University of Chicago. Associate Professor of Religion, 1991.

Lane C. McGaughy, 1981 B.A., Ohio Wesleyan University; B.D., Drew Theological Seminary; M.A., Ph.D., Vanderbilt University. George H. Atkinson Professor of Religious and Ethical Studies, 1981.

Bruce M. McIntosh, 1969 B.M., Oberlin College; M.M., University of Texas. Professor of Music, 1993.

Nancy Meltzoff, 1992 B.A., Simmons College; M.A., University of Redlands; Ph.D., University of Oregon. Assistant Professor of Education, 1992.

Frann Michel, 1990 A.B., Barnard College; Ph.D., University of California, Berkeley. Assistant Professor of English, 1990.

Robert L. Misner, 1987 B.A., University of San Francisco; J.D., University of Chicago. Dean, College of Law and Professor of Law, 1987.

Daniel G. Montague, 1969 B.S., Oregon State University; M.S., University of Washington; Ph.D., University of Southern California. Professor of Physics, 1981.

James A.R. Nafziger, 1977 B.A., University of Wisconsin-Madison; J.D., Harvard University. Professor of Law, 1980.

Donald H. Negri, 1988 B.A., University of California, Berkeley; M.A., Ph.D., University of Michigan. Assistant Professor of Economics, 1989.

Kenneth S. Nolley, 1967 B.A., Westmont College; M.A., University of Virginia; D.A., Ph.D., University of Oregon. Professor of English, 1983.

Larry R. Oberg, 1992. B.A., M.L.S., University of California, Berkeley. University Librarian, 1992.

Theodore Y. Ozawa, 1972 B.A., B.Ed., M.Ed., University of Hawaii; M.S., Oregon State University. Associate Professor of Education, 1987.

Arthur D. Payton, Jr., 1962 B.S., Illinois Institute of Technology; M.S., Ph.D., Yale University. Research Professor of Chemistry, 1976.

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Nancy A. Perigo, 1993 B.S., Colorado State University; M.S., Oregon State University. Instructor of Biology, 1993.

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Richard A. Sutliff, 1967 A.B., Dartmouth College; M.A., Indiana University; Ph.D., University of Massachusetts. Professor of English, 1990.

Thomas B. Talbott, 1972 B.S., Portland State University; S.T.B., Fuller Theological Seminary; M.A., Ph.D., University of California, Santa Barbara. Professor of Philosophy, 1987.

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Maimu Truitt, 1991 B.A. Muhlenberg College; M.L.S., Indiana University. Instructor of Education, 1991.

Jan D. Tudor, 1991 B.A., Lewis and Clark College; M.L.I.S., University of California, Berkeley. Management/Business Economics Librarian, 1993.

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David Wong, 1991 B.S., Willamette University. Head Baseball Coach. 1991

Mary Ann Youngren, 1979 B.A., Purdue University; M.A., University of Denver; Ph.D., University of Oregon. Professor of Psychology, 1990. (Sabbatical Leave Spring 1994).

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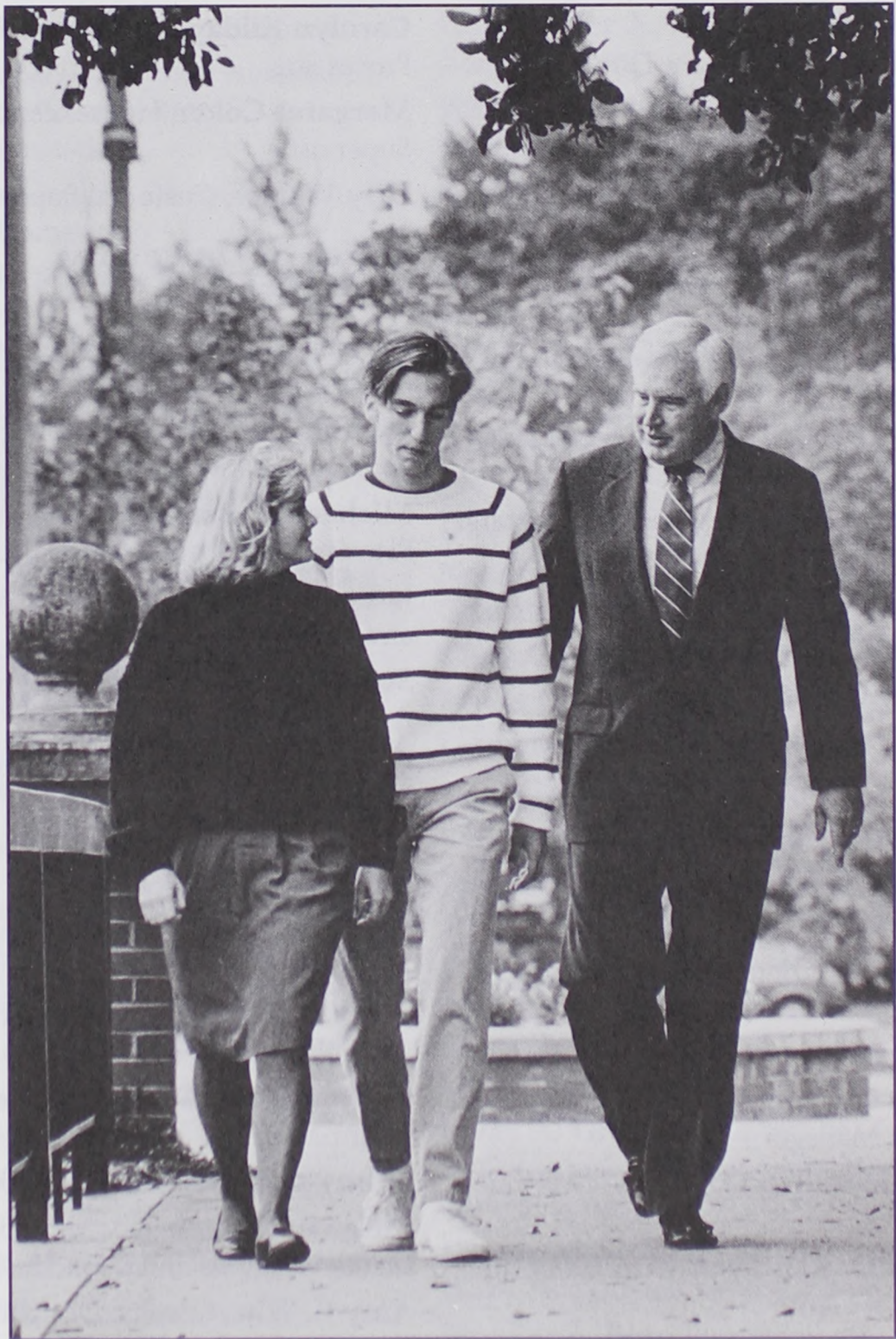
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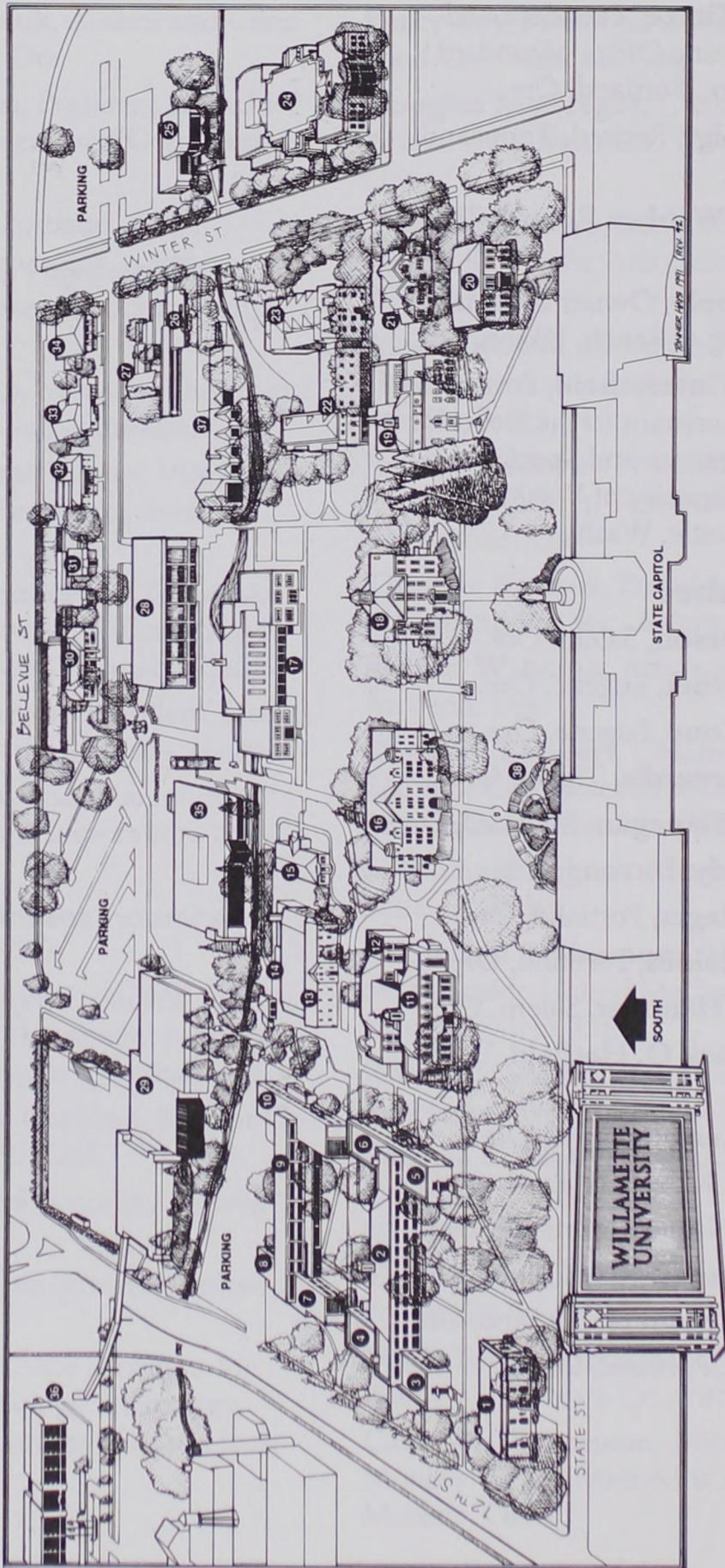
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CAMPUS MAP

1. **Gatke Hall** 1938, education department, named in honor of Willamette historian and professor Robert M. Gatke, 1968.
2. **Baxter Hall** 1948, 115 residents, named in honor of Dr. Bruce R. Baxter, president of Willamette from 1934-40.
3. **Phi Delta Theta** national fraternity 1947, 32 residents.
4. **Sigma Alpha Epsilon** national fraternity 1949, 32 residents.
5. **Beta Theta Pi** national fraternity 1947, 32 residents.
6. **Sigma Chi** national fraternity 1947, 32 residents.
7. **Kappa Sigma** national fraternity 1961, 32 residents.
8. **Delta Tau Delta** national fraternity 1962, 32 residents.
9. **Matthews Hall** 1961, 95 residents, named in honor of mathematics professor James T. Matthews.
10. **Belknap Hall** 1961, 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, departments of political science, economics, psychology, sociology, speech, mathematics, and computer science.
12. **Walton Hall** 1967, department of foreign languages, named in honor of the late financier William S. Walton.
13. **Willamette Playhouse** 1923, converted from gymnasium use in 1974 for theatre productions, renovated, 1979, theatre department.
14. **Maintenance Shops** 1946 & 1969.
15. **Bishop Center** 1955, medical services, counseling, career planning, office of the Registrar, named in honor of C. P. and Fannie K. Bishop.
16. **Eaton Hall** 1909, departments of history, religion, English, sociology, 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 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. Offices of the President, university relations, alumni relations, news and publications, word processing, Chaplain, and business affairs.
19. **E.S. Collins Science Center** 1941, with addition in 1962, departments of biology, chemistry, earth science, physics, gift of lumberman Everell S. Collins. Renovated 1981.
20. **Art Building** 1905, renovated for art gallery and department of art, 1977.
21. **University House** moved to campus in 1938, office of summer conferences.
22. **Doney Hall** 1955, with addition in 1967, 110 residents, named in honor of Willamette President and Mrs. Carl Gregg Doney (president 1915-34).
23. **Lausanne Hall** 1920, 120 residents, named for the sailing ship that brought many of the early pioneers to the Oregon Country. Renovated, 1985.
24. **Truman Wesley Collins Legal Center** 1967, College of Law, Center for Dispute Resolution, named in honor of alumnus, lumberman, and former trustee chairman Truman Wesley Collins. Renovated and expanded, 1992.
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. 24 residents.
27. **Lee House** 1959, graduate housing for 24 residents, named in honor of Lucy Anna Lee, only daughter of founder Jason Lee.
28. **Putnam University Center** 1970, student offices, coffee shops, 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, 37 residents.
31. **Alpha Chi Omega** national sorority 1967, 48 residents.
32. **Delta Gamma** national sorority 1967, 48 residents.
33. **Pi Beta Phi** national sorority 1963, 47 residents.
34. **Shepard House** 1963, 46 residents, named in honor of the first teacher in the Oregon Institute.
35. **Mark O. Hatfield Library** 1986, named for 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; Kaneko Hall residence for TIUA and Willamette students, 200 residents.
37. **Goudy Commons**, 1992, named for benefactors of Willamette Grace and Elmer Goudy.

CALENDAR

FALL SEMESTER, 1993

August 27 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 withdraw from 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 withdraw from full semester courses.

November 18 Academic Advising for Spring Semester begins.

November 19 Last day to withdraw from 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 withdraw from 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 withdraw from full semester courses.
- April 11** Academic Advising for Fall Semester begins.
- April 15** Last day to withdraw from 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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FALL SEMESTER, 1994

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 7:30 a.m.

September 5 Labor Day—NO CLASSES.

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.

September 30 Last day to withdraw from first half semester courses.

October 19 End of first half semester courses.

October 20 Beginning of second half semester courses.

October 21 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 the transcript. Last day to designate second half semester courses Credit/No Credit.

November 4 Last day to withdraw from full semester courses.

November 17 Academic Advising for Spring Semester begins.

November 18 Last day to withdraw from second half semester courses.

November 23 Thanksgiving Vacation begins at 5:00 p.m.

November 28 Thanksgiving Vacation ends at 7:30 a.m.

December 3 Advance Class Selection for Spring Semester.

December 9 Classes End.

December 10-11 Study Days.

December 12 Semester Final Examinations begin.

December 14 Study Day.

December 17 Semester Final Examinations end. Christmas Vacation begins.

SPRING SEMESTER, 1995

- January 16** Registration for new students and for returning students who did not complete Advance Class Selection.
- January 17** Classes begin.
- January 30** 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-third anniversary of the founding of the University.
- February 17** Last day to withdraw from first half semester courses.
- March 7** End of first half semester courses.
- March 8** Beginning of second half semester courses.
- March 17** Spring Vacation begins at 5:00 p.m.
- March 27** Spring Vacation ends at 7:30 a.m.
- March 28** 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 31** Last day to withdraw from full semester courses.
- April 10** Academic Advising for Fall Semester begins.
- April 14** Last day to withdraw from second half semester courses.
- April 22** Advance Class Selection for Fall Semester.
- May 2** Classes End.
- May 3-4** Study Days.
- May 5** Semester Final Examinations begin.
- May 7** Study Day.
- May 10** Semester Final Examinations end.
- May 14** Baccalaureate and Commencement—All Colleges.
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