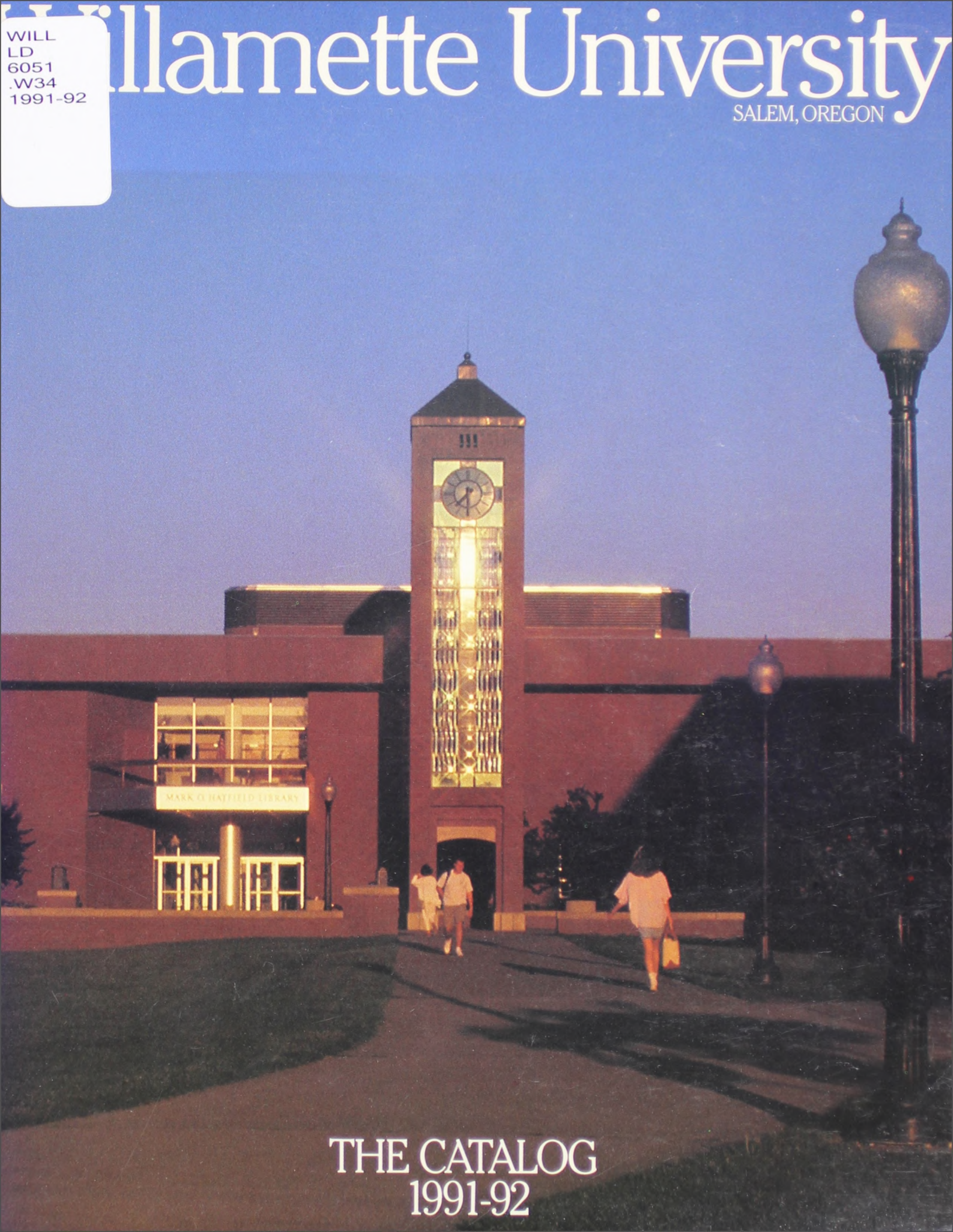


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Willamette University

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Willamette University seeks to have a more 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 R.A. Yocom, Office of the President, Willamette University, Salem, Oregon 97301.

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

Visitors are welcome to the campus. The undergraduate Office of Admission is open Monday through Friday, 8:30 a.m. to noon and 1:00 p.m. to 4:30 p.m. Appointments are suggested for visitors coming on specific business. Mailing address: Willamette University, 900 State Street, Salem, Oregon 97301. Phone: (503) 370-6300. TDD/Voice. FAX: 503-370-6148.

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Introduction

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

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

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

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

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

The University is selective and seeks serious and talented students. Our average freshman in 1989 had a solid subject GPA of 3.5 and 1100+ combined SAT scores. Four hundred freshmen were enrolled from a group of nearly 1,400 applicants. About seventy percent of our students receive financial aid. Both need and no-need scholarships are provided. Although many of our students now choose to seek employment immediately after graduation, the majority still goes immediately on to graduate or professional school. Undergraduate enrollment

in the fall of 1988 was 1,508; total University enrollment was 2,089.

The campus has 34 buildings on 57 acres. Except for the football stadium, track, and baseball field two blocks away, the campus is self-contained. The only through street separates the College of Law and the Geo. H. Atkinson Graduate School of Management from the College of Liberal Arts. However, there are no barriers to cooperative programs among the three colleges, and all students benefit from the quality programs available in each of the colleges.

In the spring of 1981 a major building and renovation project was begun. The \$4.1 million renovation of E.S. Collins Science Center was completed first. In the fall of 1982 Eaton Hall was renovated at a cost of \$1.7 million. The Mark O. Hatfield Library, a \$7.4 million project, opened in the fall of 1986. Renovation and an addition to the former library building, completed in 1988, resulted in Smullin Hall, home for the Departments of Economics, Political Science, Sociology, Psychology, Computer Science, Mathematics, and Speech Communication. Willamette's oldest building, the historic Waller Hall, was completely renovated during 1988-89 and will be dedicated as the new administration center in the Fall of 1989.

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

Salem's population of 95,000 makes it Oregon's third largest city. Twice named as an All-America City, the community offers a range of cultural events, restaurants, movie theaters, etc. — most within easy walking distance of the campus — to augment the University activities. Willamette benefits from being located across the street from the state Capitol and near many other state, county, and city buildings. In particular, this proximity to government offices and agencies provides students with exceptional internship opportunities. In the larger setting, the ski slopes of Mt. Hood and Mt. Bachelor are two to four hours away and Oregon's beautiful, rugged coast is about an hour's drive away. Across the Cascade mountain range lies the high desert land of eastern Oregon.

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

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

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

Section I

College of Liberal Arts

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

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

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

The essence of Willamette University's academic commitment to each student is a foundation in general education which provides an exposure to civilization's great philosophical, artistic, literary, and cultural expressions, and a mastering of the basic human skills of reading, writing, calculating, and reasoning. General education coursework and related experiences serve as a preparation for advanced studies and possible off-campus application — field research,

career-related internships, study abroad, and others. Overall, Willamette strives to educate the whole person, including the moral, intellectual, creative, and social dimensions, and to instill a lifelong dedication to rational inquiry and to human excellence.

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

Goals of the College of Liberal Arts

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

More specifically, the College of Liberal Arts seeks to develop basic intellectual skills of analysis and communication, to examine the moral and aesthetic dimensions of human culture and to foster breadth and depth in theoretical knowledge, in the belief that all of these build a foundation for success and fulfillment in personal, professional, and civic life after graduation. The College is committed to the idea that all students acquire a general education involving disciplinary and interdisciplinary approaches to the traditional areas of

the humanities, the social sciences, the natural sciences, literature and the fine arts; that all students experiment and explore in elective courses; and that each student develop a competence in the knowledge and skills of a major program of study.

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

Graduation Requirements

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

General Requirements for All Baccalaureate Degrees

All candidates for graduation must:

1. Satisfactorily complete 31 credits, of which no more than two may be earned in major or professional internships. At least 15 of these credits must be earned in residence. The last or senior year shall be spent in residence or in Willamette approved off-campus programs. In unusual circumstances, students with exceptional academic records may petition to graduate with fewer than 15 credits earned at Willamette.
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. 6). 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. 6). 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, as described below.

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., B.M.Ed. and B.T. degrees, as described below.

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

Specific Requirements for Baccalaureate Degrees

Bachelor of Arts

Candidates for the Bachelor of Arts degree must satisfactorily complete foreign language study at the second-year college level. This requirement may be met in one of the following ways:

1. Attain a score of 4 or 5 on the Advanced Placement Test of the College Entrance Examination Board in any written language other than English.
2. Complete at the fourth semester college level or higher a foreign language offered either by the Department of Foreign Languages and Literatures or by a foreign language department at another accredited institution.
3. Pass a comprehensive examination on the fourth semester college level in any written language other than English.
 - a. If this language is one taught by the Department of Foreign Languages and Literatures, the examination will be prepared and administered by that department.
 - b. If the language in question is not taught by the Department of Foreign Languages and Literatures, the Registrar's Office will seek to find and will administer a suitable nationally standardized examination. The 40th percentile will be the minimum passing score. If such an examination is not available, the student must find other means of satisfying the foreign lan-

guage requirement.

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

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 230, 241, 242, 243); (2) Computer Science (CS 230, 231, 232); (3) Logic and Linguistics (Phil 140; ISA 235; English 250-251 [251 counts toward the B.S. only if 250 is completed]); (4) Statistics (Math 138, 333; Econ 230; ISA 350-351).

Bachelor of Music, Bachelor of Music Education

Candidates for these degrees must meet the requirements listed on p. 54.

Bachelor of Theatre

Candidates for this degree must meet the requirements listed on p. 75.

Policy on Double Degrees

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

1. Petitions must be submitted prior to the second semester of the junior year.
2. Petitions must contain a complete program proposal, including the student's objectives in pursuing the double degree program, a full statement of completed and proposed courses and intended date of graduation.
3. A minimum of forty (40) credits must be earned.
4. Within the minimum forty credits, a maximum of twenty (20) may be earned in the professional degree sought, i.e., courses having a prefix of Music or Theatre.
5. Approval of both academic advisors (liberal arts and professional), the Chair of the appropriate professional department, the Associate Dean of the College of Liberal Arts and the Academic Status Committee are necessary.
6. All University graduation requirements as well as requirements for each degree (including major requirements) must be met.

Approved Majors

The following majors leading to a Bachelor of Arts or Bachelor of Science degree have been approved by the facul-

ty. Professional degrees are also offered in music and theatre, and combined degrees are available in computer science, engineering, forestry and management.

American Studies
Art
Biology
Business Economics
Chemistry
Computer Science
Economics
English
Environmental Science
French
German
History
Humanities
International Studies
Mathematics
Music
Philosophy
Physical Education
Physics
Political Science
Psychology
Religious Studies
Sociology
Spanish
Speech Communication
Theatre

Approved Minors

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

Art
Biology
Chemistry
Computer Science
Earth Science
East Asian Studies
Economics
English
French
German
History
Japanese
Mathematics
Music
Philosophy
Physical Education
Physics
Political Science
Psychology
Religion
Russian
Sociology
Spanish
Speech Communication
Theatre

General Education Program

To express its commitment to the ideals of a liberal education, the Faculty requires that each candidate for a baccalaureate degree complete a program of study which includes experiences in discipline-based inquiry and explorations which transcend usual discipline boundaries. All candidates for gradua-

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

In adopting the General Education Program, the faculty chose not to require physical education courses. However, the faculty approved a guideline to strongly encourage 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. 9), in each of the following five areas:

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

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

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

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

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

B. Integrative Studies (2 credits)

The purpose of integrative studies is to provide experience in thinking across disciplines in ways that develop critical thinking, informed judgment and sensitivity to the complexities of contemporary and civic life. Freshmen will earn one of these credits in the required freshman seminar (see p. 10).

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

Satisfaction of Proficiency Requirements

English Proficiency

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

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

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

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

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

Mathematics Proficiency

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

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

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

ter 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 (see p. 9) and the degree proficiency requirements and introduces the student to the broad liberal arts spectrum. This will prepare students for concentration on a major and acquaint them with a wide variety of possible majors. All members of the undergraduate faculty, regardless of their individual areas of specialization, are prepared to discharge the responsibility of the general advising of students who have not yet declared a major.

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

Students seeking one of the three

undergraduate professional degrees offered by Willamette (the Bachelor of Music, the Bachelor of Music Education, and the Bachelor of Theatre), are strongly advised upon entrance to make immediate contact with the Music or Theatre departments in order to enter at once into a more intensive advising process. Any student interested in a Combined Degree Program (see p. 11) should contact the specific program advisor as soon as possible, too.

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

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

Personal advising and career counseling are also available to the student through the personnel of the Counseling Center (see p. 78).

Honors Policies

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

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

A student may graduate with distinction in the major field of study by distinguished completion of a thesis, research project, performance, or creative exhibition, by attainment of a department 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's Grade Point Average

was 3.75 or better with no less 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. 103). 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.

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 4½ 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 4½ credits with the concurrence of an adviser. 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.

Class Attendance

Class attendance is subject to the following guidelines:

1. Students are expected to attend classes.
2. Instructors set the specific attendance standards for their own classes.
3. Irregular attendance may impair students' progress and therefore be reflected in their grades. Faculty members should inform students about attendance requirements at the beginning of each semester. If such is not done, students should feel obliged to request this information from their instructors.

Grading Policy

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

1. The grade of A will denote excellent performance.

2. The grade of B will denote good performance.

3. The grade of C will denote satisfactory performance.

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

5. The grade of F will denote failing performance.

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

7. The grade of W will stand for Withdrawal and is given at the request of either the student concerned or the instructor of the course within the stated deadlines. No credit will be granted toward a degree and the W grade will not be computed in the GPA. The final date to drop a class in order to receive a grade of W, at the instigation of either the student or the instructor, will be the tenth Friday of the semester for full semester and second half semester courses and the fifth Friday of the semester for first half semester courses. Withdrawal after these dates will be possible only if the student successfully petitions the Academic Status Committee. A student is required to attend class until he/she is officially dropped. Forms for withdrawal may be secured from the Registrar's Office. If a student fails to withdraw officially, the grade in any course which he or she discontinues becomes an "F."

8. The grade of I will stand for Incomplete. This grade can be given only in cases of illness or for certain other exigencies verified by the Medical Director and the Academic Status Committee and must be made up during the next 30 days of residence, or within three years of the date on which the I is recorded, whichever comes first. These deadlines may be extended only if the student successfully petitions the Academic Status Committee. All grades of I will be accompanied by a contingency grade, in the computation of which the instructor has considered work not completed as a zero or an F. If the Registrar does not receive a new final grade from the instructor by the I grade deadlines, the contingency grade will be retained as the final grade. The contingency grade will be used in the computation of the GPA until such a time as a new grade is recorded, but will not be used in determi-

nations of academic status.

9. The grade of T will stand for Incomplete in those cases where the instructor determines there are legitimate reasons, other than health, to grant the student an extension of time. Like the grade of I, the grade of T must be made up during the next 30 days of residence, or within three years of the date on which the T is recorded, whichever comes first. These deadlines may be extended only if the student successfully petitions the Academic Status Committee. All grades of T will be accompanied by a contingency grade, in the computation of which the instructor has considered work not completed as a zero or an F. If the Registrar does not receive a new final grade from the instructor by the T grade deadline, the contingency grade will be retained as the final grade. The contingency grade will be used in the computation of the GPA until such a time as a new grade is recorded, but will not be used in determinations of academic status.

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

Credit/No Credit

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

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

Full-time students may take only one

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

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

Retaking of Courses

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

Policy on Academic Achievement

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

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

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

Academic Progress Information

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

19 credits completed by the end of the fifth semester;
23 credits completed by the end of the third year;
27 credits completed by the end of the seventh semester;
31 credits presented for graduation at the end of the fourth year.

Academic Probation

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

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

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

Academic Dismissal

If academic performance warrants academic dismissal, the student is: (1) ineligible to apply for readmission to Willamette for two subsequent semesters (note: eligibility to reapply does not guarantee readmission); and (2) encouraged to seek counsel with members of the Willamette faculty or staff to discuss educational goals.

Transcripts

One official transcript or record will be issued without charge by the Registrar. Subsequent requests require a fee of \$2 for each transcript unless more than one is ordered at a time, in which case a charge of \$1 for each additional transcript will be made. All requests must be confirmed in writing by the student.

Course Listings and Numbering

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

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

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

juniors and seniors.

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

00-09 Course must be graded Credit/No Credit.

10-19 Course satisfies some area of the

Part A requirement of the General Education Program.

20-29 Course satisfies part of the Part B requirement of the General Education Program.

30-59 Course is a regular departmental offering, usually part of the major pro-

gram.

60-89 Private music lessons. Otherwise, general courses in areas not offering private lessons.

90-93 Independent study courses.

94-95 Internships

General Education Program

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

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

Part A: Discipline-based Areas of Inquiry

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

Fine Arts

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

Courses which meet the Fine Arts requirement (See appropriate major program statements for course descriptions, prerequisites, and other pertinent information):

Art 111 Drawing and Composition

Art 112 Color and Composition

Art 113 Fundamentals of Design

Art 114 Structural Design

Art 213 Art and Culture of China

Art 214 Art and Culture of Japan

Art 215 Survey of Western Art, Prehistoric Through Gothic

Art 216 Survey of Western Art, Late Gothic to Modern

English 315 The Art and Rhetoric of Film

ISA 211 Human Creativity: The Fine Arts

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

Music 114 Musica Viva

Music 116 Understanding Opera

Music 117 The Art of Listening

Music 210 The Music of America

Music 219 The Age of Beethoven

Theatre 110 The Theatre: A Contemporary Introduction

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

Theatre 215 Major Forms of Drama

Theatre 216 Modern Trends in Drama

Humanities

Course criteria: **1.** to provide training in the analytical methods of disciplines which study civilization and culture from the viewpoint of the humanities; **2.** to present critical perspectives about cultural assumptions and experiences through examination of major philosophies, religions, historical

developments, and cultural achievements of civilizations; **3.** to develop student capacities for making effective personal decisions through consideration of value choices and moral issues which civilizations have faced.

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

History 115 Western Civilization to 1715

History 116 Western Civilization, 17th Century to the Present

History 210 Topics in United States History: Early Period

History 211 Topics in United States History: Later Period

ISA 210 Great Ideas of the Western World

ISA 212 Introduction to East Asian Studies

Philosophy 110 Philosophical Problems

Philosophy 210 Philosophy of Religion

Religion 112 History of Christianity

Religion 113 Introduction to Old Testament Studies

Religion 115 Introduction to the Study of Religion

Religion 214 Religion in America

Literature

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

consider how literature heightens awareness of moral and aesthetic questions.

Courses which meet the Literature requirement (See appropriate major program statements for course descriptions, prerequisites, and other pertinent information): All English courses have a prerequisite of English Proficiency.

English 216 Topics in American Literature

English 217 Topics in British Literature

English 218 Topics in World Literature

English 219 The Forms of Literature

French 314 Introduction to French Literature

German 314 Introduction to German Literature

Japanese 314 Japanese Literature in Translation

Literature 210 The Modern Temper in Literature

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

Religion 114 Introduction to New Testament Studies

Religion 116 Introduction to Major Religious Texts

Russian 314 Introduction to Russian Literature

Russian 411 Russian Literature: Modernism and Revolution

Spanish 314 Introduction to Spanish Literature

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

Natural Science

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

Courses which meet the Natural Science requirement (See appropriate major program statements for course descriptions, prerequisites, and other pertinent information):

Biology 110 Principles of Biology

Chemistry 110 Chemical Concepts and Applications

Chemistry 115 Introductory Chemistry I

Earth Science 110 Physical Geology

Earth Science 112 Physical Geography

Physics 210 Astronomy

Physics 215 Introductory Physics

Psychology 210 General Experimental Psychology

Social Science

Course criteria: 1. to provide training in the analytical methods of the social or

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

Courses which meet the Social Science requirement (See appropriate major program statements for course descriptions, prerequisites, and other pertinent information):

Economics 110 Contemporary Economic Issues

Political Science 110 American Politics

Political Science 111 Survey of Politics: Freedom and Authority

Political Science 112 Survey of Politics: Reason and Ideology

Political Science 113 Survey of Politics: Political Philosophy

Political Science 114 Survey of Politics: War and Peace

Psychology 110 Introduction to Psychology

Sociology 110 Principles of Sociology

Sociology 111 Introduction to Anthropology

Sociology 112 Sex Roles in Society

Sociology 113 Environmental Sociology

Sociology 114 Race and Ethnic Relations

Part B: Integration and Use of Knowledge

The integration and use of knowledge courses are, as their name implies, designed to cross disciplinary lines and to 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. Freshmen satisfy one half of the Part B requirement by earning a passing grade in ISA 123 (World Views), a required course for all freshmen. Those who transfer to Wilamette with at least sophomore standing must earn two Part B credits to be eligible for graduation. Beginning with the fall 1989 freshman class, all students must complete one Part B course at the 300 level or above, or an off-campus study program with Part B status.

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

Art 220 Philosophy, Religion and Art in East Asia

Art 226 American Art and Culture

Art 227 Japanese Prints and Impressionism

Chemistry 220 Environmental Chemistry

English 320 Mysticism and Creativity

English 322 Poet-Painters: Blake and Rossetti

Environmental Science 220 Environmental Systems Under Stress

Environmental Science 320 Environmental Ethics

Environmental Science 496 Senior Seminar in Environmental Science

History 420 Henry Adams and Historical Consciousness

History 421 Expatriates and the National Experience

ISA 121 Seminar on Women and Art (½ credit)

ISA 123 World Views: The Making of the Modern World

ISA 221 Ethnobotany: Plants and People

ISA 223 Introduction to Global Perspectives

ISA 224 Visions of Ideal Worlds

ISA 225 Field Studies in Hawaii

ISA 226 Field Studies in Australia

ISA 227 Human Sexuality

ISA 325 Science and Society

ISA 326 Art and Politics

ISA 327 Language and the American Tradition

ISA 328 Seminar in Textual Interpretation

ISA 329 Mythology and Symbolism

ISA 422 Modern Arts Seminar

ISA 429 Seminar: The Idea of Progress

ISA 499 Seminar in International Studies

Physical Education 320 Personal Health

Political Science 323 American Political Economy

Political Science 324 Political Systems of Developing Countries

Political Science 421 Seminar in International Relations

Psychology 322 Environment and Behavior

Religion 320 Religion and Science

Religion 321 Liberation Theology and Social Change

Religion 420 The Bible in the American Tradition

Sociology 325 Childhood and Adolescence

Sociology 326 Adulthood and Aging

Speech Communication 220 Persuasion, Propaganda, and the Mass Media

Speech Communication 222 Intercultural/Interpersonal Communication

Speech Communication 320 Mass Media and Society

Speech Communication 321 American Public Address

Freshmen satisfy one-half of this integrative studies requirement by earning a passing grade in ISA 123, a required course for all freshmen. Those who do not pass ISA 123 and students who transfer to Willamette with at least second semester

freshman standing must earn two "Part B" credits to be eligible for graduation.

Students successfully completing a full semester in one of Willamette University's foreign study programs (France, Japan, England, East Asia, Spain, Germany) will be officially acknowledged on their requirement summary as having met one-half of the Part B requirement for graduation. (The experience will not count as credit beyond coursework, but will serve to meet one-half of the Part B

requirement.)

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

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

Programs of Special Interest

Interdisciplinary Freshman Program

World Views Seminar—Required of all entering freshmen, the World Views Seminar sets out to explore the constitution of a particular view of the world. Critical discussion and writing will be emphasized in this interdisciplinary course which will be taught by faculty from humanities, literature, fine arts, natural science and social science. The current seminar explores Victorian England in an effort to discover antecedents for modern thought.

Senior Year Studies

Cognizant that academic experiences for seniors which integrate and apply four years of study are equally as important as meeting the general education needs of freshmen, the College has developed a number of interdisciplinary senior seminars in recent years, and expanded internship and other off-campus study opportunities for seniors. Seminars have been offered recently on issues such as energy, world food problems, minorities, and human adaptation to change. Interdisciplinary senior seminars in the Humanities are offered each semester. Included among the graduation requirements is a Senior Year Experience of at least ½ credit designed by individual departments. Typical Senior Year Experiences are seminars, tutorials, professional internships, and independent study and research projects.

Combined Degree Programs

The combined degree program developed by Willamette University allows students interested in computer science, management, engineering, and forestry to accelerate their training, and to earn degrees from Willamette University and a university participating in the combined degree programs or, under certain circumstances, with other universities.

Management

The College of Liberal Arts cooperates with the Geo. H. Atkinson Graduate

School of Management in offering a 3-2 Program, through which a student can earn in five years, rather than the usual six, a Bachelor's degree in an undergraduate major and a Master of Management degree.

Under the 3-2 Program, students study for three years in the College of Liberal Arts, earning at least 24 credits and completing most (in some cases, all) of their required courses for their major during that time. The actual number of required courses a given student needs to complete during the first three years will be determined by that student and his/her major department or program. In order to receive the baccalaureate degree upon completion of the first year of study in the Graduate School of Management, students in this program must have satisfied all of the College of Liberal Arts graduation requirements except for the Senior Year Experience. Satisfactory completion of the first year of the GSM Program should result in the completion of all requirements for the undergraduate degree in the students' major as delineated above. The students are then ready to complete the second, and final, year of the two-year program and receive the Master of Management degree.

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

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

Engineering

To offer the advantages of a combined liberal arts and engineering program, Willamette University has arrangements with Columbia University, NY; the University of Southern California, CA; and Washington University, MO, whereby a student may receive both a Bachelor of Arts from Willamette and a Bachelor of Science from the participating engineering school. A six-year combined program results in a Bachelor of Arts or Science degree from Willamette and a Master's degree in engineering from Columbia.

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

Another arrangement is possible with the engineering school of Columbia University on a four-two basis. Under this plan a student completes the bachelor's degree with a major in chemistry, physics, or mathematics at Willamette University before taking the two years of engineering work. The student then receives the Master of Science degree from Columbia University. This plan is available only in certain fields of engineering. Information 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 Center. The student spends the first three years of the program at Willamette completing an approved major program together with liberal arts requirements for graduation. The next two years are spent at the Oregon Graduate Center. 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 Center. This program is ideal for the student who desires a career in the computing field. It prepares the student to enter the field at a high level and ensures a coherent program of study. Students interested in this program should contact Dr. George Struble 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 from Duke. Students interested in this program should contact Dr. Scott Hawke of the Biology Department.

Off-Campus Study

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

Foreign Study

On-campus pre- and post-study opportunities strengthen the foreign study experience by enhancing the background students take with them to the foreign experience and allowing them upon their return to the campus to follow up their semester abroad with related studies.

In the 1990-92 period, the following Willamette University sponsored foreign study programs will be available, and participation will be limited to students

regularly enrolled in the University.

Semester in Kawagoe, Japan

Fall 1991

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

Every fall semester in odd-numbered years, 20-30 Willamette students and a Willamette professor enjoy a semester of study on the TIU campus. The curriculum includes courses in Japanese language, art, economics, history, culture, and politics. Although the courses are taught in English, students are expected to study Japanese for at least a year before going on the program.

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

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

In addition, 25-30 TIU students will come to the Willamette campus each spring for a seven-week study of English language and American culture. They will live on the Willamette campus and room with Willamette students. These exchanges of students on a regular basis have fostered many lasting friendships among students and faculty. Over the years the ties between these colleges have thus become very strong and lend this program a unique distinction.

Semester in Paris, France

Fall and/or Spring 1990, 1991, 1992

The French program is a language program. Courses are taught in French and students going on this program must have completed two years of college French or the equivalent. Currently,

students accepted into the French program study under the auspices of the Institute of European Studies. Willamette University holds associate membership in this institute. Students may apply to study either in Paris or Nantes. The curriculum in this program includes courses in the French language, culture, history, literature, and politics.

Semester in East Asia

Fall 1990 and 1992

Alternating with our program in Kawagoe, the East Asian Studies Program includes a five-week stay each 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 predicting the future.

Semester in London, England

Fall and Spring 1990/1991/1992

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

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

Semester in Watford, England

Spring 1990/Spring 1991/Spring 1992

To accommodate the many qualified students interested in studying in England, the semester at Watford has a distinct character. While the curriculum remains very similar to the offerings in London, the lifestyle and the pace are noticeably different in this London suburb. Students in "the other program" boast that they experience both the

intellectual and cultural excitement provided by nearby London and the tranquility and warmth offered by Watford and her citizenry. This program may move to Bath in 1991.

Semester in Oviedo, Spain

Spring 1990/Spring 1991/Spring 1992

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

Year in Munich, Germany

1988/1989/1990

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

Post-Sessions

Participation in post-sessions is not limited to Willamette University students. Professors at Willamette frequently offer month-long, off-campus programs following the end of the school year. In the past, these programs have been held in such locations as Hawaii, Australia, the American Southwestern deserts, and Florence, Italy. A new post-session in the U.S.S.R., first held in 1989, is an outgrowth of Willamette's sister college relationship with Simferopol State University in the Crimea. Similar programs will be available in the 1990-92 period, including a session scheduled for spring 1990 which will explore the origins of rhetoric in ancient Greece. Students may earn variable academic credit on a post-session program. Information about foreign study programs is available in the Office of the Director of International Education.

Domestic Off-Campus Study

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

U.N. Semester: Sponsored by Drew University in Madison, New Jersey. Seminars on the United Nations are held at both the Drew campus and in New York City. The program includes supervised

research projects on topics of student choice and has as prerequisites second semester sophomore standing. Recommended background includes introductory courses in political science and international relations.

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

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

Internships

In addition to off-campus studies located at some distance from the home campus, Willamette also has a well-developed on-going program of internships. Many of the University's academic departments cooperate in these programs which take full advantage of Willamette's location in Oregon's state capital. Internships normally offer one credit and are taken as part of the student's regular academic load.

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

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

1. Insight Internship

Open to second semester freshmen and sophomores, the insight internship provides students with the opportunity to acquaint themselves with fields of career interest. Insight interns work in an office, agency, or institution, and earn ½ 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, agen-

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

3. Professional Internship

For a limited number of seniors, professional internships provide on-the-job experience with para-professional standing. Students earn 1 to 2 credits depending on the time spent at the internship site. Only well prepared and highly motivated students qualify for these internships.

All internships are supervised and evaluated by on-campus and off-campus supervisors and must be approved by the Associate Dean of the College of Liberal Arts.

Graduate Study Opportunities

Business Management

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

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

Dentistry

A student planning to enter dental school will follow essentially the same program outlined under Medicine. It is possible to be admitted to a dental school upon the completion of 22½ credits. Ordinarily, however, a student planning to enter dental school will complete all the requirements for the Bachelor of Arts degree prior to admission.

General Graduate Study

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

Record Examination.

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

Government Service

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

Journalism

Students who are interested in careers in journalism are advised that a liberal arts program with a regular academic major or a strong area of 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, KWU radio station and the University News Bureau.

Law

The completion of the undergraduate liberal arts program with a bachelor's degree and a record of excellence is the best preparation for the study of law. For additional information about pre-law activities at Willamette, see the section entitled College of Law (p. 15).

Medical Technology

Willamette offers all the basic courses required for admission to accredited schools of medical technology. The student should complete four credits in biology (one in microbiology), four credits in chemistry, and one credit in mathematics. The pre-medical advisor should be consulted for suggestions of the most appropriate courses.

Medicine

A student planning on admission to medical school should consult the pre-medical advisor and admission requirements of the medical schools of his or

her choice. The following are suggested as minimum preparation for admittance to most medical schools: Biology 110 (Principles of Biology) or Biology 140 (Organismal Biology); Biology 233 (Genetics); one or more of the following highly recommended: Biology 230 (Microbiology), Biology 346 (Comparative Vertebrate Morphology), Biology 446 (Cell Biology). Four credits in chemistry including Chemistry 115 and 136 (Introductory Chemistry I and II). Two credits in mathematics and two credits in physics are also to be completed.

Ministry and Religious Service

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

Nursing

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

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

Physical Therapy

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

Social Service and the Help Professions

Students interested in a career in social work should plan to complete a program of graduate training. The Department of Sociology offers courses relevant to programs of study leading to careers in social service. The University is fortunate to be located in the immediate vicinity of various state agencies. Selected students, particularly in the social sciences, can gain practical knowledge of research techniques at these sites while at the same time achieving credit toward graduation.

Teaching

Academic requirements necessary for a certificate to teach in secondary schools may be found under Teacher Preparation, p. 32.

Veterinary Medicine

A student planning on admission to

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

College of Law

The Willamette University College of Law was established in 1883, the first in the Pacific Northwest. In 1967, the College of Law moved into the Truman Wesley Collins Legal Center. The College of Law has been on the American Bar Association approved list of Law Schools since 1938 and has been a member of the Association of American Law Schools since 1946. Graduates receive a Doctor of Jurisprudence degree (J.D.) and are eligible to take the bar examination in any of the 50 states and in the District of Columbia.

Many Willamette undergraduates are interested in the possibility of law as a career and plan to attend a law school after completion of their baccalaureate program. For these students there is no preferred undergraduate degree program, but the development of certain skills is strongly advised. Specifically, students interested in the study and practice of law will benefit from extensive training and knowledge in English composition, speech, and history. Also recommended are courses in all subject disciplines that require analytical thinking and the application of facts to new situations. The Political Science Department offers two courses directly concerned with the law: Law and Public Policy (Poli 334) and Constitutional Law (Poli 339). The Economics Department offers Business Law (Econ 338).

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

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

Center for Dispute Resolution

As an alternative to litigation, a negotiated or mediated decision often provides a more humane and less costly

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

Atkinson Graduate School of Management

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

Designed specifically for liberal arts majors, the School's curriculum offers a well-rounded program producing managers who know how to get things done; who recognize the importance of understanding other segments of society; and who are adaptive and innovative.

The two-year program, which leads to a Master of Management (M.M.) degree, is one of few in the nation providing management education for either public or private sectors.

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

Most students undertake paid internships during the summer between

the first and second years, providing a hands-on opportunity to apply newly-developed tools, skills and concepts.

In the second year, students select courses to fit their career objectives. Concentrations are offered in small business management, finance, accounting, organizational development, international management, marketing, etc. The second year is designed to help the student further develop and apply analytic tools through case studies, research or consulting projects, and management simulations. Although Willamette University does not offer undergraduate degrees in business or public administration, the Atkinson School cooperates with the College of Liberal Arts in offering a combined degree program in Liberal Arts and Management (see p. 11). Professor Steve Archer serves as the Atkinson School advisor for this program.

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.

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.

A student majoring in American Studies must complete the following:

A. Six specific courses:

Eng 216 Topics in American Literature

Hist 341 Foundation of American Thought

Poli 110 American Politics

Rel 214 Religion in America

Soc 236 The American Society

ISA 496 Seminar in American Studies

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

Group I: Humanities

Art 226 American Art and Culture

Eng 372 Modernism in Britain and

America

Eng 374 Regional Literature

Hist 210 Topics in U.S. History: Early Period

Hist 211 Topics in U.S. History: Later Period

Rel 420 The Bible in the American Tradition

Group II: Social Science

Econ 110 Contemporary Economic Issues

Poli 331 State and Urban Politics

Poli 332 American Foreign Policy

Soc 114 Race and Ethnic Relations

Soc 231 Amerindians of North America

Soc 332 The Urban Community

Soc 334 Social Stratification

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

Other American Studies Courses

Art 257 Architecture in America (½)

Art 258 Photography in America (½)

Art 358 Art in American Since 1945 (½)

Bio 255 General Ecology

Eng 333 Film Genre and Authorship

Hist 337 American Colonial History

Hist 340 United States History Since World War II

Poli 335 American Political Thought

Soc 335 Work, Organization, and the Marketplace

SpCom 321 American Public Address

Faculty
James Bjorkquist, Associate Professor of Sociology, Director
Contributing faculty from Art, Biology, Economics, English, History, Political Science, Religion, Sociology and Speech Communication.

Art

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

Students majoring in Art have found their study a desirable background for careers in such fields as high school and college teaching, 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 Art Department cooperates with the Education Department in its

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

Courses in the Art Department that fulfill the General Education Require-

ment 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 & Culture of China (Part A, Fine Arts)

Art 214 Art & Culture of Japan (Part A, Fine Arts)

Art 215 Survey of Western Art, Prehistoric Through Gothic (Part A, Fine Arts)

Art 216 Survey of Western Art, Late Gothic to Modern (Part A, Fine Arts)

Art 220 Philosophy, Religion & Art in East Asia (Part B)

Art 226 American Art and Culture (Part B)

Art 227 Japanese Prints & Impressionism (Part B)

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

Art Studio Emphasis

111 Drawing and Composition or

112 Color and Composition or

113 Fundamentals of Design

114 Structural Design

235 Painting or

236 Contemporary Painting

Techniques & Concepts

131 Etching I or

231 Etching II or

243 Monoprinting or

242 Woodcuts and Collagraphs

240 Life Drawing or

241 Figure Drawing

245 Ceramics I

250 Sculpture I

216 Survey of Western Art: Late Gothic to Modern

357 Twentieth Century Art

Art Studio or Art History Elective*

496 Senior Seminar and Thesis

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

Art History Emphasis

213 Art and Culture of China or

214 Art and Culture of Japan

215 Survey of Western Art: Prehistoric through Gothic or

216 Survey of Western Art: Late Gothic to Modern

Four elective credits of which 3½

must be in Art History and ½ credit in Art History or Art Studio

1½ credits in Art Studio, including at least one credit selected from the following:

235 Painting or

236 Contemporary Painting Techniques & Concepts

131 Etching I or

242 Woodcuts and Collagraphs

250 Sculpture I

245 Ceramics I

496 Senior Seminar and Thesis

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

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

Integrated Studio/Art History

111 Drawing and Composition or

112 Color and Composition or

113 Fundamentals of Design

114 Structural Design

213 Art and Culture of China or

214 Art and Culture of Japan

215 Survey of Western Art: Prehistoric through Gothic or

216 Survey of Western Art: Late Gothic to Modern

1½ additional credits in Art History

2 additional credits in Art Studio, including at least 1½ credits selected from the following:*

235 Painting or

236 Contemporary Painting

Techniques and Concepts

131 Etching I or

242 Woodcuts and Collagraphs or

243 Monoprinting

250 Sculpture I

245 Ceramics I

496 Senior Seminar and Thesis

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

The Art minor consists of six credits,

with a minimum of one course in Art History, and a minimum of one course in Studio Art.

1. Minimum of two introductory art courses chosen from the following:

Art 111 Drawing and Composition

Art 112 Color and Composition

Art 113 Fundamentals of Design

Art 114 Structural Design

Art 213 Art and Culture of China

Art 214 Art and Culture of Japan

Art 215 Survey of Western Art:

Prehistoric through Gothic

Art 216 Survey of Western Art: Late

Gothic to Modern

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

3. One credit outside the Department chosen from the following:

Eng 315 The Art and Rhetoric of Film

Eng 320 Mysticism & Creativity

Eng 322 Poet Painters: Blake/Rossetti

ISA 121 Seminar on Women & Art

ISA 211 Human Creativity: The Fine Arts

ISA 326 Art & Politics

ISA 422 Modern Arts Seminar

Mus 112 Music Literature & Practicum

Mus 114 Musica Viva

Phil 343 Philosophy & The Arts

Thtr 110 The Theatre: A Contemporary Introduction

Thtr 232 Theatre History II: From 1650 to the Present

Thtr 355 Fundamentals of Scene Design

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

Faculty

Germaine L. Fuller, Assistant Professor, Chair

Robert H. Hess, Professor

Roger P. Hull, Professor

Mary Ann Johns, Associate Professor

James B. Thompson, Assistant Professor

Course Descriptions

111 Drawing and Composition

Lectures and creative work in such

media as pencil, charcoal and ink. Still life, landscape, and theoretical aspects of design and composition. *Fall*. Thompson

112 Color and Composition

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

113 Fundamentals of Design

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

Fall. Hess

114 Structural Design

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

131 Etching I (1/2)

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

213 Art and Culture of China

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 both in art and in literature, philosophy, religion, and other facets of traditional Chinese civilization. Lectures and class discussion focus on the visual arts: ceramics, ritual bronzes, architecture, sculpture and painting. Selected readings in philosophy and literature explore important underlying concepts of nature, human nature, and the role of art in society, and provide perspectives on the relationship between art and traditional Chinese thought and values. Topics include tomb art and ritual in ancient China, recent archeological finds, Buddhist art, figure painting, and the rise and flowering of landscape painting. *Fall*. Fuller

214 Art and Culture of Japan

An introduction to the arts of Japan, prehistoric to modern, this course is also an introduction to Japanese culture as it is reflected in literature, religion, and other facets of traditional Japanese society. Both the "major" arts of painting, sculpture and architecture and the

"minor" arts (ceramics, textiles, lacquer) are studied in the context of the cultural and historical backgrounds to which they are intimately related. Background materials include readings in Japanese literature (in translation) and discussions of the importance of Shinto, Orthodox schools of Buddhism, and Zen in the development of Japanese taste, craftsmanship and style in the arts.

Spring. Fuller

215 Survey of Western Art: Prehistoric through Gothic

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*. Fuller

216 Survey of Western Art: Late Gothic to Modern

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

220 Philosophy, Religion and Art in East Asia

This course examines the most important and enduring philosophical and religious traditions of East Asian civilization. Interdisciplinary in approach, the course emphasizes both the historical development of ideas and their expression in the visual arts. Course materials include selected primary texts (in translation), and works of painting, sculpture and architecture. These materials provide a basis for the comparison of Chinese and Japanese concepts of morality, spirituality and nature. Topics covered in lectures and class discussions include Confucian thought, philosophical and popular Taoism, Shinto, Orthodox schools of Buddhism, Ch'an and Zen. *Spring*. *Alternate years*. Fuller

226 American Art and Culture

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. *Alternate falls*. Hull

227 Japanese Prints and Impressionism

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

231 Etching II (1/2)

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

232 Black and White Photography I (1/2)

Technical and visual aspects of shooting and developing black and white film will be pursued. Darkroom printing will address technique and composition. Periodic student presentations and critiques of work will occur. Prerequisite: Art 111, 112, or 113 and consent of instructor. A 35mm SLR camera with a 50mm lens is required. *Every semester*. Johns

233 Black and White Photography II (1/2)

Technical and visual aspects of shooting, developing and printing black and white film will continue to be pursued. Emphasis will be on experimentation with altered images that may occur in both shooting and printing. Infrared and Technical Pan films will be explored.

Experimentation with printing techniques will be with contact, photographs, altered images by collage, drawing on negatives, sandwiching negatives and toning. Prerequisite: Black and White Photography I and/or consent of instructor. *Alternate springs*. Johns

235 Painting (1/2)

A series of studio problems using systems of design, composition, and

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

236 Contemporary Painting Techniques and Concepts (½)

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

237 Japanese Architecture and Gardens (½)

The focus of this course is the relationship between Japanese architecture and garden design. In Japan, the garden is an integral part of architecture, both religious and domestic; it is an extension of human space into nature, and a re-creation of nature within the human environment. This unique blending of the "natural" with the "artificial" is characteristic of the Japanese sense of design in all of the arts, and is closely related to the religious traditions within which the arts evolved. The course surveys the chronological development of Japanese architecture and gardens viewed in the context of cultural background, and in relation to basic concepts of space, materials and structure. First half semester. *Alternate falls*. Fuller

238 Mixed-Media (½)

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

239 Chinese Gardens and the Human Environment (½)

This course introduces the forms and design principles of traditional Chinese gardens in the context of their religious, cosmological, philosophical and literary associations. Topics include Imperial gardens, the use of Taoist and Buddhist paradise imagery (fantastic rock and cave constructions), and the influence of poetic ideals of reclusion on private garden design. These gardens evolved in the context of urbanization in China, and thus also reflect responses to social issues and problems in city planning. This course explores both the historical development of Chinese gardens and their relevance to contemporary concern with the human environment in China and the West. Fuller

240 Life Drawing (½)

Lectures and creative studio work in

drawing from the figure and still life. The figure's role in the evolution of artistic expressions and as inspiration to the many periods in the art of Western Man. Various media: pencil, ink, pastel. Recommended prerequisite: Art 111. *Fall*. Thompson

241 Figure Drawing (½)

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

242 Woodcuts and Collagraphs (½)

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

243 Monoprinting (½)

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

245 Ceramics I (½)

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

246 Ceramics II (½)

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

250 Sculpture I (½)

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

251 Sculpture II (½)

Advanced design projects stressing various materials and technical procedures in sculpture with individual structural and organization problems of a three-dimensional nature. Prerequisite: Art 250 or consent of instructor. *Spring*. Hess

253 Beginning Jewelry-Metalsmithing (½)

Small, three-dimensional designs with non-ferrous metals and metalsmithing

procedures. Discussion of jewelry's role in various historical cultures.

Spring. Hess

254 Fabric Constructions (½)

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

255 Sight and Insight; A Studio Approach to Art History (½)

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

257 Architecture in America (½)

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. *Alternate falls*. First half semester. Hull

258 Photography in America (½)

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). *Alternate falls*. Second half semester. Hull

335 Major Artists (½)

Intensive study of the works of a major artist (or small group of artists) in the context of the appropriate period and milieu. A different artist or group will be studied each time the course is offered. Prerequisite: Any 1 credit Art History course. *Periodically*. Hull

336 19th Century European Art

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

351 Chinese Painting

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

animal subjects, Ch'an (Zen) painting and landscape. *Spring*. Fuller

355 Italian Renaissance Art

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

356 Northern Renaissance and Baroque Art

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

357 Twentieth Century Art

Painting and sculpture of the 20th cen-

tury in Europe and America. Emphasis on the nature of modernism and the role of the avant garde in Europe. American developments after 1940. *Spring*. Hull

358 Art in America Since 1945 (½)

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

360-371 Independent Projects (½)

For advanced art students. Individual study and work in areas of the art major's special interest. Printmaking (360 and

361), Painting (362 and 363), Drawing (364 and 365), Ceramics (366 and 367), Sculpture (368 and 369), and Design (370 and 371). *On demand*. Art Staff

372-373 Independent Study in Art History I and II (½ or 1)

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

496 Senior Seminar and Thesis (½)

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*. Art Staff

Biology

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

First, there is offered contemporary course work that mirrors the rapid changes in biology and defines the mechanistic forces operating at the cellular and molecular levels of organization. Second, courses in the more traditional sense of biology are offered to give a firm understanding of the phylogenetic affinities, qualitative features and interactions of living things. Third, the historical and ethical dimensions of biology are interwoven in the fabric of all courses to provide a sense of perspective and to impart the impact biological discovery has had on our understanding of what it is to be human in a complex world of differing views and expectations.

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

Career opportunities extend to the health fields, resource management, teaching, and environmental science. It

is not uncommon for graduates to enter non-related fields (i.e., law, news media, commercial travel, insurance) and apply biological information to problems they encounter.

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

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

A Biology major must include the completion of eight credits in Biology, specifically Biology 110, 140, 431 (½ credit), 499 (½ credit) and one credit in each of the following four subareas of Biology: Zoology [256, 266 or 346], Botany [242, 252, 253 (½ credit), 254 (½ credit) or 352], Cellular/Biochemical [230, 233, 446 or 466], Ecology/Field/Evolutionary [252, 253 (½ credit), 254 (½ credit), 255, 256, 352, 355 or 376]. In addition, two credits of college chemistry and one additional credit in physical science (Chem 220, 271; Physics 215, 236; Earth 110, 112) are required. Those majors planning to apply for admission to graduate or professional schools in the sciences are strongly urged to complete the following courses: Chemistry 271 and 272, Physics 215 and 236, Mathema-

tics 241. Senior evaluation includes satisfactory completion of Biology 499 and an oral examination.

The Biology Minor program offers two options. All students are required to take Biology 110 and 140. For the Ecology and Field Biology option, a student must complete Biology 255 and two additional credits distributed so that one course must be completed from each of two categories as follows: Category A, Biology 256 and 355; Category B, Biology 252, 253, 254 and 352. A student interested in completing the Anatomy and Physiology option must complete three additional credits beyond Biology 110 and 140. These credits must be distributed so as to complete at least one credit in each of two categories as follows: Category A, Biology 242; Category B, Biology 266, 346 and 446; Category C, Biology 230, 233, and 340. The Anatomy and Physiology option also requires Chemistry 115 and 136.

Faculty

Grant O. Thorsett, Professor, Chair
Donald R. Breakey, Professor
Scott D. Hawke, Professor
Susan R. Kephart, Associate Professor
Sharon L. Rose, Assistant Professor

Course Descriptions

110 Principles of Biology

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

136 Principles of Nutrition (1/2)

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

140 Organismal Biology

A survey of the kinds of organisms. Emphasis will be placed on the phylogenetic relationships of all organisms and the strategies organisms use to survive. This will include methods of reproduction, types of development, morphological diversity, different methods employed to fulfill basic functions and selected examples of special adaptations; lectures, demonstrations and laboratory meetings. Prerequisite: Biol 110. One lab. *Every semester.* Breakey, Kephart

230 Microbiology

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

233 Genetics

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

242 Plant Anatomy and Physiology

Life processes of living plants and the associated morphological structure of members in relation to their environ-

ment, photosynthesis and nutrition, movement and use of materials, respiration, reproduction and growth and development. Prerequisite: Biol 140. One lab. *Fall.* Kephart

246 Human Anatomy

A thorough description of the structural characteristics of the human body systems from the cellular to the organ level of organization. Prerequisite: Biol 110. One Lab. *Fall.* Cagle

252 Field Botany of Lower Plants

A natural history approach to the study of lower plants. In lecture, field, and laboratory setting, the life history, distribution, ecological importance, and the identification and classification of lower plants will be examined. The emphasis will be directed to the natural habitats of fungi, algae, mosses, ferns, and non-seed producing vascular plants. Prerequisite: Biology 110. Recommended: Biology 140. *Even-numbered springs.* Rose

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

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

254 Field Botany II: Diversity of Flowering Plants (1/2)

A natural history practicum approach to the study and identification of plants in the field. Emphasis on techniques of collecting and identifying plants with some discussion of the interrelationships of plants and animals. Designed for non-majors. Prerequisite: Biology 110. Recommended: Biology 140. *Odd-numbered springs. Second half semester.* Kephart

255 General Ecology

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

256 Field Zoology

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

266 General and Comparative

Physiology

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

340 Electron Microscopy

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

346 Comparative Vertebrate Morphology

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

352 Plant Systematics and Evolution

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

355 Marine Ecology

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

376 Evolutionary Biology

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

431 Perspectives in Biology (1/2)

A seminar course. Each student will be expected to prepare oral and/or written reports from selected topics. The topics will be taken from several areas including: the meaning of science; the scope of biology; the ethical responsibilities of scientists; the social implications of scientific research; and the historical

development of biology as a natural science. Prerequisites: Four courses in Biology or Junior Biology Major. *Spring*. All biology faculty.

433 Molecular Genetics

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

446 Embryology

An investigation of the basic morphological processes involved in the ontogenetic development of vertebrate and invertebrate animals, including a presentation of physiological, genetic and biochemical

evidence for the mechanisms controlling development. Prerequisite: Biol 140. Two labs. *Even-numbered springs*. Hawke

466 Cell Biology

Cellular structure and function. The emphasis is on the biochemical activities of cells: enzymatic activity, energy transformation including respiration and photosynthesis, membrane transport, synthesis, mobility and the control of metabolic activity. Cellular ultra-structure including membranes, mitochondria, chloroplasts, golgi apparatus, and endoplasmic reticulum are discussed. Prerequisites: Biol 110 and Chem 271. One lab. *Even-numbered springs*. Thorsett

490 Independent Study (½ or 1)

Individual programs in which a student can study a topic not normally available in the departmental curriculum. Each program of study must have the approval of the Biology faculty. For those who

require the study of a topic not offered. *Periodically*. Staff

493 Senior Thesis (½)

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

499 Senior Research Seminar (½)

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

Business Economics

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

Throughout the program, close contact with faculty is encouraged. Students will have opportunities to engage in computer analysis, make written and oral presentations, and undertake internships in business and government. Completion of the University's General

Education Program ensures that Business Economics majors will emerge with a solid grounding in the liberal arts. Eight credits in the Economics Department are required, and the positive linkage between Business Economics and liberal arts is further reinforced 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 (p. 31).

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 such medically-oriented professions as medicine, dentistry, veterinary medicine, nursing, clinical chemistry, pharmacology, public health and forensic chemistry; secondary school teaching, research, quality control, development or management careers in industry, government or business, college or university teaching; or other applications of chemistry in such fields as oceanography, space exploration, environmental quality, industrial toxicology and patent law. In many such cases advanced study beyond the baccalaureate degree is advisable or required.

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

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

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

Chem 220 Environmental Chemistry (Part B)

Eight credits in chemistry are required for a major. Specific courses required are Introductory Chemistry II, Unified Laboratory I, II, III, and IV, Organic Chemistry I & II, Physical Chemistry I & II, Instrumental Analysis, and Inorganic Chemistry. The usual first course in the

chemistry program is Introductory Chemistry I, although well-qualified students may begin at a higher level.

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

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

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

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

Option A

Chemistry 271, 272, and 341 or 351.

Option B

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

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

Faculty

Frances H. Chapple, Professor, Chair
Christina P. Brink, Associate Professor
David E. Goodney, Professor
Norman J. Hudak, Professor
Arthur D. Payton, Research Professor
Todd P. Silverstein, Assistant Professor

Course Descriptions

110 Chemical Concepts and Applications

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

115 Introductory Chemistry I

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

136 Introductory Chemistry II

Both theoretical and experimental aspects of equilibria and kinetics are explored as they apply to chemical systems. Gas and solution equilibria are discussed, including topics such as acid-base and solubility 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. One lab. Prerequisite: Chem 115 or equivalent. *Spring*. Silverstein

220 Environmental Chemistry

Basic chemical concepts are applied to environmental issues, including the quality of air, quality of water, use of natural resources, availability of energy in various forms, feasibility of alternate energy sources, and toxic chemicals. Some chemical, hydrological and meteorological cycles are covered. Changes in our perception of the environment because of advances in chemistry are considered. Environmental issues

of topical interest including environmental legislation and societal impact are discussed. One lab or field trip. Prerequisite: Chem 115. *Spring*. Goodney

244 Unified Laboratory I ($\frac{1}{4}$)

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

271-272 Organic Chemistry I & II

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

341 Instrumental Analysis

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

345-346 Unified Laboratory II & III ($\frac{1}{4}$ each)

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

351 Biochemistry

Molecules of biological importance: proteins, nucleic acids, polysaccharides, and lipids; intermediary metabolism and biological oxidation; and the biosynthesis of carbohydrates, lipids, mononucleotides, and amino acids. Prerequisite: Chem 272. Co-requisite: Chem 381. *Annually*. Silverstein

362 Inorganic Chemistry

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; non-ideal solutions; special types of inorganic structures, inorganic nomenclature. *Spring*. Brink

381 Physical Chemistry I

Mathematical tools. Description of physicochemical systems, first and second laws of thermodynamics. Derivation and use of thermodynamic functions,

third law of thermodynamics. Chemical equilibrium. Non-ideal solutions; activities and activity coefficients. Prerequisite: Chem 136 and Math 241. *Fall*. Chapple

382 Physical Chemistry II

Phase diagrams, Phase Rule and colligative properties; Kinetic Theory, Boltzmann Distributions, introductory statistical mechanics; Fundamentals of Quantum and Wave mechanics; applications to translation, rotation, vibration and to the hydrogen atom. Activity coefficients; chemical kinetics at the practical and theoretical levels; molecular structure and spectra. Prerequisite: Chem 381. *Spring*. Chapple

430 Advanced Topics in Chemistry ($\frac{1}{2}$)

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

447 Unified Laboratory IV ($\frac{1}{4}$)

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

480 Applied Group Theory ($\frac{1}{2}$)

Symmetry in quantum chemistry. Definitions and theorems of group theory, chemically important point groups, irreducible representations, molecular vibrations, molecular orbital theory, ligand field theory. No lab. Prerequisite: Math 241 and consent of instructor. *Every semester*. Payton

481 Quantum Chemistry

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

482 Statistical Mechanics

Canonical ensemble, probabilities, partition function and thermodynamic properties, entropy and information theory, Boltzmann, Fermi-Dirac, and Bose-Einstein statistics, metals, perfect crystals and dense fluids. No lab. Prerequisite: Math 241 and consent of instructor. *Spring*. Payton

483 Thermodynamics

Use of exact differentials, line integrals and particle derivatives. Equations of state, internal energy, the first law, Joule and Joule-Kelvin experiments, enthalpy. The second law according to Kelvin and Caratheodory, Entropy, Helmholtz Func-

tion, Gibbs Function, Equilibrium conditions, the third law, the phase equation, the phase rule. No lab. Prerequisite: Math 241 and consent of instructor. *Fall*. Payton

491-492 Independent Projects I & II ($\frac{1}{2}$)

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

Computer Science

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

A study of Computer Science at Willamette may lead to a bachelor's degree with a computer science major, a minor in computer science, or a master's degree in computer science (combined degree program).

The computer science major requires eight credits in computer science and five in mathematics. The computer science courses include CS 231, 232, and 341, two courses from among CS 348, 443, and 446, two other courses numbered between CS 440 and 460, and CS 496, the Senior Seminar. The mathematics courses include Math 242 and 263, at least one course chosen from Math 253, 333, 434, and 445, and two other mathematics courses numbered Math 241 or above. We recommend that every computer science major also take at least three courses in some supporting field to which computers can be applied.

A minor program in computer science will consist of five courses: CS 231 and 232, two courses from among CS 341, 348, 443, and 446, and one course numbered 440 to 460.

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

Study of computer science can lead to a number of career options. Some graduates accept programming positions; these can lead to design work, consulting, systems analysis, management, marketing, or many other career paths. Other graduates continue on to graduate school, either in computer science or in another discipline. Computer science is considered an excellent undergraduate major for a career in business, law, or science. Students who do not major in computer science but add computer science to majors in other disciplines increase their range of skills and therefore enhance their career

options within their chosen field.

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

The University has excellent computing facilities. They include a PRIME timesharing system which may be accessed by terminals, most of which are located in Smullin Hall, or via phone lines from personal computers. Several Tektronix color graphics terminals with a color printer, clusters of Apple IIe, Macintosh, and IBM-compatible microcomputers, and a NeXT computer are also available for student use. The Computer Science Department also maintains an electronics laboratory for student use on hardware projects.

Faculty

George W. Struble, Professor, Chair
J. Michael Dunlap, Professor
Joseph Hummel, Instructor
James R. Levenick, Assistant Professor
Nicholas Liepins, Director of University Computing
Peter C.H. Shum, Visiting Assistant Professor

Course Descriptions

230 Introduction to Programming

This course is designed to be a gentle introduction to programming for students with minimal backgrounds in mathematics or analytical problem solving. The course enhances the ability to solve problems through the practical application of problem solving to the context of a computer program. Specific study includes: problem solving by computer, discussions of techniques of problem expression and layout, data representation, program structure, programming language syntax and semantics.

Restrictions: Not open to students who have had a course in computer programming. *Every semester.* Staff

231 Introduction to Computer Science ($\frac{1}{2}$ or 1)

This course includes study of the structure of a computer, principles of problem-solving, some of the principles behind programming languages, and a thorough treatment of computer programming. Prerequisite: Math 241 (may be taken concurrently). The course is normally taken for a full credit, but students who have credit for CS 230 get $\frac{1}{2}$ credit for CS 231. *Every semester.* Staff

232 Data Structures

Theoretical and practical study of abstract data types; these include stacks, queues, linked lists, and trees. Also a study of algorithms that use these data structures. Prerequisite: CS 231 and Math 241. *Every semester.* Staff

293 Individual Study of a Programming Language ($\frac{1}{4}$)

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 advanced but gets the materials and does the work on whatever schedule is appropriate; *then* 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 0.5 credit. Prerequisite: CS 232 or equivalent.

341 Computer Organization

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

348 Programming Languages

Formal language concepts, parsing techniques, and code generation, applied to a study in depth of the Pascal language. Construction of a compiler for a small programming language. In this context, further study of other program-

ming paradigms and their respective languages, e.g., logic programming with PROLOG and object-oriented programming with Smalltalk. Prerequisite: CS 232. *Hummel, Levenick*

391 Independent Study (½ or 1)

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

392 Independent Project (½ or 1)

This course is intended for the qualified advanced student who wishes to do an independent project under faculty supervision. The project will involve substantial preparatory study and will extend the student's knowledge of computer science. Arrangements for this course must be made with a faculty member before registration. *Every semester.* Staff

443 Analysis of Algorithms

This course introduces and studies a number of algorithms for problems such

as sorting and searching, and general ideas such as backtracking, branch-and-bound and dynamic programming that are used in some powerful algorithms. It also includes study of the efficiency of algorithms and NP-completeness. Prerequisite: CS 232 and Math 263. Struble

446 Automata Theory

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

451 Topics in Computer Science

This course provides the flexibility to offer special topics of interest in computer science. Recent offerings include operating systems, artificial intelligence, and computer construction. Topics will generally not be repeated within a two-year period, in order to provide a variety of offerings. Prerequisites may vary, but usually will be CS 232. May be repeated for up to 3 credits. Staff

457 Micro-System Interfacing

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

496 Senior Seminar in Computer Science

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. Students enroll in this course and do a substantial amount of preparatory work in the fall, but projects are usually completed in the spring. Prerequisite: Senior standing. Staff

Earth Science

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

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

Topics in Earth Science courses range from plate tectonics to international oil problems to environmental ethics.

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

Erth 110 Physical Geology (Part A, Natural Science)

Erth 112 Physical Geography (Part A, Natural Science)

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

A. Geology Emphasis

Courses required of all students electing this option: Earth Science 110, 230, 350, 360, and either 112 or 332.

B. Geography Emphasis

Courses required of all students electing this option: Earth Science 110, 112, 230, 331, and either 332 or 350.

Faculty

Gilbert F. LaFreniere, Associate Professor, Chair

H. Peter Eilers, Associate Professor

Course Descriptions

110 Physical Geology

An introduction to internal and external earth processes within the new framework of plate tectonic theory. Laboratory work emphasizes identification of common rocks and minerals, and interpretation of topographic maps, aerial photographs and geologic maps. *Fall.* LaFreniere

112 Physical Geography

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

Spring. Eilers

230 World Geography

Survey of major patterns of physical features, culture, and human-land relations, by region, in today's world. Examples show present and impending resource, environmental, social and political problems, and explore basic solutions. Methods include lectures, films, student discussions and presentations and text and outside readings.

Fall. Eilers

231 Historical Geology

An introduction to the detailed geologic record, emphasizing the geology of the Western Cordillera. Topics include the history of geologic thought, a survey of geologic history from Pre-Cambrian to Holocene, and the paleontological evidence for organic evolution. Lectures are complemented by geologic map interpretation in the laboratory and field trips to the Coast Range, Cascades, and

Siskiyou. Prerequisite: Erth 110. *Alternate years.* LaFreniere

331 Geography of Europe

This course is designed to provide basic knowledge of the physical and cultural geography of Europe. The course begins with a survey of systematic themes, including historical, political, economic, and social geography, physiography, climates, agriculture, resources, industry, settlement, demography, and transportation. Study of the regions of Europe, including the Soviet Union, follows. Important present-day issues are discussed in connection with relevant regions. *Alternate years.* Eilers

332 Geography of the Pacific States

A study of the physical and cultural elements of the Pacific States with special reference to Oregon. Topics for consideration include landforms, soils, vegetation, climate, resource development, land use, urbanization, and current problems. Methods include lectures, discussions, readings, student presentations, and field trips. *Alternate years.* Eilers

350 Environmental Geology

This course applies principles and techniques learned in physical geology to such geologic hazards as vulcanism, seismicity, erosion, mass wasting and

flooding, and to mineral, fossil fuel and water resource development and their related environmental impacts.

Prerequisite: Erth 110. *Alternate years.* LaFreniere

490 Independent Study in Geology or Geography

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

East Asian Studies Minor

The East Asian Studies Program is designed to foster knowledge and understanding of the rich cultural heritage of China, Japan, and Korea. The program emphasizes both the shared culture and traditional connections in East Asia and the diversity within it. Course offerings cover a broad range of topics in the humanities, including traditional and modern history, art history, philosophy, religion, and literature. The minor program emphasizes the traditional history of both China and Japan as a foundation for exploration of other areas of East Asian culture, and as a basis for a study of contemporary economic and political issues as well.

Students are encouraged to take either Chinese or Japanese language in fulfillment of the B.A. language requirement, and to participate in an overseas study program in East Asia. For the minor all students must take:

ISA 212 Introduction to East Asian Civilization

Hist 334 History of Traditional China

Hist 335 History of Traditional Japan

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

Art 213 Art and Culture of China

Art 214 Art and Culture of Japan

Art 220 Philosophy, Religion and Art of East Asia

Rel 235 Religions of the East

Hist 364 History of Modern China

Hist 365 History of Modern Japan

Japn 314 Japanese Literature in Translation

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

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 110 Contemporary Economic Issues (Part A, Social Science)

The Introductory Program: Students may begin their study of economics at Willamette with either Economics 110 or Economics 130. The first of these courses, Contemporary Economic Issues, focuses on a selected set of issues or problems and the ways in which economic modes of thinking can help to clarify the nature of these issues and alternative approaches to resolving policy problems. This course will not count toward the minimum eight departmental credits required for the Economics or Business Economics major. It can be taken only prior to Principles of Economics, not simultaneously or later.

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

Economics Major: Eight credits in the Department are required of Economics majors, including Economics 130, 230, 357, 358, and 496. Senior Research Seminar (Econ 496) is the senior year experience for the Economics major. At least two of the remaining three required departmental credits must be taken from courses designated (E) or those with no

designation. These other courses should be chosen on the basis of each student's academic interests and possible career objectives. In addition to these economics courses, each major is required to complete a course in calculus (Mathematics 230 or 241 or the equivalent) and an introductory course in political science. Students are encouraged to complete most of the required courses by the end of the junior year in order to take advantage of potential internship opportunities and to participate in senior-level courses.

A minor in Economics requires Economics 130 and 230, 357 or 358, and two additional courses in Economics, excluding Economics 110 and those specifically designated for the Business Economics (BE) area.

Business Economics Major: Eight credits in the Department are required of Business Economics majors, including Economics 130, 230, 235, 356, 459, and 499. Management Strategies and Policies (Econ 499) is the senior year experience for the Business Economics major. At least one of the remaining two required departmental credits must be taken from courses designated (BE) or those with no designation. In addition to these economics courses, each major is required to take Math 230 or 241, CS 230 or 231, and two courses from the group Envr 220, Envr 320, Psych 341, Soc 335, SpCom 150, SpCom 220, SpCom 242, and SpCom 341. Other courses may be included within this latter group, subject to departmental approval (through the chair).

A minor in Business Economics is not offered.

Faculty

C. Russell Beaton, Professor, Chair
James R. Frew, Associate Professor
James S. Hanson, Professor
Thomas H. Hibbard, Professor
Donald H. Negri, Assistant Professor
Jeffrey R. Taylor, Assistant Professor

Cathleen L. Whiting, Assistant Professor

Course Descriptions

110 Contemporary Economic Issues

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

130 Principles of Economics

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

230 Economic Statistics

This course deals with statistical estimation and hypothesis testing as well as correlation, both simple and multiple. In addition to traditional tests ("Z," "T," "F," etc.) non-parametric tests are introduced. Finally, time series analysis and index number construction will be covered. Note: Students who wish to substitute another statistics course for Econ 230 must also complete Econ 452 to satisfy departmental major requirements. Econ 230 counts for only ½ credit if student has completed Math 138, Intr 350, Intr 351 or similar statistics courses. *Every semester.* Frew

235 Principles of Accounting (BE)

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. Mouck

236 Managerial Accounting (BE)

Preparation and analysis of financial statements; the determination of income; the valuation of assets, liabilities and equity; cost budgeting; the impact of taxation and government policy, and the theory of internal control to understand the theory of the firm in the free enterprise system and of national income determination. Prerequisite: Econ 235.

Spring. Mouck

331 Finance and Investments (BE)

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

332 Money and Banking

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

338 Business Law (BE)

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

340 Labor Economics

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

345 Environmental Economics (E)

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

346 Regional Economics and the

Economy of Oregon

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

347 Public Finance

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: Economics 130. *Spring, odd numbered years.* Hibbard

351 Comparative Economic Systems (E)

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

352 The Economics of Developing Countries (E)

This course examines the structural characteristics of developing countries and major theories of economic development. Specific topics will include land reform, agriculture and industrialization, population and 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 110 or 130. *Alternate springs.* Hanson

353 International Economics (E)

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

investment and the multinational corporation in both advanced and developing nations. Prerequisite: Econ 130. *Fall.* Hanson

356 Managerial Economics (BE)

This course focuses on the applications of microeconomic theory and quantitative methods to decisions regarding the allocations of scarce resources within a private or public organization. Optimization procedures, including calculus techniques, risk analysis, linear programming, and present value analysis will be applied to problems involving demand, production, cost and pricing. Techniques of demand estimation also will be developed. Prerequisite: Econ 130 and 230, Math 230 or 241. *Every semester.* Frew, Whiting

357 Intermediate Microeconomics (E)

This course explores modern theories of the behavior of households and business firms in determining prices, the mix of goods and services produced in the economy, the allocation of scarce resources, and the distribution of income and wealth among the participants in a market economy. The successes and failures of different types of markets are considered along with public policies aimed at improving the performance of markets. Prerequisite: Econ 130 and 230, Math 230 or 241. *Fall and alternate springs.* Beaton, Hibbard

358 Intermediate Macroeconomics (E)

This course examines theories of how consumption, investment and government spending behavior influence the total level of economic activity in an economic system, and the impact of foreign trade on the national economy. Also explored are the ways in which government spending, taxation, and monetary policies influence unemployment, inflation, and the rate of economic growth. Prerequisite: Econ 130 and 230, Math 230 or 241. *Spring and alternate falls.* Hanson

430 Economic Forecasting

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

448 History of Economic Thought (E)

This course will trace the development of economic thought from the decline of feudalism to the present. We will investi-

gate Classical, Marxist, Neoclassical, Keynesian, and Modern Marxist and Neoclassical theories. Our goal will be to understand the various theories as well as the historical context in which they became important. Prerequisite: Econ 130. *Alternate years.* Beaton

451 Economic Simulation (½)

This course will deal with business simulation models, as well as computer models in micro- and macro-economics. In addition, some computer-assisted instruction techniques will be used. Prerequisites: Econ 130, 230, and 356 or 357. *Spring.* Staff

452 Introduction to Econometrics (½)

This course represents an extension of our introductory statistics course and will deal primarily with curvilinear simple regression and both linear and curvilinear multiple regression, as well as various methods of projecting trends. Prerequisite: Econ 230 or another statistics course. *Spring.* Staff

458 Mathematical Economics (½)

This course is designed to explore the ways in which formal mathematical models can be used to analyze and interpret microeconomic and macroeconomic relationships and phenomena. Prerequisites: Econ 130, 230, and 356 or 357. *Alternate*

years. Beaton

459 Business, Government and Society (BE)

This course examines the various ways in which business policies and practices affect society, and ways in which the changing social environment creates challenges and opportunities for business. The formulation and implementation of public or government policy in these areas will also be explored, along with the role of business in shaping or influencing such public policy. Specific topics will include antitrust policy and government regulation of concentrated industries, environmental regulations, consumer protection, worker safety and job security, and the general issue of corporate social responsibility. Prerequisites: Econ 130, 230, and 356 or 357. *Every semester.* Frew, Hanson, Whiting

490 Independent Study (½ or 1)

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

496 Senior Research Seminar (E)

This seminar enables each student to apply the concepts and tools of economic analysis in the exploration of current policy issues, and to undertake a research project on a topic of particular interest. Emphasis will be placed on

student-led discussions and presentations, with active participation of faculty members. Prerequisites: Econ 130, 230, 357 and 358. *Every semester.* Hanson, Hibbard

497 Energy Economics (½)

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 357. *Alternate springs.* Beaton

499 Management Strategies and Policies (BE)

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

Education

Education courses have the primary purpose of furnishing a sound professional preparation for 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 currently provides a program for the preparation of elementary, middle, and secondary school teachers. The program for elementary teacher training is proposed to begin in Fall 1990. Students may prepare to teach in the following areas: art, biology, chemistry, drama, 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 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 the California Basic Skills Test (CBEST) and the National Teacher's Examination (NTE) in the areas in which one desires to teach. Please contact the Education Depart-

ment for the correct title of the applicable examination. These tests are normally completed during spring of the junior year and, at the latest, by November of the senior year. Students in some subject areas may be required to take additional skill-related tests and coursework.

Courses in mathematics, English, speech, and computer science are strongly recommended and may be required if particular deficiencies are noted. Transfer students must contact the Education Department during the first week of their first semester on campus. A minimum grade point average of 3.0 is required for admission to

the program.

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

Program

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 434 Mathematics Teaching Strategies (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)

The department also recommends that all future elementary and secondary teachers take Psych 110 Introduction to Psychology and Speech 150 Public Speaking. Secondary teachers should take Psych 352 Adolescent Psychology and elementary teachers should take Psych 330 Developmental Psychology. Computer Science (CS 230 or 231) and a course in Statistics (Math 138, ISA 350-51) are also recommended. Elementary students are urged to check with the Education Department upon enrollment at Willamette.

Faculty

Joanne B. Engel, Professor, Chair
Richard Wright Cowger, Professor
Theodore Y. Ozawa, Associate Professor
John L. Tenny, Assistant Professor
Alan K. Ball, Instructor (part-time)
Judith L. Daugherty, Instructor (part-time)
Stephen L. DeHaas, Instructor (part-time)
James Hadden, Instructor (part-time)
Vernadene Harvey, Instructor (part-time)

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

Debra Adams, Assistant Professor, Physical Education

Cheryl Brown, Assistant Professor, Physical Education

James P. Denevan, Assistant Professor, Health Education

William Iron, Associate Professor, Theatre

Wallace Long, Associate Professor, Music

Richard Stewart, Professor, Music

Course Descriptions

106 College Learning Skills (1/4)

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

205 Introduction to Teaching (1/2)

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

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.* Cowger, Engel

350 Foundations of Reading (1/2)

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

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

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

434 Mathematics Teaching Strategies (1/2)

Concerns math teaching strategies for elementary and middle school math teaching and math strategies for courses up to and including Algebra I in public

schools. Prerequisite: Educ 205 and passing score on Basic Math NTE test. *Spring.* Ozawa

450 Management of Reading Systems (1/4)

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

451 Administration of Reading Programs (1/4)

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

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

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

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

The following courses are for Master of Arts (MAT) Candidates Only

505 Clinical Experiences (1/4)

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

520 Educational Technology (1/4)

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

522 Measurement and Evaluation in Education (1/2)

This course presents the knowledge and skills required to design effective methods for assessing student knowledge and the effects of instruction.

Techniques of test development, alternative strategies for student assessment, and appropriate use of findings in guiding instruction will be presented.

Fall. Tenny

530 Methods and Research in Art Education (½)

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

531 Methods and Research in English Education (½)

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

532 Methods and Research in Foreign Language Education (½)

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. Daugherty*

533 Methods and Research in Mathematics Education (½)

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. DeHaas*

534 Methods and Materials in Health Education (¼)

Methods and materials for developing behavior changes in Health for individuals and groups; method and material section, the use of analysis, investigating techniques, and development of materials pertaining to health education and promotion. *Fall. Deneven*

535 Methods and Research in Science Education (½)

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. Harvey*

536 Methods and Research in Social Studies Education (½)

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

537A and 537B Methods and Research in Elementary Education (¼ or ½)

District, unit, daily goal development based upon research in elementary

education. Special emphasis upon instructional materials, activities, physical space constraints, and evaluative techniques. *Fall. Staff*

538 Public School Music Methods: Elementary (½)

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. Long, Stewart*

539 Public School Music Methods: Secondary (½)

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. Long, Stewart*

540 Physical Education Teaching: Techniques/Methods (K-6) (½)

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

541 Physical Education Teaching: Techniques/Methods (7-12) (½)

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

542 Methods and Materials for the Public School Stage (¼)

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. Iron*

543 The Student Actor and the Student Play (¼)

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. Iron*

545 Educational Psychology (½)

Theories and methodology as they relate to human development, skill acquisition, motivation, and achievement. Impact of

emotional, social, physical climate upon behavior. *Fall. Engel*

546 Special Populations (¼)

Understanding the gifted, handicapped, 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. Engel*

547 Multicultural Education (¼)

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

555 Planning and Implementation (½)

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. Ozawa*

556 Classroom Management (½)

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. Cowger*

557 Issues Seminar (¼)

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. Cowger, Engel, Ozawa, Tenny*

558 Applied Research (½)

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

559 Leadership in Education (½)

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

590 Thesis/Project (¼-1)

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 field or independent study in an area not covered by the present departmental course offerings. *Spring*.

Cowger, Engel, Ozawa, Tenny
595 Supervised Internship (3)
Maximum of 18 weeks of classroom observation and teaching under the

guidance of experienced teachers and supervisors. Work samples and unit preparation required. *Spring*, Cowger, Engel, Ozawa, Tenny

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 the General Education Program requirement are:

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

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

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

Eng 219 The Forms of Literature: The Art of Reading Poetry, Drama, Fiction (Part A, Literature)

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

Eng 320 Mysticism and Creativity (Part B)

Eng 322 Poet-Painters: Blake/Rossetti (Part B)

The major in English requires:

Eng 245 The Study of Literature
One Shakespeare course:

Eng 341 Shakespeare: The Comedies
or

Eng 342 Shakespeare: The Tragedies
Senior Evaluation:

ISA 497 Humanities Seminar
or

Eng 490 Independent Study
Three English courses numbered 300 or above
Two additional credits in English

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

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

may produce the senior thesis or a directed creative project in Independent Study (English 490).

Outside the English Department, majors are strongly encouraged to take a foreign language through the proficiency level, thus earning a B.A. — and beyond that level if they contemplate graduate study — and courses from the following related fields: theatre, music, religion, philosophy, art history, history and interdisciplinary arts courses.

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: English 245; and any four credits chosen from English Literature course numbered 300 or above.
B. Writing Option: English 245; and any four credits chosen from English Writing courses numbered 160 or above (including English 250, 251, 390 and 490).

Faculty

Kenneth S. Nolley, Professor, and Chair
Adele L. Birnbaum, Associate Professor,
Virginia E. Bothun, Associate Professor
Gerard F. Bowers, Professor
Wilbur S. Braden, Professor
Julie Ann Carson, Professor, Dean
Carol S. Long, Professor
Richard D. Lord, Professor, Associate Dean
Michael H. Strelow, Associate Professor
Richard A. Sutliff, Associate Professor
Linda O. Bowers, Assistant Professor (part-time)
Sharon J. Schuman, Assistant Professor (part-time)
Linda D. Tross, Assistant Professor (part-time)

Course Descriptions

009 The Craft of Writing I

(E.S.L. Section)

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

130 The Craft of Writing II

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

160 College Writing: An Honors Course

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 Requirement. *Fall*. Staff

216 Topics in American Literature

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 Requirement or consent of instructor. *Every semester*. Staff

217 Topics in British Literature

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 Requirement or consent of instructor. *Every semester*. Staff

218 Topics in World Literature

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

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

An introduction to the art of reading imaginative literature: poetry, drama, and prose fiction. Emphasis on understanding and enjoyment of literature as a rich part of our cultural heritage.

Designed especially for students seeking to fulfill the Literature requirement in the General Education Program. Prerequisite: English Proficiency Requirement or consent of instructor. *Every semester*. Staff

233 Investigative Writing (1/2)

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

234 Writing the Personal Essay (1/2)

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

236 Research and Writing (1/2)

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

237 Writing and Science (1/2)

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

245 The Study of Literature

Introduction to the study of literature, with emphasis on the poem: elements of

prosody, forms of verse, figurative language, evaluating poetry, writing about literature. Designed as the initial course in English literature for the English major. Prerequisite: English Proficiency Requirement or consent of instructor. *Fall*. Staff

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

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

251 History of the English Language (1/2)

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

315 The Art and Rhetoric of Film

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

320 Mysticism and Creativity

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

322 Poet-Painters: Blake/Rossetti

The interdisciplinary study of achievements by Blake and Rossetti in the twin realms of poetry and painting, with special attention to the relative advantages of their chosen mediums. Prerequisite: English Proficiency Requirement. *Alternate years*. Bowers

330 Advanced Writing

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

331 Imaginative Writing I

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 Requirement and Consent of Instructor. *Fall*. Visiting writer

332 Imaginative Writing II

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

resources. Prerequisite: English Proficiency Requirement and Consent of Instructor. *Spring*. Bowers, Strelow, Tross

333 Film Genre and Authorship

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

340 Chaucer

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

341 Shakespeare: The Comedies

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 Requirement. *Fall*. Braden

342 Shakespeare: The Tragedies

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 Requirement. *Spring*. Lord

344 Milton

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

352 Theories of Criticism

A study of the historical foundations of literary criticism with an emphasis on the development of the student's own critical theories. An attempt will be made to sharpen reading awareness through the study of critical theories as they relate to works of literature. Prerequisite: English Proficiency Requirement. *Alternate years*. Bowers, Sutliff

353 Northwest Writing

Northwest fiction, poetry, and non-fiction forms such as essays, biography and critical writing from the turn of the century to the present. Includes work as diverse as the Northwest songs of Woody

Guthrie to the historical romances of Eva Emory Dye. Prerequisite: English Proficiency Requirement. *Alternate years.* Strelow

354 The Novel

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 Requirement. *Alternate years.* Long

360 Studies in Dramatic Literature

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

361 Studies in Lyric Poetry

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 Requirement and a Part A Literature course. *Spring.* Bowers, Braden, Lord

362 Narrative Poetry

A study of the narrative forms of non-dramatic poetry, such as the epic, ballad and metrical romance and the oral tradition from which such poems arise. Emphasis is placed on the epic as it embodies the ideals of a particular culture. Readings, drawn from different

cultures, will vary according to the instructor. Prerequisites: English Proficiency Requirement and a part A Literature course. *Fall.* Birnbaum, Lord

363 Studies in Fiction

A critical study of the major forms of prose fiction, with special emphasis on the novel and short story in both traditional and experimental modes. Readings will be chosen primarily from British and American literature but may also include works from other literatures. Specific texts and themes in the course will vary with the instructor. Prerequisites: English Proficiency Requirement and a Part A Literature course. *Fall.* Staff

370 Dante and the Literary Tradition

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 Requirement and a Part A Literature course. *Alternate years.* Birnbaum

371 Classical Literature

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 Requirement and a Part A Literature course. *Alternate fall semesters.* Lord

372 Modernism in Britain and America

A study of the emergence of Modernism as a literary doctrine. Through a selection of works from various movements (e.g. Impressionism, Imagism, Vortism) 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 Requirement and a Part A Literature course. *Fall.* Long

373 Contemporary Literature

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 Requirement and a Part A Literature course. *Alternate spring semesters.* Bowers, Long

374 Regional Literature

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

390 Reading and Conference

($\frac{1}{2}$ 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 Requirement. *On demand.* Staff

394 Major Internship I

490 Independent Study

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

494 Professional Internship

Environmental Science

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

institutions. Seven university departments contribute faculty and courses to this program.

Education in environmental science may provide direct career opportunities in government service or business (e.g., resource management, environmental impact assessment), and in public interest work. It is useful preparation, especially in combination with a second major, for possible careers in teaching, journalism, politics, and business, or for those who plan to enter graduate or professional school in fields such as environmental science, biology, geography, public policy, law, public health, or other sciences.

Environmental Science courses that meet the General Education requirement are:

Envr 220 Environmental Systems Under Stress (Part B)

Envr 320 Environmental Ethics (Part B)

Envr 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.)

The Environmental Science major takes a basic core of discipline-oriented courses in the natural and social sciences. Integration is promoted through a series of environmental science courses which provide progressive development from (a) an introduction to environmental problems, their basic causes and solutions (Environmental Systems Under Stress, Envr 220), to (b) a junior year course on environmental ethics and planning (Envr 320), to (c) several intermediate and advanced electives and an optional off-campus Internship, to (d) a culminating Senior Seminar in Environmental Science (Envr 496).

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

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

A. Required Core Courses (9)

Biol 110 Principles of Biology

Chem 115 Introductory Chemistry

Erth 110 Physical Geology

Erth 112 Physical Geography

Econ 130 Principles of Economics

Poli 110 American Politics

Soc 113 Environmental Sociology

Envr 220 Environmental Systems Under Stress

Envr 320 Environmental Ethics (Junior year)

Envr 496 Senior Seminar in Environmental Science (Senior year — Satisfies

Senior Year Experience Requirement)

The major must also take four of the following electives, distributed in at least four disciplines and including at least two natural science and two social science courses, or allowing substitution of Envr 494 for one of those courses as described below.

Environmental Science Elective:

Envr 494 Internship (Sr year)

Natural Science Electives:

Biol 255 General Ecology

Chem 220 Environmental Chemistry

Erth 350 Environmental Geology

Social Science Electives:

Econ 345 Environmental Economics

Poli 323 American Political Economy

Poli 331 State and Urban Politics

Soc 330 World Population Problems

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

Faculty

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

Gilbert F. LaFreniere, Associate Professor, Geology and Environmental Science, Acting Director 1989-90

C. Russell Beaton, Professor, Economics

Donald R. Breakey, Professor, Biology

David E. Goodney, Professor, Chemistry

Carol Ireson, Associate Professor, Sociology

Course Descriptions

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

220 Environmental Systems Under Stress

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

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

320 Environmental Ethics

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

494 Environmental Science Internship

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

496 Senior Seminar in Environmental Science

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

Foreign Languages and Literatures

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

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

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

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

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

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

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

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

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

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

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

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

Major degree programs are offered in French, German, and Spanish. Interdisciplinary major degree programs are also offered in International Studies for foreign language students desiring an area emphasis. Language majors are required to complete eight credits of course work beyond the intermediate level language courses, including Composition and Discussion, at least one credit in Civilization, three credits in Literature and a Senior Year Experience. In addition, majors, working with their faculty advisors, are required to select four credits from the following areas outside the Foreign Languages and Literatures Department: Art, Earth Science, Economics, English, History, Music, Philosophy, Political Science, and

Religion.

Minor programs are also offered in French, German, Japanese, Russian and Spanish. For further information, contact individual language areas. Elementary and intermediate Chinese and Greek are offered, too.

The department faculty strongly urges its students to improve their language competency and broaden their education through off-campus study in approved programs. Of special interest to students of Foreign Languages and Literatures are the Willamette programs of study in France, Germany, Spain, Japan, the U.S.S.R. and East Asia (combining stays in Japan, Korea and the People's Republic of China). The programs in Spain (Oviedo) and Germany (Munich) are conducted in conjunction with consortia of other independent Northwest colleges. The programs in France, available at both Paris and Nantes, are conducted under the auspices of the Institute of European Studies, in which Willamette holds an associate membership. The remaining programs are outgrowths of Willamette's sister college relationships with: Simferopol State University in the Crimea in the Soviet Union; Tokyo International University in Kawagoe City, Japan; Kookmin University, Seoul, Korea; and Xiamen University in the Fujian Province of the People's Republic of China.

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

Faculty

Ronald P. Loftus, Associate Professor, Chair
Paule G. Drayton, Professor
Ludwig M. Fischer, Associate Professor

Christine A. Gentzkow, Assistant Professor

Francoise A. Goeury-Richardson, Associate Professor

Katsu Hirai-Young, Visiting Professor

Nicholas F. Leland, Associate Professor

Carol S. Long, Professor

Lane C. McGaughy, George H. Atkinson

Professor of Religious and Ethical

Studies

John F. Uggen, Assistant Professor

Marta Velez, Associate Professor

Magda Schay, Assistant Professor (part-time)

Yowko Ichioka-Richardson, Instructor (part-time)

Chung So, Assistant Professor (part-time)

Course Descriptions

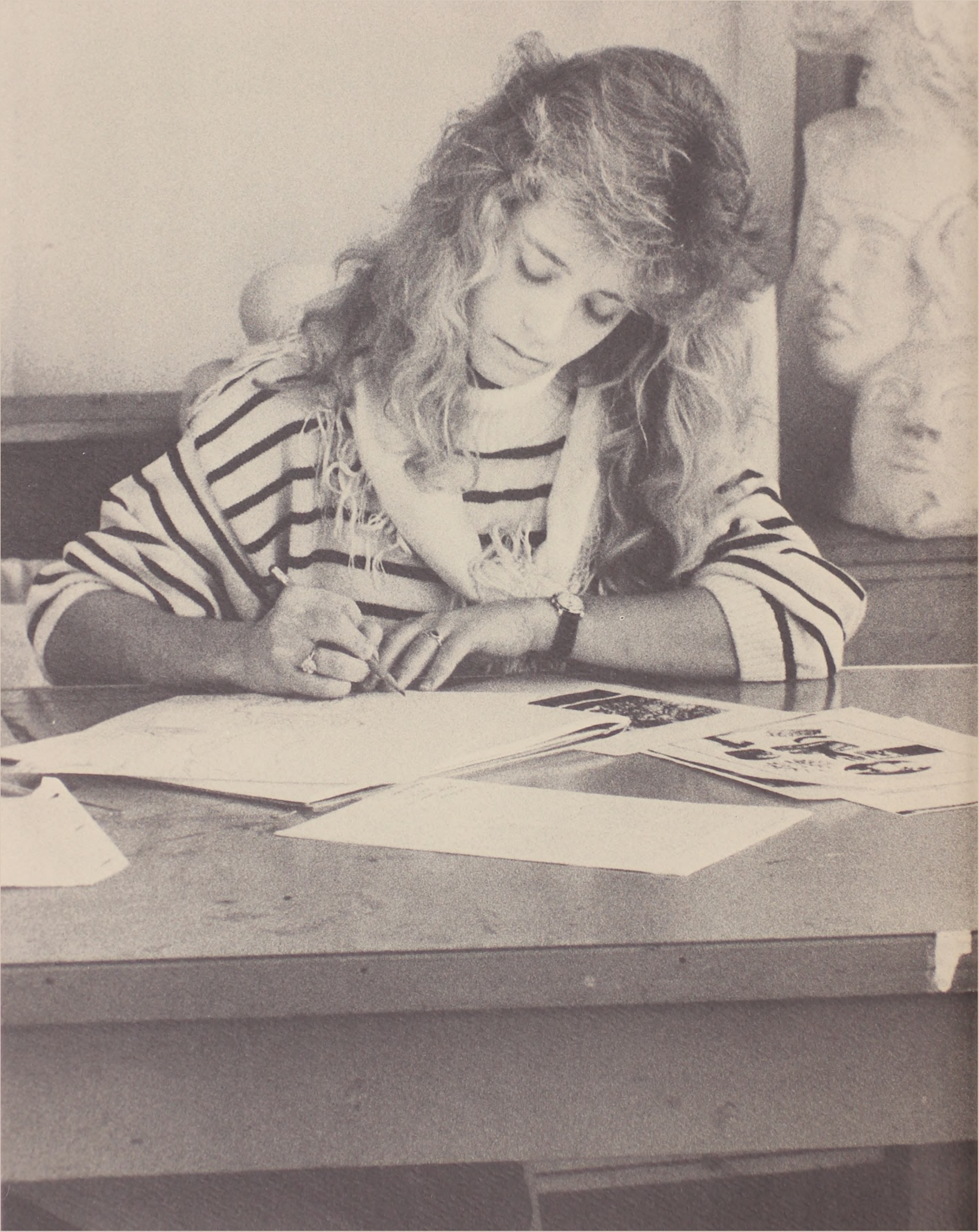
Chinese

131 & 132 Elementary Chinese I & II

Introduction to the fundamentals of spoken and written modern Chinese. Classroom activity will center on oral-aural pattern drilling with student participation required. Emphasis will be on spoken Chinese but a romanized writing system and Chinese characters will also be introduced. Language tapes will be available in the language lab and their regular use by students will be required. *131, Fall; 132, Spring.* Chung So

231-232 Intermediate Chinese I & II

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



Chung So

331-332 Third Year Chinese I and II

Continued acquisition of skills in spoken and written Chinese. Students will be exposed to an additional 600 characters and their combinations. Correct usage of vocabulary and sentence patterns will be emphasized. Reading material with relevance to Chinese history and culture will be read in the original and discussed in Chinese. Students will also write and make speeches which are to be taped and evaluated. Advanced placement is available for students trained elsewhere. Prerequisite: Chinese 231-232. *Every year.* Chung So

French

131 & 132 Elementary French I & II

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

231 & 232 Intermediate French I & II

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

314 Introduction to French Literature

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

331 French Composition and Discussion

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

332 Advanced French Composition and Discussion

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

333 History of French Civilization

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

years. Goeury-Richardson

335 French Conversation

A course which will stress oral communication in French. Debates and panel discussions will be used as a means of bringing students into active participation. The course will focus on current problems in French culture. There will be no written assignments, but background reading will be required as a basis for discussion. Audio excerpts from French TV programs will occasionally be used as laboratory material. A course well suited as a preparation for study in France and for non-majors who wish to further develop or retain their fluency. Prerequisite: Fren 331. *Alternate years.* Goeury-Richardson

430 Introduction to French Thought

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

431 Phonetics

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

432 Introduction to French Linguistics

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

433 19th Century French Literature

The course will focus on representative novels, plays and poetry of the romantic and Realist movements. Baudelaire's poetry will also be studied. Conducted in French. Prerequisite: Fren 314 or consent of instructor. *Alternate years.* Drayton

434 20th Century French Literature

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

435 Gide and Camus

Through a detailed study of the most

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

490-491 Reading and Conference

($\frac{1}{2}$ or 1)
To enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered at Willamette University. Prerequisites: Fren 331; Junior standing and G.P.A. of 3.00 or better. *On demand.* Drayton, Goeury-Richardson

496 Senior Year Experience ($\frac{1}{2}$)

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

German

131 & 132 Elementary German I & II

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

231 & 232 Intermediate German I & II

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

314 Introduction to German Literature

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

331 German Composition and Discussion

Reading and 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 language requirement in German or consent of the instructor. *Alternate years.* Gentzkow

332 Advanced German Composition

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

333 Contemporary German Culture

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

430 History of German Thought

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

431 From the Enlightenment to Romanticism

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

432 Realism and Naturalism

German literature and related forms of artistic and intellectual expression from Goethe's death to the end of the 19th Century, considered against the background of general European cultural history. Selected readings from Grillparzer, Buchner, Droste-Hulshoff, Stifter, Keller, Storm and Hauptmann and their contemporaries. Prerequisite: Germ 331 or consent of instructor and Engl 210. *Alternate years.* Gentzkow

433 Modern Literature

Representative novels and short stories of such writers as Thomas Mann, Hesse, Musil, Boll, Grass and others. Symbolist, Impressionist, Expressionist and Surrealist poetry, such as that of Brecht, Durrenmatt and Frisch. Prerequisite: Germ 331 and Engl 210. *Alternate years.* Fischer

490-491 Reading and Conference ($\frac{1}{2}$ or 1)

To enable a student to acquire the necessary knowledge and experience of liter-

ary periods which are not covered by courses offered at Willamette University. Prerequisite: Germ 331, Junior or Senior standing and G.P.A. of 3.00 or better. *On demand.* Fischer, Gentzkow

496 Goethe

Goethe's many-sided literary achievements. A broad survey through suitable selections from the poet's lyric, epic and dramatic works. Prerequisite: Senior Standing. Gentzkow

497 Literary Research ($\frac{1}{2}$)

Students will meet with a professor of the German program for seven seminar meetings and discuss a theme or an author within the area of German literature. The emphasis will be on the relationship between literature and society. Students are expected to write a 15 page research paper which will be presented to a larger audience at the end of the semester. *Spring.* Fischer, Gentzkow

Greek

131 & 132 Elementary Hellenistic Greek I & II

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

231 & 232 Intermediate Hellenistic Greek I & II

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

Japanese

131 & 132 Elementary Japanese I & II

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

231 & 232 Intermediate Japanese I & II

Improvement on the basic skills acquired in Elementary Japanese (131 & 132), 300 new *kanji* will be introduced. The emphasis is primarily on speaking, but reading and writing will also be included. A systematic review of the fundamental structure of the Japanese language will be made. Periodic quizzes, tests and the final will be expected. Prerequisite: Japn 131 and 132 or consent of instructor. *231, Fall; 232, Spring.* Loftus

314 Japanese Literature in Translation

The course examines selected works in novels, essays, drama, and poetry from the classical and modern periods.

Emphasis will be on nineteenth and twentieth century novels, novellas, and short stories. The works are viewed in their historical context so that the unique aspects of Japanese literature can be appreciated. *Fall.* Loftus

331 & 332 Third Year Japanese I & II

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

430 Readings in Japanese Literature and Culture

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

431 Seminar in Japanese Language

Reading and discussion in Japanese based on individual student interest. Emphasis on reading of Japanese texts. Library research will be part of the exercises. Prerequisite: Completion of 232 or equivalent. *Alternate years.* Loftus

490 & 491 Reading and Conference ($\frac{1}{2}$ 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. Permission of the instructor required. *On demand.* Loftus

Russian

131 & 132 Elementary Russian I & II

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

231 & 232 Intermediate Russian I & II

Continued development of basic skills with classroom and laboratory exercises. Readings from Russian literature and civilization, and in second semester in the student's special fields of interest. Prerequisite: Elementary Russian or high school Russian or equivalent with adequate College Board scores. *231, Fall; 232, Spring.* Schay

314 Introduction to Russian Literature

Readings and discussion in Russian of a

variety of texts of various genres from the main writers of the 19th and 20th centuries. Introduction to methods of literary analysis and vocabulary. *On demand.* Schay

331 Russian Composition and Discussion

In this course the three creative elements of language learning, speech and writing are given foremost attention. Oral and written composition based upon reading of texts emphasizing Russian culture, as well as literary texts enabling the student to become acquainted with the literary vocabulary needed in more advanced letters courses. Exercises in syntax and introductory phonetics. Laboratory exercises stressing comprehension and pronunciation. Classes conducted in Russian. Prerequisite: Completion of foreign language requirement or consent of instructor. *Alternate falls.* Schay

333 Russian Civilization and Culture

Studies in geography, history, economics and the chronological development of culture and ideas. Class discussions. Oral and written reports in Russian. Offered through Independent Study for International Studies/Soviet Emphasis majors. Prerequisite: Russ 331 or consent of the instructor. *Alternate springs.* Schay

411 Russian Literature: Modernism and Revolution

Short-lived movements in prose and poetry from the origins of symbolism to the establishment of The Union of Soviet Writers, representative works of the symbolist, acmeist, futurist and peasant poets and major prose works of Chekov, Sologub, Bely, Bunin, Gorky, Zamiatin, Kaverin, Olesha and others. Offered through Independent Study for International Studies/Soviet Emphasis majors. *On demand.* Schay

490 Reading and Conference (½ 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 demand.* Schay

Spanish

131 & 132 Elementary Spanish I & II

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

231 & 232 Intermediate Spanish I & II

Continued development of basic skills with classroom and laboratory exercises. Readings in Spanish, including in the second semester selections in the students' special fields of interest. Prerequisite: Elementary Spanish or two years of high school Spanish or equivalent with

satisfactory College Board scores. 231, Fall; 232, *Spring.* Uggen, Velez

314 Introduction to Spanish Literature

Close textual analysis of representative Spanish authors, including Baroja, Machado and Galdos. Emphasis on acquiring tools and methodology of literary analysis. Conducted in Spanish. One term paper, three mid-term exams. Class participation mandatory. Prerequisite: Span 331 or consent of instructor. *Alternate years.* Uggen, Velez

331 Spanish Composition and Discussion

Oral and written compositions based upon readings of texts emphasizing Spanish culture and literary vocabulary needed in more advanced Letters courses. Exercises in syntax and introductory phonetics. Laboratory. Conducted in Spanish. Prerequisite: Completion of foreign language requirement or consent of instructor. *Fall.* Velez

333 Hispanic Civilization

Studies in the geography, history, and chronological development of culture and ideas in Hispanic America from 1492 to the present. Class discussion, oral and written reports. Oral and written exams. Conducted in Spanish. Prerequisite: Span 331 or consent of instructor. *Alternate years.* Uggen

351 Literary Movements of the 19th Century

Study of the major literary movements of 19th century Spain, including Romanticism, Realism and Naturalism. Close textual analysis of representative authors, with emphasis on the writings of Lara, Espronceda, Duque de Rivas, Bequer, Pereda, Galdos, Valera and Pardo Bazan. Prerequisite: Span 331 or consent of instructor. *Alternate springs.* Velez

413 Spanish American Literature: Modernism: Early 20th Century

Main currents in Spanish American literature from el modernismo to the present. Emphasis on Latin American poetry and essays which reflect the literary and social aspects of the area. Conducted in Spanish. Written and oral exams. Prerequisite: Span 331 or consent of instructor. *Alternate years.* Velez

430 History of Hispanic Thought

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

431 Contemporary Novel and Short Story

A study of representative prose fiction

writers of Latin America, including Gallegos, Alegria, Garcia Marquez, Carpentier, Asturias, Hernandez Cata, Borges, Quiroga and Cortazar. Conducted in Spanish. Written and oral exams. One term paper. Prerequisite: Consent of instructor. *Alternate years.* Uggen

432 20th Century Spanish Literature: Drama, Poetry, and Novel

Study of 20th Century Spanish Literature, beginning with the Generacion de 98. Includes the most important authors who analyze the philosophical, political, and social problems of modern Spain. Selections of drama, novel, poetry, and essay. Conducted in Spanish. Written and oral exams. Prerequisite: Span 331 or consent of instructor. *Alternate years.* Uggen

434 Literature of the Golden Age

Study of the great writers of the 16th and 17th Centuries with emphasis on Cervantes, Lope de Vega and Calderon. A brief outline of the poetry and theater of the Middle Ages will serve as an introduction to this literature of the Renaissance and Baroque period. Class discussion, oral and written exercises in Spanish. Supplementary readings in the novel, drama, short story and autobiography of the period. Oral and written exams. Prerequisite: Span 331 or consent of instructor. *Alternate years.* Velez

435 Contemporary Spanish Woman Authors

This course will examine the changing role of the Hispanic woman in literature, art, society, and politics and will be presented through authors such as: Storni, Valenzuela, Lynch, Ferre, Burgos, etc. in Spanish. Prerequisite: Spanish 314. *Alternate years.* Velez

490-491 Reading and Conference (½ or 1)

To enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered at Willamette University. Conducted in Spanish. Papers or exams may be required. Prerequisite: Span 331, Junior or Senior standing, G.P.A. of 3.0 or better, consent of instructor. *On demand.* Uggen, Velez

497 Research and Discussion of Selected Topics in Spanish American Literature

This seminar course will serve to integrate the linguistic, cultural, historical and literary experiences of seniors in the language. The class will be taught in a flexible manner in order to allow students to highlight their varying individual backgrounds in Spanish. The course will include a discussion of the literature of the Golden Age and the 19th and 20th centuries, and literary genres such as the essay, poetry, and novel. Students must present a major paper at the end of the

semester and pass comprehensive written and oral exams. Conducted in Spanish. *Spring*. Uggen, Velez

Literature

210 The Modern Temper in Literature

Concentrating on the modern period (1890-1970), this course will study the shift from realism to absurdism in the drama, and will consider parallel movements in prose, fiction, and verse. Readings will be drawn from American, English, French, and German authors such as O'Neill, Pinter, Beckett, and

Brecht. The basic tools of literary criticism will be introduced. Form and genre will be studied in relation to culture and as an expression of central modern values. *Spring*. Leland, Long

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

This course examines works that exemplify the thought and art of Albert Camus — his awareness of the absurd, his quest for values and justice. It seeks their echoes in recent literature of authors such as E.L. Doctorow, Annie Dillard, Eugene Ionesco, and Donald

Barthelme. Encompassing the novel, short story, essay, poetry and the theater, texts analyzed for both style and meaning are: *Caligula, The Myth of Sisyphus, The Stranger, Nuptials, The Just Assassins, Exile and Kingdom, The Book of Daniel, Rhinoceros, Pilgrim at Tinker Creek, City Lights*, and selected poems. In-depth class discussion and written reports dealing with the issues and techniques are studied. *Alternate springs*. Drayton

History

The program in history is designed to provide a firm foundation in the history of Western civilization, of American culture in its European and English contexts, and of other civilizations as they have come into the orbit of the western world. The department is especially strong in cultural and intellectual history and in the histories of the major modern nation states. Our program places emphasis on an understanding of the nature of historical inquiry, on an exposure to the variety of historical interpretations, and on the ability to think historically as this contributes to an understanding of human experience, personal self awareness, and good citizenship.

The breadth of history and its inter-relatedness with other disciplines makes the study of history a significant part of a liberal education. The ability to gather facts that pertain to a problem, to analyze this material, and to present an argument cogently and succinctly is also a valuable background for most professional careers. Willamette history majors tend to gravitate to law, education, government service, business, and the church. It is noteworthy that recent history majors have done very well on law school entrance examinations and have been successful in obtaining admission to law schools and to graduate schools in history, business administration, and theology.

Courses in the history department which satisfy the General Education requirement are:

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

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

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

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

Hist 420 Henry Adams and Historical Consciousness (Part B)

Hist 421 Expatriates and the National Experience (Part B)

The history major must complete eight credits in history. The major must include History 115 and History 116, two courses in U.S. History, and History 499 or a Humanities Senior Seminar. All majors must successfully complete a senior 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 History 499 or a Humanities Senior Seminar.

The department also encourages history majors to complete study of a foreign language to proficiency level, thus attaining a B.A. degree, and to take at least five courses in fields closely related to history (anthropology, art

history, economics, literature, music history, philosophy, political science, religion, speech).

The minor program in History consists of five credits to be selected from the following courses in consultation with the History Department. Students will select the option of American or European history.

I. All students minoring in History will take: History 115 or 116 and History 210 or 211.

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

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

B. American History: Hist 332, 337, 340, 341, 354, 420, 421, 491, 499.

Faculty

George S. McCowen, Jr., Professor, Chair
William E. Duvall, Professor
Katsu Hirai-Young, Visiting Professor
Ronald P. Loftus, Associate Professor
Robert H. Lucas, Professor
Francis Kent Markus, Associate Professor
Barbara Mahoney, Instructor (part-time)

Course Descriptions

115 Western Civilization to 1715

A survey of the cultural, intellectual, political, and socio-economic developments of Western society including the ancient Greeks and Romans, the rise of Christianity, the Medieval period, the Renaissance and Reformation, and the age of Absolutism. *Fall*. Duvall, Lucas, Markus

116 Western Civilization, 17th Century to the Present

A survey of the cultural, intellectual, political, and socio-economic developments of modern Western society including the scientific revolution of the 17th Century, the Enlightenment, the age of democratic revolutions, the industrial revolution, the rise of nation states, totalitarianism, two world wars, and the rebuilding of Europe. *Spring*. Duvall, Lucas, Markus

210 Topics in United States History: Early Period

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

211 Topics in United States History: Later Period

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

330 Survey of African History

A survey of the African past including study of the early development of agriculture, political systems, and cultural expressions; the study of the incursions of Europeans into Africa giving rise to slave trading and colonial administration; African resistance to imperialism; and the process of decolonization and establishment of independent countries. *Alternate falls*. Staff

331 Afro-American History

History of the experience of black people in the United States from African origins to the present. Special emphasis will be placed upon understanding the Black experience within the larger context of American culture. Course topics will include African cultural roots of Afro-Americans, the experience of slavery and segregation, Blacks during the Civil War and Reconstruction, Black social history in the 20th century, the Civil Rights Movements, and Black contributions to American cultural, intellectual, and artistic life. *Alternate springs*. Staff

332 Latin America From

Independence to Recent Times

An examination of significant social, political, economic, and cultural developments in Latin America from the

19th century movements for independence through the 20th century. Special emphasis will be given to the Pacific rim nations, Mexico, Peru, Chile, and Central America, and to United States' relations with these areas. *Alternate falls*.

Mahoney

333 Middle East in Modern Times

The course traces the development of nationalism among the Arab nations and Israel, as well as the Turks and Iranians. Emphasis is on the current economic and political problems of the Middle East and the dilemma arising from the Arab-Israeli conflict. *Alternate falls*. Staff

334 History of Traditional China

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

335 History of Traditional Japan

A basic survey of Japanese civilization down to the 17th century. Broad socio-economic, technological, political, institutional, and cultural developments focusing on analysis of the ancient clan state and Shintoism, the importation of Chinese civilization and the impact of 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 springs*. Hirai-Young

336 History of Modern Spain

The course explores the history of Spain from its period of hegemony to the present with an emphasis on the political, economic, and social developments which have shaped the country. The interpretation of the Spanish national experience by the country's greatest scholars is an important focus. *Alternate falls*. Mahoney

337 American Colonial History

American colonial history in the 17th and 18th centuries; trans-Atlantic economic, cultural, and intellectual ties;

the development of distinctly American institutions in the colonial period, the movement toward rebellion, and the nature of the revolutionary struggle.

Alternate springs. McCowen

338 Capitalism as a World System, 1500-Present

This course is a history of European capitalism as a social and economic world system. Consideration will be given to the early development of capitalism; major emphasis will be placed on the 16th to the 18th centuries when European capitalism was established as the predominant economic mode throughout the world; and the later industrial, imperial, and finance forms of capitalism will be examined. Considerable focus will also be placed on reactions and resistance to capitalism in the non-European world. *Alternate springs*. Duvall

340 United States History Since World War II

Development, interaction, and impact of major issues on American society during the period from 1945 to the present. The Cold War, the Truman Era, the Eisenhower Years, the New Frontier, the Great Society, the Nixon Era, the Vietnam involvement, and the Ford, Carter, and Reagan Eras. *Fall*. Markus

341 Foundations of American Thought

A study of the changing climate of opinion and representative intellectuals from the colonial period to the 20th century. Emphasis will be placed on Puritanism, the Enlightenment, Romanticism, and the development of Pragmatism. *Fall*. McCowen

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

Major trends in European thought during the 17th and 18th Centuries. The scientific revolution, the Enlightenment, the Baroque and Classical expressions in art and literature, and the early rise of Romanticism. *Fall*. Duvall

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

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

347 History of Modern Socialism

A study of the socialist responses to the industrialization of Europe and to the development of modern society. The study will begin with utopian socialists, and then special emphasis will be given to Marxism. Consideration will also be given to the relationship of revisionist socialist, Leninist, Stalinist, and Maoist thought to orthodox Marxism. *Alternate falls*. Duvall

349 History of Modern England

From the Tudors, institutional, political, economic, social, religious, and cultural aspects of the development of English life, and England's contributions to the modern world. *Alternate falls*. Markus

350 History of Modern France

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

351 Germany from Bismarck to Hitler

The uniqueness of German civilization and Nazi Germany, the unification movement, the Hohenzollern Empire, the Weimar Republic, and the Third Reich. *Alternate falls*. Markus

352 History of Modern Russia

The uniqueness of Russian civilization, the Russian Revolution, and the Soviet Union. The emancipation period, revolutionary thought and action, the constitutional monarchy, the 1917 revolutions and the establishment of the Soviet regime, the development of agriculture and industry, and the evolution of the Communist Party. *Alternate springs*. Markus

353 Twentieth Century Europe

This course surveys the major political and social developments of Europe in the Twentieth Century, including the phenomenon of total war, the revolution in Russia, the depression, the rise of anti-semitism and totalitarianism, and the Holocaust. Emphasis is also placed on the post World War II divisions within Europe, the search for a European community, the Cold War, the loss of Empire, and the declining role of Europe in world affairs. *Spring*. Mahoney

354 History of World War II

Political, technological, diplomatic, institutional, cultural, and military history of WWII with emphasis on the origins of the war and the impact of the war on world society and stability. *Spring*. Markus

356 Greece and the Hellenistic World (1/2)

The course will deal with Homeric Greece, early Sparta and Athens, the rise of Tyrannies and their fall to democratic forces at the time of the Peloponnesian War. Further, the course will deal briefly with the cultural ascendancy of Athens as reflected in its philosophy and theater, and the growing disillusionment in the decline of the 4th and 3rd centuries B.C. Lastly, the diffusion of Greek culture in the East following the conquests of Alexander the Great. *Fall. First half semester*. Lucas

357 Ancient Rome (1/2)

Primitive Italy and the founding of Rome;

its expansion, the Punic Wars, social discontent and the Gracchi; the civil wars and the decline of the Republic; Julius Caesar and Octavian; the Julio-Claudian dynasty; the Flavians; philosophies of resignation, religions of hope. *Fall. Second half semester*. Lucas

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

Western Europe from the 11th through the 13th centuries, revival of economic and urban life, the Investiture Controversy, the 12th century renaissance, the Crusades, the rise of the feudal monarchies, Scholasticism, Gothic art and architecture, literature of the period, and the secularization of Europe in the 13th century. *Spring. 358A, First half semester; 358B, Second half semester*. Lucas

359 The Renaissance and Reformation. 359A The Renaissance; 359B The Reformation (1/2 cr. each)

Western Europe between 1300 and 1648. The breakdown of the medieval order, the Italian microcosm, the Renaissance monarchies of the North, the cultural Renaissance, the Protestant and Catholic Reformations, and the ensuing religious wars. *Spring. 359A, First half semester; 359B, Second half semester*. Lucas

364 History of Modern China

The course examines the process of transformation from the imperial to modern China. A brief survey of the traditional major developments during the subsequent era, namely, the fall of the Manchu Dynasty, the founding and disintegration of the Republic, and the establishment of the People's Republic of China. Historical events will be observed from the points of view of China, Japan, and the West, particularly the United States. Prerequisite: Consent of instructor. *Fall*. Loftus/Hirai-Young

365 History of Modern Japan

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, to 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. *Spring*. Loftus/Hirai-Young

396 Seminar in Historiography and Philosophy of History

Major trends, assumptions, and problems in the writing of European and American history as related to the changing intellectual milieu from the Enlightenment to the present. *Alternate springs*. Duvall

420 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. *Alternate springs. First half semester*. McCowen

421 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. *Alternate springs. Second half semester*. McCowen

430 Topics in Twentieth Century Chinese/Japanese History

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 pro-war Japanese fascism, the Cultural Revolution, and post-Mao China. Prerequisite: Hist 361 or Hist 362 or consent of instructor.

490 Readings in Modern European History

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

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

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

499 Senior Tutorial

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. *Every semester*. Staff

Humanities

The Humanities major is an interdisciplinary approach to the study of the main intellectual and cultural themes found throughout Western civilization. It offers students a fine core major for a liberal arts education.

A major in this area would provide a broad background for those whose post-graduate plans include specialized study in Art History, History, Literature, Philosophy or Theology or training in a professional school.

The following courses within the Humanities major satisfy the general education requirement:

Art 216 Survey of Western Art: Late Gothic to Modern (Part A, Fine Arts)

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

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

Phil 110 Philosophical Problems (Part A, Humanities)

Rel 112 History of Christianity (Part A, Humanities)

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

Rel 114 Introduction to New Testament

Studies (Part A, Literature)

The Major in Humanities consists of the following:

Art 216 Survey of Western Art: Late Gothic to Modern and a choice of one advanced course in art history.

Eng 245 The Study of Literature and a choice of one advanced course in literature.

Hist 115 Western Civilization to 1715.

Hist 116 Western Civilization, 17th Century to the Present; and a choice of either Hist 345 European Intellectual History of the 17th and 18th Centuries, or Hist 346 European Intellectual History of the 19th and 20th Centuries.

Phil 110 Philosophical Problems and a choice of one advanced course in philosophy.

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

Three additional credits in one of the

following areas: Art History, English, History, Music History and Literature, Philosophy, Religion and Theatre History and Literature.

Senior Year Requirement consists of satisfactory completion of a Humanities Senior Seminar or of comprehensive written and oral examinations offered by an inter-departmental committee of three faculty, including the student's advisor and faculty from two other departments involved in the Humanities program.

For course descriptions see appropriate departmental statements.

Faculty

Co-directors: William E. Duvall, Department of History and Roger P. Hull, Department of Art

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

Integrative Studies Area

The Integrative Studies Area provides a curricular home for courses in which students apply aspects of several disciplines to understand historical and contemporary issues. This multi-perspective thinking prepares students to solve problems on the job and in other settings.

Courses in the Integrative Studies Area include freshman and senior seminars, a variety of interdisciplinary courses, and the cross-disciplinary programs in American Studies, International Studies and Religious Studies. (See their individual program descriptions for details.) Also, students often do internships under the ISA curriculum designation. (See p. ___ for information on the internship program.)

Courses in the Integrative Studies Area that satisfy the General Education requirement are:

ISA 121 Seminar on Women and Art (½

credit, Part B)

ISA 123 World Views: The Making of the Modern World (Part B)

ISA 210 Great Ideas of the Western World (Part A, Humanities)

ISA 211 Human Creativity: The Fine Arts (Part A, Fine Arts)

ISA 212 Introduction to East Asian Civilization (Part A, Humanities)

ISA 216 Literature of the Third World (Part A, Literature)

ISA 221 Ethnobotany: Plants and People (Part B)

ISA 223 Introduction to Global Perspectives (Part B)

ISA 224 Visions of Ideal Worlds (Part B)

ISA 225 Field Studies in Hawaii (Part B)

ISA 226 Field Studies in Australia (Part B)

ISA 227 Human Sexuality (Part B)

ISA 325 Science and Society (Part B)

ISA 326 Art and Politics (Part B)

ISA 327 Language and the American Tradition (Part B)

ISA 328 Seminar in Textual Interpretation (Part B)

ISA 329 Mythology and Symbolism (Part B)

ISA 422 Modern Arts Seminar (Part B)

ISA 429 Seminar: The Idea of Progress (Part B)

ISA 496 Seminar in American Studies (Part B)

ISA 499 Seminar in International Studies (Part B)

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

Richard D. Lord, Associate Dean of the College of Liberal Arts

Course Descriptions

121 Seminar on Women and Art (½)

Discussion of selected 19th and 20th Century European, American, and Third World Women visual artists and writers. Their lives and their art work will be examined through slides, films, articles, journals, texts, and guest speakers. First half-semester. *Fall*. Johns

123 World Views: The Making of the Modern World

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

130 Minorities Seminar (½)

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

210 Great Ideas of the Western World

An interdisciplinary seminar to explore the intellectual heritage of Western civilization. This inquiry will examine central ideas and values in classical, medieval, and modern thought as reflected in great works of literature, philosophy and culture. The course seeks understanding of major past and present concerns regarding the human situation. *Spring*.

Humanities Staff

211 Human Creativity: The Fine Arts

A course providing an aesthetic framework for discussion of various performances on and off campus during the course of the semester. The course will discuss principles of aesthetics and artistic philosophy with relation to music, art, drama and some literary forms, and will serve to provide a basis for the observance of specific performances in each area. Will necessitate time outside class for the involvement of the student as a listener to certain performances selected by the instructors. *Spring*. Fine Arts Staff

212 Introduction to East Asian Civilization

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

216 Literature of the Third World

A study of the major literary currents in Third World Literature, with particular attention to the relationship between literary forms and themes and the issues and values of Third World Societies. *Fall*. Staff

221 Ethnobotany: Plants and People

An interdisciplinary course focusing on plants in relation to human needs and cultural practices; role of plants in shaping the development and course of civilizations; uses of plants in modern societies; value of wild as well as cultivated plants for food and clothing, for medicinal purposes, in artistry, as religious symbols, and as potential energy sources; optimal use of plant resources and the impact of present political policies and agricultural practices on future societies. Prerequisite: Biol 110. *Alternate springs*. Kephart

223 Introduction to Global Perspectives

This course integrates the perspectives of several disciplines — anthropology, foreign culture studies, economics, geography and politics, among others — to examine world patterns of interaction. Emphasis on the global context and cross-cultural comparisons with the goal of increasing awareness of the diversity

of our world and the trends toward increasing interdependence of nations and peoples. *Spring*. International Studies Staff

224 Visions of Ideal Worlds: Utopian Literature and Thought

An examination of major pieces of Utopian literature and of the history of Utopian living experiments. Working within contemporary constraints and values, students will apply Utopian principles in model community building exercises. *Alternate springs*. Staff

225 Field Studies in Hawaii (½ or 1)

A field course consisting of lectures and field trips which will touch on the following topics related to Hawaii: description of the Islands and the causes of the present appearance based upon geological, biological, sociological and cultural information. Special emphasis will be placed on the geological formation, biological aspects (present distributions and the origins of the flora and fauna), and present major activities (i.e., sugarcane and pineapple, impact of the tourist industry, astronomical research centers with major activities, environmental quality control, methods of preserving and maintaining original habitat and culture, etc.). Also, some aspects of the immediate marine environment will be investigated. *Post-session*. Thorsett

226 Field Studies in Australia

A post-session course at several locations. These include rainforest, lowland areas, and Great Barrier Reef investigations in Queensland; Coastal, western plains, and Sydney-area investigations in New South Wales. Topics include: Australian history and daily life; the Aboriginal peoples, past and present; Australian government structure; Australian geography, topography, and climatic regions; typical plant forms and selected species in various habitats; and animal studies. *Post-session*. Thorsett

227 Human Sexuality

This course is designed to provide students with a broad range of information and opportunity to explore their attitudes, values, and decisions about sexuality. The physical, psychological, and social factors that underlie human sexuality are explored through lecture-discussion sessions, small group activities, and guest presentations. *Alternate springs*. Hawke, Anderson

231 Origins of Western Rhetoric

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. Pre-requisite: Either Sp Com 150, 231, Hist 356, or instructor's consent. *Spring 1990.* Post-session. Clark

235 Introduction to Language and Linguistics

An introduction to the scientific study of language. The course examines the nature of human and non-human language, discussing particularly the distinguishing features of human language; the processes by which languages grow and change; the nature and scope of linguistic diversity; the interlocking relationships between sound, meaning and syntax. The course is intended to introduce the student to basic theories and methodologies for analyzing language. *Fall.* Linguistics Staff

324 Women in International Development

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

325 Science and Society

This seminar will explore the development and undertakings of science as they relate to social change, cultural values, and creative problem solving. Scientific methodology will be treated as a method of understanding and controlling natural phenomena, as an exercise in creative thinking, and as an agent for social change. The course will deal with problems of ethics and ambiguity arising from the applications of science. Technology will be explored in its roles of both curing and causing social problems. *Spring.* Social Science/Natural Science Staff

326 Art and Politics

How and to what extent do the values arising from a society's social and political structure (including stratification by class, race, and gender) affect the sort of art produced, our responses to it, and our theories about it? Can (and should) the arts be used as an instrument for political change? The class will explore these and related questions through: 1) an overview of theories proposed by artists and others; 2) a history of 20th century cultural movements designed to uncover and exploit the political bases of the arts; 3) an in-depth discussion of a variety of particular works of art, and art criticism; and 4) an analysis of the rele-

vance of politics to such issues as the distinction between "fine" and popular art, the aesthetic merit of particular works of art and the point of art in general. Closed to freshmen. *Alternate falls.* Harris, Markowitz

327 Language and the American Tradition

Language has become a problem in the modern world: its expanding role in global communication has, at the same time, accented the barriers to human understanding posed by competing ideologies concealed within languages. As a result, power, rather than argument or persuasion, has become the normal means for achieving national and personal ends. This seminar addresses, through selected case studies, the relationship of language and power in the American tradition, and their impact on politics and ethics. Closed to freshmen. *Alternate years.* Collins, McGaughy, Nolley

328 Seminar in Textual Interpretation

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

329 Mythology and Symbolism

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 other's personal development. Prerequisite: English Proficiency Requirement. *Alternate fall semesters.* Fischer, Youngren

350 Statistics for the Behavioral Sciences I: Descriptive (1/2)

This is an introduction to Descriptive Statistics including the following topics: introduction to symbols; summation;

number scales; frequency distributions and graphing; percentiles; measures of central tendency; measures of variability; the normal curve; correlation and regression. Classroom time is devoted to lectures, question/answer periods and quizzes. This course is a prerequisite for Statistics for the Behavioral Sciences II: Inferential. *Fall. First half semester.* Gattuso

351 Statistics for the Behavioral Sciences II: Inferential (1/2)

This is an introduction to Inferential Statistics including the following topics: introduction to probability; hypothesis testing and interval estimation; analysis of variance; statistical power analysis; chi-square contingency testing and other non-parametric methods. Classroom time is devoted to lectures, question/answer periods, and quizzes. Prerequisite: ISA 350. *Fall. Second Half semester.* Gattuso

422 Modern Arts Seminar

An intensive study of concepts and techniques in the literature and arts of the nineteenth and twentieth centuries. Prerequisites: junior or senior standing; one literature and/or art history course. *Alternate falls.* Bowers, Hull

429 Seminar: The Idea of Progress

This course will explore and challenge the idea of progress from a variety of perspectives: historic, philosophic, economic, and ecologic. It questions the specific reductionist idea of economic growth as progress as well as certain assumptions underlying the broader world view of progress found in Western civilization. The student is confronted with the current 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. Consent of instructors. *Fall.* Beaton, LaFreniere

496 Seminar in American Studies

An interdisciplinary course providing opportunity for American Studies majors to integrate material through reading commentaries on American Life. Opportunities will be given for individual projects. Required for majors. *Spring.* American Studies Staff

497 Humanities Senior Seminar

A comparative study of the thought and artistry of major writers selected on the basis of their contributions to the development of western culture within the context of a movement or historical period. 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*. Humanities Staff
499 Seminar in International Studies

Interdisciplinary examination of international issues with emphasis on global interdependence. Prerequisites: senior standing, completion of Pol. 232 Intro-

duction to International Politics, Erth 230 World Geography, and Econ 353 International Economics. *Spring*. International Studies Staff

International Studies

The International Studies major is offered through an interdisciplinary program which integrates social, cultural, economic, political, geographic, and historical perspectives in the examination of the relationships among nations. It seeks to develop an awareness of the dramatic trends toward increased interdependence, and the fact that many problems or issues which have been regarded as primarily domestic can no longer be understood or resolved without consideration of the global context.

The program also aims to provide majors with a recognition of the importance of cultural diversity through grounding in a specific foreign culture and language as an essential complement to the international courses in the curriculum. Each major must satisfy the foreign language requirement for the Bachelor of Arts degree. To facilitate achieving these objectives, the curriculum is divided into three complementary components: a Global Context, a Regional Focus, and a Cultural Emphasis.

The International Studies major is prepared to enter graduate training in various fields of international relations and area specialization. Careers in international business and government are often sought as well as careers in teaching, journalism, and related fields. The major is good preparation for entry into law school.

All majors take the four core courses comprising the Global Context. Each major then selects a Regional Focus: Western Europe, Eastern Europe, Hispanic, or East Asia. Knowledge at the regional level will develop through three required courses which deal with the politics, economics and history of the selected area. Majors will also develop grounding in a specific foreign language and culture within their region. It is possible for a major, building upon the core courses, to design a thematic or global special emphasis, substituting appropriate courses at either the regional or cultural level or both. Student proposals for a special emphasis must be pre-

pared before the end of the sophomore year, have a supervising committee of at least three faculty members, and be approved by the International Studies Program faculty.

The Senior Year Experience requirement will be met by successful completion of the Seminar in International Studies (ISA 499) and the Senior Oral Examinations in International Studies.

Faculty

Theodore L. Shay, Professor, Political Science, Director
Suresht R. Bald, Associate Professor, Political Science
James B. Bjorkquist, Associate Professor, Sociology
Robert C. Dash, Assistant Professor, Political Science
Paule G. Drayton, Professor, French
William E. Duvall, Professor, History
H. Peter Eilers, Associate 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
James S. Hanson, Professor, Economics
Stephen C. Hey, Associate Professor, Sociology
Thomas H. Hibbard, Professor, Economics
Katsu Hirai-Young, Visiting Professor, Japanese and History
Ronald P. Loftus, Associate Professor, Japanese and History

Barbara Mahoney, Instructor, History
Francis Kent Markus, Associate Professor, History
Kenneth S. Nolley, Professor, English
Magda Schay, Assistant Professor, Russian
Jeffrey R. Taylor, Assistant Professor, Economics
John F. Uggen, Assistant Professor, Spanish
Marta Velez, Associate Professor, Spanish
Charles I. Wallace, Assistant Professor, Religion

Majors are required to take the following four CORE COURSES:

Poli 232 Introduction to International Politics (Prerequisite: One Survey course, Poli 111-114, which satisfies Social Science Part A Requirement)

Erth 230 World Geography

Econ 353 International Economics (Prerequisite: Econ 130, Principles of Economics)

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

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

The WESTERN EUROPE regional focus requires:

Hist 116 Western Civilization, 17th

Century to the Present (Satisfies Humanities Part A Requirement)
Poli 231 Western European Political Systems
Econ 351 Comparative Economic Systems
The WESTERN EUROPE focus has three possible cultural emphases:
BRITAIN
Engl 217 Topics in British Literature
Engl 250 Introduction to Structural and Transformational Grammar (½ cr.)
Engl 251 History of the English Language (½ cr.)
Engl 372 Modernism in Britain and America
Hist 349 History of Modern England
 or
Hist 353 20th Century Europe
FRANCE
Fren 331 French Composition and Discussion
Fren 333 History of French Civilization
Fren 430 Introduction to French Thought
 or
Hist 350 History of Modern France
GERMANY
Germ 331 German Composition and Discussion
Germ 333 Contemporary German Culture
Germ 430 History of German Thought
Hist 351 Germany From Bismark to Hitler
 or
Hist 353 20th Century Europe
The EASTERN EUROPE regional focus and cultural emphasis courses

are:
Hist 116 Western Civilization, 17th Century to the Present (Satisfies Humanities Part A Requirement)
Econ 351 Comparative Economic Systems
Poli 342 Communist Political Systems and for cultural emphasis
Russ 331 Russian Composition and Discussion
Russ 333 Russian Civilization and Culture
Russ 431 Russian Literature: Modernism and Revolution
Hist 352 History of Modern Russia
 or
Hist 353 20th Century Europe
The HISPANIC regional focus and cultural emphasis courses are:
Hist 116 Western Civilization, 17th Century to the Present
Poli 324 Political Systems of Developing Countries (Satisfies Part B Requirement)
 or
Poli 338 Latin American Political Systems
Econ 352 The Economics of Developing Countries and for cultural emphasis
Span 331 Spanish Composition and Discussion
Span 333 Hispanic Civilization
Span 430 History of Hispanic Thought
Hist 332 Latin America from Independence to Recent Times
 or
Hist 336 History of Modern Spain
The EAST ASIA regional focus and

cultural emphasis courses are:
Poli 340 Asia and the International System
Poli 324 Political Systems of Developing Countries (Satisfies Part B Requirement)
 or
Poli 342 Communist Political Systems
Econ 351 Comparative Economic Systems
 or
Econ 352 The Economics of Developing Countries and for cultural emphasis
Chin 331 or 332 Third Year Chinese
 or
Japn 331 or 332 Third Year Japanese
Japn 314 Japanese Literature in Translation (Satisfies Literature Part A Requirement)
Hist 364 History of Modern China
 or
Hist 365 History of Modern Japan and one of the following four courses
Art 214 Art and Culture of Japan (Satisfies Fine Arts Part A Requirement)
Art 220 Philosophy, Religion and Art in East Asia (Satisfies Part B Requirement)
Rel 235 Religions of the East
ISA 212 Introduction to East Asian Civilization
 International Studies majors are encouraged to participate in appropriate foreign study experiences, and courses taken abroad may often be substituted for required courses in the program.
 For course descriptions, see appropriate departmental statements.

Mathematics

A phenomenon of the second half of the 20th Century has been the increasing mathematization of many fields of human endeavor. In addition to the natural sciences and engineering, the social sciences and humanities are now being examined quantitatively and are making significant use of mathematics. The liberally educated mathematical scientist is needed to meet the challenges presented by today's problems.

Courses serve those who wish to make mathematics a part of a liberal education, those who desire a mathematics background for other disciplines, such as Computer Science, Economics or the natural sciences, those who wish to minor in Mathematics, and those who wish to major in Mathematics.
 Mathematics majors choose careers

in education, industry, business, banking and insurance, serving as teachers, statisticians, industrial mathematicians, research workers in the biological, management, or social sciences, computer programmers or analysts, and actuaries. Their training can also serve as a stepping stone to professional training or graduate work in a variety of fields.

A Mathematics major requires eight credits in mathematics courses numbered 243 or above, including the following: 246 (½ credit); 253; 330 or 346 or 354; and 499 (½ credit). In addition, the course CS 231, Introduction to Computer Science is required.

A minor in Mathematics requires five approved courses in mathematics num-

bered 241 or above and CS 231, Introduction to Computer Science.

Faculty

Junpei Sekino, Associate Professor, Chair
Richard Samuel Hall, Jr., Professor
Richard Iltis, Professor
Mark R. Janeba, Assistant Professor
Stephen K. Prothero, Associate Professor
Frank Zizza, Assistant Professor

Course Descriptions

130 Techniques of Mathematics

A course to provide students with the necessary mathematical skills to interpret and use the mathematics they will be faced with in everyday life. Topics include: Practical Arithmetic, Elementary Algebra, Applied Geometry, Computer Literacy, Practical Statistics. *Every semester.* Staff

135 Elementary Functions

A study of the properties and graphs of elementary functions. Topics include: graphs of equations, conic sections, polynomial functions, exponential and logarithmic functions, trigonometry. *Fall.* Staff

138 Elementary Statistics

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

230 Elements of Calculus

A non-rigorous development of calculus stressing applications from areas outside the physical sciences. Not intended for the student who plans to take more mathematics. *Every semester.* Staff

241-242 Analytic Geometry and Calculus I & II

(241 counts for only $\frac{1}{2}$ credit if student has completed Math 230) Analytic geometry in rectangular and polar coordinates; differential and integral calculus of a single variable; infinite series; and applications. *Every semester.* Staff

243 Analytic Geometry and Calculus III

Three dimensional analytic geometry; partial differentiation; vector calculus; multiple integration; line integrals; and applications. *Every semester.* Staff

246 Logic and Proof in Mathematics ($\frac{1}{2}$)

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 242. *Spring.* Staff

253 Linear Algebra

Vector spaces, linear transformations, matrices, and systems of equations. Prerequisite: Math 242. *Every semester.* Staff

263 Discrete Mathematics

Introduction to basic techniques and modes of reasoning of combinatorial problem solving. Topics will be chosen from graph theory combinations, and applied algebra. Prerequisite: Math 242 or consent of the instructor. *Fall.* Staff

330 Modern Geometry

A modern approach to geometry. Topics will be chosen from among: euclidean, non-euclidean, affine, projective, and differential geometry. Prerequisite: Math 246. *Alternate springs.* Staff

333 Probability and Statistics

Mathematical foundations of probability and statistical theory; application of derived formulae to the interpretation of data. Prerequisite: Math 243. *Alternate springs.* Staff

344 Differential Equations

Elementary differential equations; linear equations of second order; Laplace transformations; infinite series solutions. Prerequisite: Math 243. *Fall.* Staff

346 Advanced Calculus

A study of the concepts of calculus from an advanced standpoint. Includes the real numbers, real valued functions, differentiation and integration, vector valued functions, line and surface integrals, sequences and series. Prerequisite: Math 246. *Spring.* Staff

354 Modern Algebra

Number systems, elementary number theory, groups, rings, fields, properties of polynomials, matrices, applications. Prerequisite: Math 246. *Fall.* Staff

375 Number Theory

An introduction to the theory of numbers to include such topics as divisibility, congruence, diophantine equations, quadratic reciprocity, theory of prime numbers and analytic number theory. Prerequisite: Math 243. *Alternate springs.* Staff

440 Introduction to Fourier Analysis

Elementary properties, convergence, inversion, and applications of Fourier series, integral Fourier transform, and discrete Fourier transform. Prerequisite: Math 243. Corequisite: Math 344. *Alternate falls.* Staff

434 Applied Mathematics: Optimization

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

444 Complex Variables

Complex numbers, limits, differentiation, analytic functions, integration, conformal mapping, Riemann surfaces, appli-

cations. Prerequisite: Math 243. *Alternate falls.* Staff

445 Numerical Analysis

Application of numerical methods to the solution of mathematical problems. Numerical differentiation and integration and solutions of differential equations. Prerequisite: Math 243. Previous or concurrent experience in computer programming is required. *Alternate springs.* Staff

490 Independent Research ($\frac{1}{2}$)

Directed research to investigate topics of special interest under the guidance of a faculty member. Topics chosen on the basis of the background and interests of the individual student. Prerequisite: Permission of the instructor. *On demand.* Staff

491 Advanced Independent Study ($\frac{1}{2}$)

A course of directed research designed to enable the exceptional student to continue the investigation of topics of special interest under the guidance of a faculty member. Prerequisite: Consent of instructor. *On demand.* Staff

499 Seminar in Mathematics ($\frac{1}{2}$)

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

Music

The purpose of the Willamette University Music Department is to educate students for careers of musical performance and music therapy within the broad spectrum of a liberal arts education. It also affords the general student an opportunity to study the literature of music approached in a way designed to develop basic musicianship, the ability to perform the literature well, and a set of principles and terms that lead to a fuller intellectual grasp of the art.

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

Music 112 Music Literature and Practicum (Part A, Fine Arts)

Music 114 Musica Viva (Part A, Fine Arts)

Music 116 Understanding Opera (Part A, Fine Arts)

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

Music 210 The Music of America (Part A, Fine Arts)

Music 219 The Age of Beethoven (Part A, Fine Arts)

A music handbook, in which policies are spelled out in a detailed manner, is distributed to all music students every year. Any student contemplating a major in music is strongly urged to read this handbook thoroughly.

For music majors the following degree programs are available:

Bachelor of Music in Performance

The Bachelor of Music in Performance is a professional program for those students who are preparing for careers as performers, scholars, private teachers, and as teachers at the college level. Majors are offered in voice, piano, organ, strings, woodwinds, brass and percussion instruments.

Bachelor of Music Education

The Bachelor of Music Education is the degree which prepares the student best to successfully complete the Master of Arts in Teaching degree (MAT), the culmination of a five-year program which becomes 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 distin-

guished posts in music education throughout the Pacific Northwest, California and Canada.

Bachelor of Music in Music Therapy

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

Courses taken for NAMT registration and board certification must be taken for credit. Students must receive a grade of C in each core course before continuing on to the next class and core courses can not be repeated more than once. A six-month full time clinical internship follows satisfactory completion of all coursework.

Double Degrees in Music and Liberal Arts

In a rare case a student may wish to earn a liberal arts degree as well as a professional music degree from Willamette. It is important for such a student to consult the catalog section on double degrees and the Registrar's Office for information regarding the specific requirements which must be met to earn both degrees.

Admission, Scholarships and Financial Aid

Music students applying for admission may audition before members of the music faculty for a Music Talent Award.

If an applicant is unable to appear personally, a performance tape may be sent in lieu of the personal audition and interview.

A number of music scholarships, as well as other institutional financial aid, are awarded to entering students. Student employment opportunities under the Federal Work-Study program also are available to music students; these include accompanying, work in the Music Library, and various secretarial and clerical jobs. Information regarding employment may be obtained from the Music Department Chair or the Director of Student Financial Aid.

Facilities

The Fine Arts Building houses the band, orchestra and choir rehearsal rooms, faculty studio-offices, 16 practice rooms, and the 1,250-seat G. Herbert Smith Auditorium. The music section of the University library contains a comprehensive and up-to-date collection of musical scores, books, microfilm and recordings. A number of orchestra and band instruments are available to music students.

Concerts and Recitals

The Music Department presents a regular series of concerts and recitals by university ensembles, students and faculty. It also offers a Distinguished Artists Series of guest artists who perform and present master classes on campus. These are open to the public and music majors are required to attend. In addition, the Music Department sponsors a weekly student recital, to provide students with the opportunity to play before an audience of peers and to experience the repertoire of the various media.

All music majors are encouraged to perform in these recitals and all performance majors are required to do so at least once each semester except for the first semester. Music students and faculty

engage in extensive concert activities both on and off campus. The major performing ensembles of the Department tour regularly throughout the Northwest, California and Canada.

Music Ensembles

Willamette music ensembles, which are open by audition to all students in the University regardless of major, include:

- Chamber Music Ensembles**
- University Choir**
- University/Community Choir**
- University Jazz Ensemble**
- Willamette Chamber Orchestra**
- Willamette Opera Theatre**
- Willamette Singers/Vocal Jazz Ensemble**
- Willamette University Band**

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

Instrumental Proficiency Requirement for Music Majors

No later than the first semester of the senior year all candidates for music degrees must demonstrate on some instrument, or in voice, a skill level equivalent to that normally expected after three or four years of private study, depending upon the degree sought. A minimum of one year of college-level study on that instrument must precede the satisfaction of this requirement. (Performance majors see Sophomore Evaluation section in the music handbook for performance requirement.) The instrumental proficiency requirement is satisfied by an audition before a faculty jury or by performing in a student recital. The repertoire for this audition must include at least one piece from each of the applicable major periods. One composition must be memorized; for singers, the repertoire must include pieces in Italian, French, German, and English memorized in their original language. In addition, all music therapy and music education majors must satisfy a functional piano requirement.

Senior Projects and Senior Recitals

During the senior year, each music major must either satisfactorily complete a Senior Project, a Senior Evaluation, or present a Senior Recital, depending upon the degree sought.

The various majors satisfy this requirement as follows: Performance Majors — A Senior Recital; Music Therapy Majors — a Senior Project; Music Education Majors — 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-Independent Project (1/2-1 credit).

Curricula

All music majors must satisfy a set of basic music requirements, as well as an additional set of requirements specific to each degree program. In addition, professional degree candidates must also satisfy the University's 7-credit General Education Program and the proficiency requirements in English and Mathematics.

Basic Music Requirements for all Professional Degree Music Programs

Fundamentals of Music (determined by placement exam) entry level	1
Introduction to Music	
Literature entry level	1/2
Ear Training I, II, III, IV	2
Music Theory I, II, III, IV	2
Music History	2
Applied Instruction	2
Ensembles	2
	<hr/> 9 1/2-11 1/2

Additional Requirements

B.M. in Performance (instrument other than voice)	
1 credit from: Style Analysis or Counterpoint	1
Music History Period Course	1
Applied Instruction	6 1/2
Senior Recital	1/2
	<hr/> 9

B.M. in Performance (voice)

1/2 credit from: Style Analysis or Counterpoint	1/2
Music History Period Course	1
Applied Instruction	6
Diction for Singers I and II	1
German and French (one year each)	2-4
Senior Recital	1/2
	<hr/> 11-13

Bachelor of Music Education Additional Music Requirements

Basic Conducting	1/2
Advanced Conducting	1/2
Introduction to Music Education	1/2
Elementary Music Resources	1/2
Choral Music Resources	1/2
Instrumental Music Resources	1/2
Style Analysis	1/2
Instrumentation	1/2
Orchestration/Band Arranging	1/2
Senior Seminar	1/2
Brass Class	1/2
Woodwind Class	1/2
String Class	1/2
Percussion Class	1/2
Voice Class	1/2
	<hr/> 7 1/2

Additional Requirements

B.M. in Music Therapy	
Music Methods and Electives	3 1/4
Music Therapy Courses	6 1/2
Human Anatomy and Lab	1
Introduction to Psychology	1
Psychology of the Exceptional Child	1

Abnormal Psychology	1
Behavioral Science Electives	2
	<hr/> 15 3/4

Bachelor of Arts and Bachelor of Science in Music

Music majors who are candidates for Bachelor of Arts or Bachelor of Science degrees should see the catalog section concerning the requirements and guidelines for the Bachelor of Arts and Bachelor of Science degrees.

Required Courses:

Ear Training I, II, III, IV	2
Music Theory	2
Music History	2
Applied Instruction	1 1/2
Ensembles	1 1/2
Style Analysis or Counterpoint	1
Music History Period Course	1
Based on placement exams, students may also be required to take:	
Fundamentals of Music	1
	<hr/> 12

Note: Variable credit is given for Music 170, 270, 370 and 470: Applied Instrumental and Vocal Instruction I, II, III and IV. Performance majors, who take one-hour lessons each week and are expected to practice a number of hours weekly, earn one credit. Non-performance majors who take one-hour lessons each week earn 1/2 credit. Those who take one-half hour lessons each week earn 1/4 credit.

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

A. 2-3 credits in Music Theory chosen from the following: Musc 131, 132, 133, 134, 231, and 232.

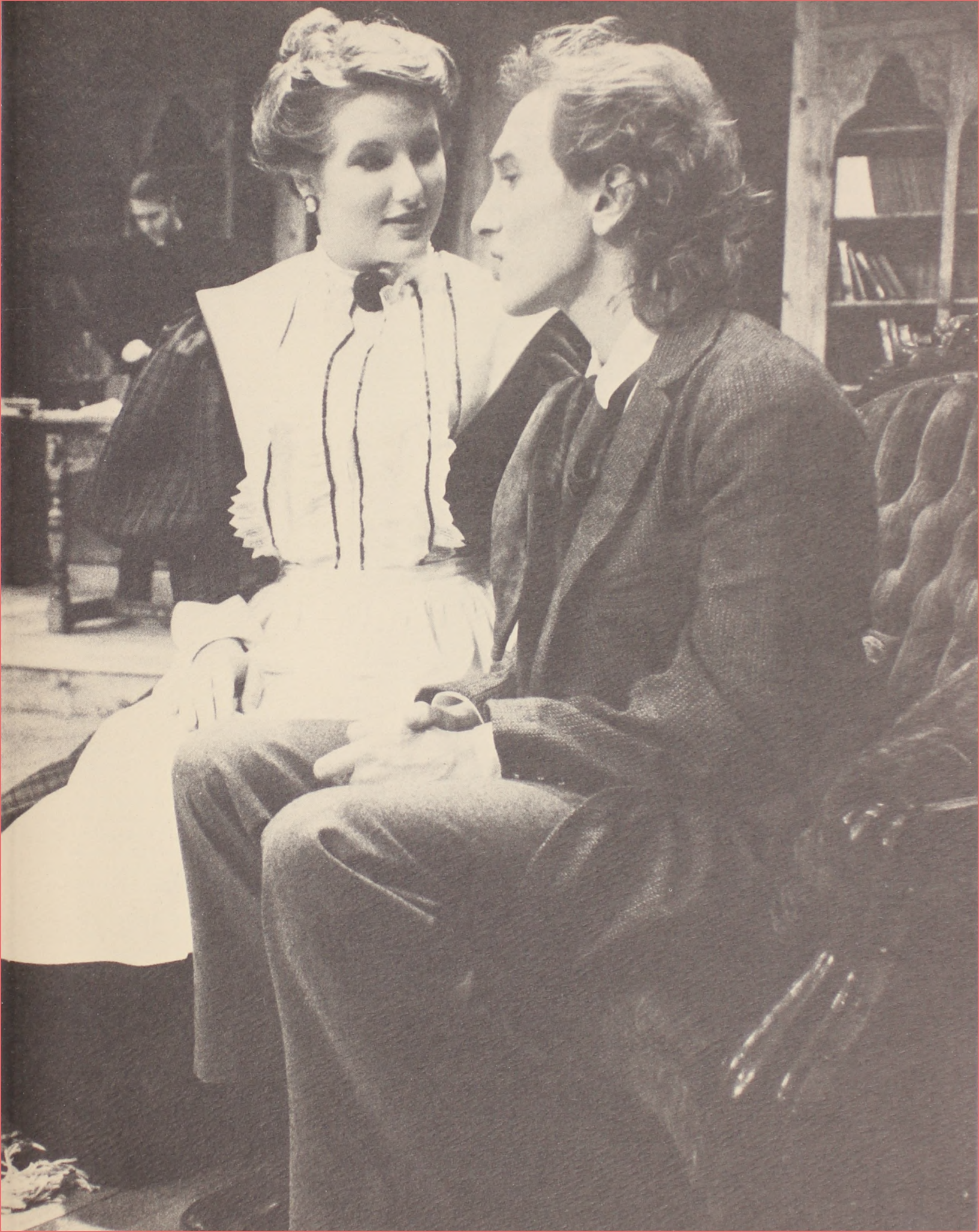
B. 1-1 1/2 credits in Music History chosen from the following: Musc 112, 341, 342, 441, and 442.

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

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

Faculty

- Richard H. Stewart, Professor (Music Education), Chair
- Martin K. Behnke, Professor (Bands)
- Jean-David Coen, Assistant Professor (Piano)
- Anita S. King, Assistant Professor (Piano, Music Theory)
- Wallace H. Long, Associate Professor (Choral Music)
- Bruce M. McIntosh, Associate Professor (Cello)
- Daniel S. Rouslin, Assistant Professor (Violin)
- Myra J. Staum, Associate Professor (Music Therapy)
- Julio Viamonte, Professor (Voice)



Warren Baker (part-time) (Trombone)
 Maurice Brennen, Instructor (part-time) (Tuba)
 Melissa Brotons, Clinical Supervisor for Music Therapy (part-time)
 David Crane, Instructor (part-time) (Horn)
 John Doan, Instructor (part-time) (Guitar)
 John Dulaney, Instructor (part-time) (Trumpet)
 Jeanne Eikrem, Instructor (part-time) (Flute)
 Marcia Hauff, Instructor (part-time) (Organ, Piano, Harpsichord)
 Mary Lott, Instructor (part-time) (Oboe)
 Valerie McIntosh, Instructor (part-time) (Voice)
 Ann Obenour, Instructor (part-time) (Bassoon)
 Terry Ostergaard, Instructor (part-time) (Percussion)
 Catherine Schnelker, Instructor (part-time) (Piano)
 Laura Zaerr, Instructor (part-time) (Harp)

Course Descriptions

Theory and Musicianship:

130A-130B Fundamentals of Music I & II (½ cr. each)

Basic techniques and skills in intervals, scales, rhythm, triads and notation will be covered. The ear training aspect of the course will cover intervals, scales and the dictation of short motives. No previous experience in music is necessary. *Fall*. Rouslin

131 Theory I (½)

The course will include the basic techniques of melodic analysis and the fundamental principles of 18th and 19th century diatonic harmony. Secondary dominants are introduced. Prerequisite: Music 130 or consent of instructor. *Fall*. King, McIntosh

132 Ear Training I (½)

The course will closely parallel Theory I. Aural training, keyboard harmony and sightsinging will concentrate on one and two voice melodies and short diatonic progressions. Prerequisite: Music 130 or consent of instructor. *Fall*. King, McIntosh

133 Theory II (½)

The course will provide the student with the study of modulations, seventh and chromatic chords. Formal analysis will include rondos, variations, binary and ternary form. Prerequisite: Music 131 or consent of instructor. *Spring*. King, McIntosh

134 Ear Training II (½)

The ear training, keyboard harmony and sightsinging aspects will concentrate on progressions and melodies with secondary dominants and seventh chords. Aural analysis of form is introduced.

Prerequisite: Music 132 or consent of instructor. *Spring*. King, McIntosh

190 Independent Study (½ or 1)

Independent study in a course of one's choice. To be used at the discretion of an individual professor in order to fulfill a student's graduation requirements. Such option will usually be open only to seniors. *Every semester*. Staff

231 Theory III (½)

The course will provide the student with the study of theoretical techniques of 19th Century chromaticism. Formal analysis will include fugues, sonatas and sonata-rondos. Prerequisite: Music 133 or consent of instructor. *Fall*. King, McIntosh

232 Ear Training III (½)

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

233 Theory IV (½)

The course will provide the student with the study of Impressionism and 20th Century techniques. Styles of Debussy, Bartok, Stravinsky, Schoenberg and Hindemith are studied in detail. Prerequisite: Music 231 or consent of instructor. *Spring*. King, McIntosh

234 Ear Training IV (½)

The ear training aspect of course will introduce impressionistic techniques. This course will continue Ear Training III in keyboard harmony, sightsinging, melodic and harmonic dictation. Prerequisite: Music 232. *Spring*. King, McIntosh

255 Basic Conducting (½)

Basic techniques of choral and instrumental conducting taught by specialists in each field. Techniques needed by music education majors and to enhance any musician's participation in a baton-conducted ensemble. Emphasis on practical problems to gain experience. Prerequisite: Music 132 and consent of instructor. *Spring*. Behnke, Long

331 Style Analysis I (½)

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. *On demand*. King

332 Style Analysis II (½)

Complementing Style Analysis I with repertoire performed in the semester. Other compositions from periods not covered in Style Analysis I. Prerequisite: Music 233. *On demand*. King

333 & 334 Counterpoint I and II (½)
 Literature, styles, forms and techniques

of contrapuntal writing form the 16th through the 20th centuries. Prerequisite: Music 231. *On demand*. King

335 Instrumentation (½)

Instrumentation is the study of the various families of instruments: strings, woodwinds, brass, and percussion. Ranges and idiomatic scoring problems of each instrument will be learned. Scoring for like and unlike instrumental combinations and scoring for small groups of instruments will be emphasized. *Fall*. Stewart

431 Band Arranging/Orchestration (½)

Scoring for large groups: band and/or orchestra. Knowledge of score and part writing will be demonstrated and performance of student scores will be done by the Willamette Symphonic Band and the Chamber Orchestra. *Spring*. Stewart

Music History and Literature:

112 Music Literature and Practicum

A historically-oriented examination of works of music from the Renaissance to the present. Attention will be given to the changing role of composers and their role in a changing society. Some works will be studied in detail. This course is designed primarily for music majors. It is offered to non-music majors *who already possess some understanding of the basics of music*, and fulfills ½ of Part A, Fine Arts requirement. The other ½ credit can be fulfilled by ½ credit's worth of applied instruction and/or participation in a university ensemble. Prerequisite for class: ability to read music or Music 130. Prerequisite for Practicum: Consent of the instructor. *Spring*. Rouslin

114 Musica Viva

People with little or no experience in music can learn through this course to express themselves in a musical language. To attain this, the student will study musical aesthetics, music theory and history of the 20th Century. The class will be divided into three parts: lectures, discussions and performances of works that the students compose. *Alternate years*. McIntosh

116 Understanding Opera

A comprehensive survey of the development of opera through all major musical periods. Understanding of opera as a musico-dramatic art form. Comparative study of operas set against historical events, within the framework of art in general. Designed primarily for non-music majors. *Alternate semesters*. Viamonte

117 The Art of Listening

A Study of music literature through the ages designed specifically for the liberal arts major having no background in music. Emphasis placed on the enhancement of musical perception as derived

from a creative and insightful approach to listening. Will consist of a very general presentation of musical form and style of important composers. Includes reading, projects and directed listening to provide a chronological overview of music set against the social climate of its day. Relationships drawn between all of the arts, their relevance to and influence upon today's society. *Fall*. Rouslin

210 The Music of America

The course will provide a historic and stylistic overview of the music of America, including sacred, secular, "serious," jazz, pop, folk and "show" music. American music will serve as the basis for discussion of style in music generally, as well as discussions of music in this and other societies. *Fall*. Stewart

219 The Age of Beethoven

Major works of Beethoven, placed in historical perspective through a study of compositional styles before and after Beethoven to attempt to determine how his musical style reflects the Classic-Romantic spectrum of musical thought. Exploration of social change, artistic and philosophic thought from 1770 to 1830, with Beethoven's works interpreted in the light of the times of the French Revolution. *Alternate years*. Coen

341 Music History: Ancient to 1700

The changes in Western music history from Gregorian Chant through the beginning of polyphony, French and Italian music of the 14th Century, English and Burgundian music at the close of the Middle Ages and Renaissance music. Illustrations by means of class performances, score analysis and recordings. Readings in corollary cultural history. Prerequisite: Music 233 or consent of instructor. *Fall*. Coen

342 Music History: 1700 to Present

The changes in Western music history from the early Baroque period through the Classic, Romantic and Modern periods. Illustrations by means of class performances, score analysis and recordings. Readings in corollary cultural history. Prerequisite: Music 233. *Spring*. Coen

441 Music of the Baroque Era

Vocal and instrumental literature of the Baroque era, from 1580 to 1730. Designed to provide a background for the understanding and appreciation of the modern revival of Baroque music. Emphasis on literature of practical value to school and amateur community groups as well as masterworks from the period. Attention given to performance practices. Prerequisite: Sophomore standing or above. *Alternate years*. Staff

442 Introduction to Contemporary Music

An analytical, historical and aural examination of the various musical idioms of

the 20th Century, geared to provide the uninitiated listener with aural and intellectual bases for their perception.

Designed primarily for Liberal Arts Majors. *Alternate years*. McIntosh

443 Music Literature of the Romantic Era

A class designed to study the music of the 19th Century from late Beethoven to Wagner. Includes a discussion of style, forms and general history of the period with outside listening required and in-depth analysis of the works. Designed primarily for music majors. *Alternate years*. Staff

Applied Music:

154 Brass Class (1/2)

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

155 Percussion Class (1/2)

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

156 String Class (1/2)

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

157 Voice Class (1/2)

Applied study at the beginning level. Class instruction. *Spring*. Long

158 Woodwind Class (1/2)

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

159 Class Guitar (1/4)

Development of applied guitar skills at the beginning level. Emphasis on techniques which can be applied in music therapy or music education. Preference given to music therapy and music education students. *Every semester*. Doan

170 Applied Instrumental and Vocal Instruction I (1/4-1/2-1)

First Year. Development of applied instrumental and vocal skills, starting with student's level of attainment. (Before private study, piano students must be able to play all scales and music of the difficulty of Bach's two-part Inventions, and have permission of the instructor.) *Every semester*. Staff

235 Functional Piano (1/4)

A course which is required for, and limited to, music education and music therapy majors. Includes basic piano technique of scales and arpeggios as well as the development of sight reading ability and preparation for adequate functioning at the piano in an educational or therapeutic setting. Prerequisites: Completion of Music 133 and 134. *Spring*. Staff

260 Seminar in the Art of Piano Accompanying (1/4)

The study of the art of piano accompanying. Emphasis on 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

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

Principles of phonetics for singing in English and Italian, including differences in pronunciation between spoken and sung vowels and consonants. Application of the International Phonetic Alphabet. *Fall*. Viamonte

267 Diction for Singers II: French and German (1/2)

Principles of phonetics for singing in German and French. Including differences in pronunciation between spoken and sung vowels and consonants. Use will be made of the International Phonetic Alphabet. *Spring*. Viamonte

270 Applied Instrumental and Vocal Instruction II (1/4-1/2-1)

Second year. Continuation of Music 170. May be repeated for credit. *Every semester*. Staff

370 Applied Instrumental and Vocal Instruction III (1/4-1/2-1)

Third year. Entrance to this course follows Music 270 and the satisfactory completion of the Instrumental Proficiency requirement. *Every semester*. Staff

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

Fourth year. Continuation of Music 370. *Every semester*. Staff

496 Senior Recital (1/2)

Preparation by all Bachelor of Music candidates in Performance, and by other suitable candidates, of representative works from all appropriate major stylistic periods. Preceded by a preview evaluation, performed before a faculty jury. Required of all Performance Majors. *Spring*. Staff

Music Therapy:

151 Introduction to Music Therapy (1/2)

An overview and introduction to the field of music therapy as a professional career. Elements of diagnosis, treatment, and observation techniques are covered. Videotapes and observations of music therapists in the community are included. Open to anyone interested in learning about a career in music therapy. *Fall*. Staum

253 Music in Recreation and Special Education

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 back-

ground necessary. Open to non-majors. *Spring*. Staum

354 Psychology of Music I

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

355 Psychology of Music II

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

449 Music Therapy with Children

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

451 Music Therapy with Adults

Study of psychotherapeutic/counseling techniques, and music therapy techniques with adult psychiatric, adult medical disorders, and geriatrics. Issues concerning the disorders and treatment methods utilized with adults in music therapy. Majors only. *Spring*. Staum

452 Music Therapy Practicum (1/4-1/2)

Music therapy clinical work in community agencies with children, adolescents and adults. Clinical contacts include: learning, emotionally and physically handicapped children; law offenders; drug/alcohol dependent youth; adult psychiatric, medical rehabilitation and geriatrics. Individual supervision. To be repeated four to six times for credit.

Majors only. *Every semester*. Staum

250 Music Therapy Practicum

Seminar (0)

To be taken concurrently with Music

Therapy Practicum. Discussion of data collection procedures, introduction to the AIMSTAR computer program for clinical documentation. Issues concerning field placement and community relations. Majors only. *Every semester*. Staum

Music Ensembles

030X Willamette-Community Orchestra (1/4)

A semi-professional chamber orchestra which unites university and community, student and professor, amateur and professional in the common cause of making music. The ensemble performs major works from all periods in four subscription series concerts each year. Prerequisite: Audition. May be repeated for credit. *Every semester*. McIntosh

031X Jazz Ensemble (1/4)

Music in various modern jazz ensemble styles will be studied through rehearsal and performance. Opportunities will be available for students to score for the group and to rehearse the group. May be repeated for credit. *Every semester*. Behnke

032X University Band (1/4)

Exploration of a wide variety of significant literature for band, representing all styles and periods. A considerable amount of sight reading will be included, and a number of concerts of widely varied appeal will be presented. In some years a concert tour is taken. May be repeated for credit. *Every semester*. Behnke

033X University Choir (1/4)

Exploration of a wide variety of significant literature, representing all styles and periods, and including both unaccompanied and instrumentally-accompanied works. In some years a concert tour is taken; (each year a work is performed with the Willamette-Community Orchestra). By audition. May be repeated for credit. *Every semester*. Long

034X Opera Theatre (1/2)

A practical course in operatic singing and acting. An operatic production with

orchestra is presented every year. A student having a major role signs up for this course and also course 035X upon advice from the instructor. May be repeated for credit. *Every semester*. Viamonte

035X Opera Practicum (1/4)

A practical course in operatic singing and acting. An operatic production with full orchestra is presented every year. Intended for students singing in a minor role or in the chorus. May be repeated for credit. *Every semester*. Viamonte

036X Chamber Music (1/4)

The coaching and performing of major works from the chamber music literature, with emphasis on rehearsal technique and small ensemble skills. May be repeated for credit. *Every semester*. Staff

037X Willamette Singers (1/4)

Exploration of choral literature for small groups, representing all styles and periods. First semester the group performs madrigals and second semester jazz. Performs with the University Choir, from which its membership is drawn and occasionally takes concert tours with other organizations, as well as performing by itself both on an off campus. May be repeated for credit. *Every semester*. Long

039X University/Community Choir (1/4)

Open to all students with previous choral singing experience. Group will specialize in the performance of large scale masterworks. May be repeated for credit. *Every semester*. Long

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?

The philosophy major requires eight credits in philosophy, including History of Philosophy: Ancient and Medieval (Phil 230) and History of Philosophy: Modern (Phil 231). The Senior Year Experience in Philosophy requires the

successful defense of a substantial philosophy paper written either for a Philosophy Seminar (Phil 496-499) or for a Senior Seminar in the Humanities (ISA 497). With Departmental approval, ISA 497 can be substituted for one of the

eight credits in philosophy.

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

the 100 level.

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

Phil 110 Philosophical Problems (Part A, Humanities)

Phil 210 Philosophy of Religion (Part A, Humanities)

Faculty

Sally Markowitz, Assistant Professor, Chair

Louis F. Goble, Assistant Professor

Thomas B. Talbott, Professor

Course Descriptions

110 Philosophical Problems

A general introduction to the problems and methods of philosophy with an emphasis on involving the student in actually doing philosophy, rather than in simply learning about it. Areas typically covered include metaphysics, epistemology, ethics, logic, and the philosophy of religion. *Every semester.* Staff

140 Symbolic Logic

The construction of a formal system including a truthfunctional and a predicate calculus. Rigorous reasoning about the properties of such a formal system. A discussion of some of the philosophical problems which arise from a consideration of this system. *Every semester.* Talbott, Goble

210 Philosophy of Religion

Problems of the philosophy of the Christian religion emphasizing religious language and knowledge claims. Certain basic problems of historical and philosophical interest, such as the grounds for belief in God. *Alternate years.* Staff

230 History of Philosophy: Ancient and Medieval

Ancient and medieval philosophy from Thales through St. Thomas. The important ideas of leading philosophers and the movements they influenced. Emphasis is upon metaphysics and the

problems of knowledge. Prerequisite: Phil 110. *Alternate years.* Staff

231 History of Philosophy: Modern Descartes through Kant; emphasis upon metaphysics and the problems of knowledge. Major thinkers and influence on schools of thought such as rationalism and empiricism stressed. The impact of developments in science is studied, but considerations of ethics and social philosophy are not. Prerequisite: Phil 110. *Alternate years.* Staff

232 History of Philosophy: Contemporary

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

233 Feminist Theory

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

235 Philosophical Ethics

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

280 Epistemology

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

330 Social and Political Philosophy

After a brief historical introduction, we 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 consent of instructor. *Spring.* Markowitz

332 Philosophy of Science

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

333 Metaphysics

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

343 Philosophy and the Arts

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

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

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

496-499 Seminar I-IV

Specific philosophical problem areas or interdepartmental projects with reference to the philosophies of important philosophers or philosophical movements. Presentation and defense of papers. Prerequisite: Three courses in the Philosophy Department or consent of the staff. *One per year.* Staff

Physical Education

The Physical Education Department performs several roles within the University, with basic concerns for human movement and health. The Physical Education major is designed to provide students with the essential knowledge and training to become effective teachers of physical education or to explore non-teaching tracks. A Physical Education minor is offered with options in Health, Health Fitness, Coaching, or Sports Medicine.

The focus of the service activity program is to promote the development of leisure and lifetime sports skills which will accommodate the changing lifestyle of our society and increase the potential for personal fulfillment through physical activity.

Recent graduates in Physical Education find careers in public and private education, as well as in recreational agencies, sports, clubs, and fitness centers. A significant number of majors continue their education at graduate school.

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

PE 320 Personal Health (Part B)

Depending on their interests, Physical Education majors follow either a teaching certification track or a non-teaching track. All majors are required to take these core courses: Biology 110: Principles of Biology; Biology 246: Human Anatomy; PE 135: History and Principles; PE 254: Physiology of Human Movement; PE 339: Safety/First Aid/CPR; PE 340: Care and Prevention; PE 356: Tests and Measurements; PE 447: Kinesiology/Biomechanics; PE 241, 242, 243, 244 or 246, and 247: PE Activities Lab in Individual and Dual Sports.

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

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

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

The minor program in Physical Education consists of five credits in Physical Education to be selected from the following courses in consultation with the department. Students will select the option of either Health, Health Fitness, Coaching or Sports Medicine.

I. All students minoring in Physical Education in the areas of Coaching, Sports Medicine or Health Fitness will need to take: Biol 110 and 246; PE 245,

swimming, team sports, tennis, track and field, volleyball, walking/jogging, water safety instruction, weight training, weight training for women. *Every semester.* Staff

135 History and Principles of Physical Education (1/2)

Historical, scientific, psychological and sociological studies related to Physical Education. Principles of teaching, learning, curriculum and evaluation. The basic development of each individual's philosophy of physical education. Fall. *First half semester.* Brown

230 Methods of Coaching — Football (1/2)

A course designed to give the student a varied background of philosophies, methods, techniques, organization and strategies of coaching football. *Alternate falls.* Broeker

231 Methods of Coaching — Basketball (1/2)

A lecture/on-floor format which takes a comprehensive look at both offensive and defensive skills. Other areas of concentration include coaching philosophy, player motivation, player-coach relations, practice planning, scouting and game managements. *Alternate falls.* Brown

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

Principles and analysis of movement skills for various sports activities with teaching and evaluation methods. *Two every semester.* Adams

254 Physiology of Human Movement

Physiological systems of the human body as affected by different levels of exercise with emphasis on the interrelationships of the skeletal, muscular, nervous, respiratory, circulatory and digestive systems. Prerequisite: Biol 246. *Spring.* Staff

320 Personal Health

A course using a concept/value approach to a variety of factors influencing health. Topics include: human sexuality, nutrition, death and dying, specifics in men's and women's health, parenting, fitness, licit and illicit pharmaceuticals, and aging. *Every semester.* Closed to freshmen. Victor, Brown, Denevan, Brik

333 Personal Fitness (1/2)

A course designed to teach the role personal fitness plays in a productive lifestyle. Includes lectures (one/week)

340 and 447.

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

III. The Coaching minors will also take Psych 110 or SpCom 242; PE 357, 451, 496, and one of the PE Coaching or Lab Activities (PE 230, 231, 242, 244, 245 or 246).

IV. The Sports Medicine minor will also take Chem 115, PE 320, 345 and 496.

V. The Health Fitness Minor will also take SpCom 341, PE 320, and one of the following: PE 242, 245, or 247.

Individual programs and field experiences can be developed for those students interested in working with recreational agencies, private sports clubs, youth clubs and other sports activity related business. Intern opportunities exist for majors to gain additional experience in a variety of related areas.

The department is housed in the 72,000 square foot Lestle J. Sparks Physical Education and Recreation Center, which includes a field house, double gymnasium, swimming pool, handball/raquetball courts, weight room, aerobics room and other exercise and recreational facilities within the complex. The University also has a football stadium, all-weather track, spacious baseball field, tennis courts and other playing fields.

Faculty

Cheryl K. Brown, Assistant Professor, Chair

William G. Trenbeath, Assistant Professor, Acting Chair 1989-90

Deborah L. Adams, Assistant Professor

Charles J. Bowles, Professor

James P. Brik, Associate Professor

H. Joseph Broeker, Associate Professor

Russell J. Cagle, Assistant Professor

James P. Denevan, Assistant Professor

Kenneth Garland, Instructor

Bradley S. Victor, Instructor

Course Descriptions

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

These classes are listed separately on the class schedule each semester. They include aerobic dance, badminton, basketball, cross country, fencing, football, golf, lifesaving, pentathlon, racquetball, racquet games, scuba, self-defense, soccer, softball, swim fitness,

on the values and components of fitness, human physiology as it relates to exercise, fitness programs, weight control, nutrition, coronary risk awareness and other topics associated with exercise and health. *Every semester.* Bowles, Brown

339 Safety Ed/First Aid/CPR (½)

Evaluation, diagnosis, treatment and prevention of specific traumatic conditions incurred by the human body. Course teaches safety measures at work, play and in the home. Discusses various safety programs. Course experiences lead to certification in First Aid and CPR by American National Red Cross. *Every semester.* Garland

340 Care and Prevention

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

345 Advanced Techniques of Sports Medicine (½)

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: Bio 246 and PE 340. *Spring.* Cagle

351 Methods and Materials for Health Education (½)

A health course required for all students seeking a Combined Secondary Health Endorsement. The students will be presented with an accumulation of health related materials, teaching processes, curriculum information and instructional knowledge for use within the classroom or appropriate interest areas. Prerequisite: PE 320. *Spring. First half semester.* Denevan

352 School Health Services (½)

This course will provide a student with an awareness of the current health programs and services provided within the public school system. Appropriate information concerning the development, organization and administration of school health services will be presented. Specific skills for prospective student measurement and testing will be introduced. Prerequisite: PE 320 and 351. *Spring. Second half-semester.* Denevan

353 Community Health (½)

An introduction to the concept of Community Health and to the health care

delivery system. The student will gain knowledge concerning the history and principles of community health. Relationship between individuals and community health services will be examined. The influence of the environment and identification procedures with respect to community health problems and various possible solutions will be discussed. Prerequisite: PE 320. *Spring. First half semester.* Denevan

354 Mental Health (½)

The class will examine individual and group concepts concerning mental health. Information concerning adjustment to conflict and deviant behavior will be discussed. Appropriate teaching skills in conjunction with their implementation for a healthy classroom and other basic principles for proper mental health are to be included. *Spring. Even numbered years.* Denevan

356 Tests and Measurements in Physical Education (½)

Principles and techniques for construction, organization, administration, interpretation and evaluation of measuring devices used in physical education and athletic programs. *Fall.* Brik

357 Motor Learning and Growth Development Patterns (½)

A course designed to aid students in becoming more knowledgeable about the processes by which individuals acquire motor skills. The class will examine a major portion of the research in several aspects of motor learning and will be related to the application of teaching skills, motor activities and coaching progressions. *Fall. Second half semester.* Not open to Freshmen. Adams

447 Kinesiology/Biomechanics (½)

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: Bio 246. *Spring.* Cagle

448 Special Physical Education (½)

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

451 Organization and Administration of Physical Education/Athletics (½)

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

Broeker

496 Senior Seminar in Physical Education (½)

A seminar course required of all non-teaching majors in Physical Education during the senior year. Independent study selected in consultation with the physical education faculty. Results of study to be included in paper and presented orally in open meeting format. *Every semester.* Bowles

Physics

Physics deals with the interactions between matter and energy. The physics curriculum responds to four groups of students: those seeking knowledge as part of their general education; those preparing themselves to teach in secondary schools; those planning post graduate study in physics, astronomy, or allied fields; and those seeking engineering degrees under the three-two or four-two combined degree programs.

Many careers are open to those who understand some physics. Our graduates work as astronomers, engineers, material scientists, and physicists in government, industry, and universities as well as in geophysics, oceanography, computer science, medical and health physics, and in patent law.

Physics courses that satisfy the General Education Requirement are:

Phys 210 Astronomy (Part A, Natural Science)

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

All physics majors must successfully complete eight credits in physics including the equivalent of the following basic courses: Physics 215, Introductory Physics I; Physics 236, Introductory Physics II; Physics 331, Modern Physics; Physics 335, Thermal Physics; and Physics 339, Mechanics.

Majors must also successfully complete a study of calculus through differential equations and one course in computer science. Students intending to do graduate study in physics also take: Physics 342, Wave Phenomena; Physics 345, Electromagnetism; and Physics 453, Quantum Mechanics. Such students should also consider further mathematical study in linear algebra and complex variables.

Students preparing for careers in engineering or applied science should also take Wave Phenomena and Electromagnetism plus one other course beyond the basic five. Students with other goals in mind may choose their additional three courses from among any of the other physics courses outside the basic five.

In addition, all resident senior Physics majors must complete Physics 496, Research Seminar, as their Senior Year Experience.

A minor in physics must successfully complete Physics 215, Introductory Physics I; Physics 236, Introductory

Physics II; and three other physics courses numbered above 300.

The physics department occupies the entire third floor of Collins Hall plus additional space on two other floors. Advanced laboratories are equipped with a wide variety of instrumentation. Individual research space is available. The department has a particularly wide range of spectroscopic equipment. There is a well-equipped photography laboratory and an observing deck on the roof.

Faculty

Maurice B. Stewart, Professor, Chair
Roberta A. Bigelow, Assistant Professor
Daniel G. Montague, Professor

Course Descriptions

210 Astronomy

Descriptive astronomy of the celestial sphere. Megalithic astronomy. Astronomy of classical antiquity. The Copernican revolution. Brahe, Kepler, Galileo, and Newton. Spectroscopic methods of astronomy. Stellar physics and stellar evolution. The interstellar medium, star clusters and our galaxy. Other galaxies, the expanding universe, quasars, and cosmology. *Fall*. Stewart

215 Introductory Physics I

Acceleration, mass, force, work, energy, momentum, angular momentum, temperature, and heat, as applied to the Newtonian kinematics and dynamics of a particle and of the plane motion of a rigid body, and to thermodynamics. Prerequisite: calculus. *Every semester*. Staff

236 Introductory Physics II

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

331 Modern Physics

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

335 Thermal Physics

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

339 Mechanics

Vector kinematics of plane motion in cartesian and polar form. Newtonian particle mechanics. Projectile motion in resisting media. Work, energy, and conservative forces. The force of gravity, Kepler's Laws, and planetary motion. Free and forced harmonic oscillations. Lagrange's equations. Prerequisite: Phys 215 and two courses in calculus. *Alternate falls*. Stewart

342 Wave Phenomena

Superposition, reflection, refraction, interference, diffraction, and polarization of waves, illustrated with physical optics. Prerequisite: Phys 236 and two courses in calculus. *Alternate springs*. Stewart

345 Electromagnetism

Classical electricity and magnetism including electric and magnetic fields, capacitance, inductance, dielectrics, induced electromotive force, and the development of Maxwell's equations and electromagnetic waves. Prerequisite: Phys 236 and calculus. *Alternate springs*. Stewart

348 Electronics

DC and AC circuits, electrons in solids,

transistors, power supplies, voltage and power amplifiers, oscillators, digital electronics, integrated circuits, and application of electronics. Prerequisites: Phys 236 and calculus. *Alternate falls.* Bigelow

439 Nuclear and Particle Physics Quantum effects, atomic structure, relativity, x-rays, nuclear physics and elementary particles. Prerequisites: Phys 331 and calculus. *Alternate falls.* Bigelow

442 Condensed Matter Physics Treatment of crystal structure on an

atomic scale including bulk, thermal, electric, magnetic, semi-conducting and superconducting properties of matter. Prerequisite: Phys 331 and calculus. *Alternate springs.* Montague

453 Quantum Mechanics Mathematical development and applications. Methods of Schrodinger and Heisenberg, operators and matrices, approximation methods, perturbation theory, applications to atomic, molecular and solid state physics. Prerequisite: Phys 331 and Math 344. *Alternate*

springs. Montague

490 Independent Study ($\frac{1}{4}$, $\frac{1}{2}$, or 1) Individual programs of independent study of topics selected in consultation with faculty. *Every semester.* Staff

496 Research Seminar Required senior year experience for all resident physics majors. The seminar portion deals with planning of and reporting on individual research projects selected by each student and directed by a departmental faculty member. *Fall.* Staff

Political Science

Political Science courses are designed to give students opportunities to develop both theoretical and practical understandings of the political world. Students are encouraged to develop the rational skills — both analytical and evaluative — that will enable them to investigate and understand political phenomena. Each student is encouraged to acquire knowledge and motivation for responsible participation in the political process as a citizen or public official. Opportunities for interning in government and politics at the local, state, or national levels are available for qualified students with required academic preparation.

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

Political Science courses that fulfill the General Education course requirement are:

Poli 110 American Politics (Part A, Social Science)

Poli 111 Survey of Politics: Freedom and Authority (Part A, Social Science)

Poli 112 Survey of Politics: Reason and Ideology (Part A, Social Science)

Poli 113 Survey of Politics: Political Philosophy (Part A, Social Science)

Poli 114 Survey of Politics: War and Peace (Part A, Social Science)

Poli 323 American Political Economy (Part B)

Poli 324 Political Systems of Developing Countries (Part B)

Poli 421 Seminar in International Relations (Part B)

A Political Science major consists of eight credits in Political Science plus Econ 110. At least four credits beyond American Politics and Survey of Politics must be taken at Willamette or through Willamette approved programs. (No more than three credits may be earned through the Washington Semester Program, Willamette Study Abroad Programs or the United Nations Semester Program.) The eight credits for the major must include Poli 110, and one of the following entry level courses: Poli 111, 112, 113, or 114; plus six Political Science credits (only one of which may be an internship credit) selected by student and advisor.

The senior year experience in political science must be satisfied by successful completion of one of the following courses: Poli 421, 484, 486, 496, 498 or 499. A student who has emphasized international relations, public law/political theory, comparative politics, methodology, or American politics is encouraged to enroll in the senior year

experience course in that field. Second semester juniors will receive senior year experience credit for Poli 498 only if they have completed four political science courses prior to enrolling.

A Political Science minor requires three courses in any one of the following four areas:

Political Theory/Public Law: Poli 334, 335, 336, 339, 483 and 486.

International Relations: Poli 232, 332, 345, and 421.

Comparative Politics: Poli 231, 324, 338, 340, 342, and 499.

American Politics: 235, 237, 323, 331, 335, and 361.

In addition to the required courses listed above, the student minoring in Political Science must take two introductory courses: Poli 110 and one of Poli 111, 112, 113, or 114.

Faculty

Robert E. Hawkinson, Associate Professor, Chair

Suresht R. Bald, Associate Professor

Robert C. Dash, Assistant Professor

Course Descriptions

061X Model United Nations (¼)

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

110 American Politics

Review of elements of American government in light of contemporary political issues. Analysis of political processes through which public concerns are translated into public policies. Development of analytical tools to examine American politics in its economic and social context. *Every semester.* Dash, Hawkinson, Shay

111 Survey of Politics: Freedom and Authority

Introduction to the major concepts of governance within a political system: freedom, authority, law, legitimacy, community, and responsibility. Examination of basic concepts in the context of the history of political ideas as well as in the contemporary context. Only one of Poli 111, 112, 113, or 114 may be counted toward the major. *Fall.* Shay

112 Survey of Politics: Reason and Ideology

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

113 Survey of Politics: Political Philosophy

Survey of political-philosophic tradition from Plato to present. Focus on careful reading, analysis and synthesis of major philosophic works. Works (or lengthy excerpts) are read in English translations of the originals. Consideration of major differences between the classical and modern traditions in political philosophy and their impacts on modern constitutionalism, politics, and political behavior. Only one of Poli 111, 112, 113, or 114 may be counted towards the major. *Every year.* Leeson

114 Survey of Politics: War and Peace

Survey of political thought from Thucydides to Gandhi. Focus on the philosophical roots of the realist, liberal-globalist, Marxist, and humanist paradigms in International Politics. Examination of the relevance of these paradigms for understanding the nature and dynamics of the contemporary international system. Only one of Poli 111, 112,

113, or 114 may be counted towards the major. *Fall.* Bald

231 Western European Political Systems

Comparative examination of the impact of history, class, political culture, institutions, and global political economy on the nature and working of the political systems of England, France, and Germany. Prerequisites: Poli 110 and one entry level Poli course. *Fall.* Bald

232 Introduction to International Politics

Analysis of contending paradigms for the study of international politics. Examination of substantive issues in the contemporary international system with emphasis on the nuclear question, human rights, and global political economy. Prerequisites: Poli 110 and one entry level Poli course. *Spring.* Bald

235 American Political Organizations

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

237 The Congress and the Presidency

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

323 American Political Economy

Seeks to assist students in understanding the manner in which the workings of the American political economy affect them: the way it structures the ownership and management of productive resources, the labor process and employment opportunities, the distribution of wealth and income, the provision of health, education and other social values, and its influence on communities and social relations. Prerequisites: Poli 110 and one entry level Poli course. *Fall.* Dash

324 Political Systems of Developing Countries

Comparative examination of the political processes, systems, and problems of new and developing nations in light of historical, cultural, economic, and national development factors. Research topics related to Latin America, Africa, and Asia. Prerequisites: Poli 110 and one

entry level Poli course. *Fall.* Shay

331 State and Urban Politics

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

332 American Foreign Policy

Analysis of the substance and sources of American foreign policy since World War II. Examination of the complexity of interests and issues that affect United States relations with the Soviet Union, Western Europe, and the Third World. Prerequisites: Poli 110 and one entry level Poli course. *Every year.* Bald, Dash

333 Politics and Literature

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

334 Law and Public Policy

Examination of law in its social context and the extent to which law reflects social philosophy and public policy. Analysis of law in its formal setting — opinions, precedents and rules — and its informal settings — police discretion and the political nature of juries and prisons. Consideration of the impact of legal education on values and social responsibility. Prerequisites: Poli 110 and one entry level Poli course. *Every year.* Leeson

335 American Political Thought

Survey of American political thought from the Puritans to the present. Emphasis on the Constitutional era and its relevance to contemporary thought and institutions. Heavy reliance on primary sources. Prerequisites: Poli 110, one entry level Poli course and consent of instructor. *Fall.* Hawkinson

336 Topics in Political Theory

Examination of selected topics and themes in political and social theory. Designation of specific topic(s) will be made at the time of offering. Prerequisites: Poli 110 and one entry level Poli course. *Alternate years.* Dash

338 Latin American Political Systems

Introduces students to the contemporary realities of Latin American politics through examination of issues, countries and a series of important readings. Topics covered: caudillismo, political parties and populism, the military, the state, regime types, underdevelopment and development, ideologies and politics, change and revolutions, and Latin American and international politics and economics. Special attention on coun-

tries of Argentina, Chile, Brazil, Mexico, and Cuba and to Central America. Prerequisites: Poli 110 and one entry level Poli course. *Every year.* Dash

339 Constitutional Law

Development of the Constitution from the perspective of Supreme Court decisions. Analysis of the relationship between the Court and the other branches of government. Review of economic and political doctrines that have shaped American constitutional history. Consideration of the purpose, nature and function of judicial review in a political system based on popular sovereignty. Prerequisites: Poli 110 and one entry level Poli course. *Fall.* Leeson

340 Asia and the International System

This course identifies the constant and variable factors that shape and influence the politics of selected Asian nations (India, China, Pakistan, Afghanistan, Bangladesh, Sri Lanka, Nepal), and which color these countries' foreign policy choices and international postures within the region and the international system. Intraregional interaction, and superpower involvement in the region will be examined within national, regional, and global perspectives. Prerequisites: Poli 110 and one entry level Poli course. *Spring.* Bald

342 Communist Political Systems

Theory and practice of communism as it relates to the operation of the political system in the Soviet Union with comparative reference to Eastern European countries and the People's Republic of China. Structure and function of the Communist Party and its relation to state and society. Analysis of the operations of foreign policies. Prerequisites: Poli 110 and one entry level Poli course. *Spring.* Shay

345 International Political Economy

Seeks to understand the distinctiveness of a political economy approach in analyzing international relations, and the way that approach can be applied to the policies of states and other units. Primary focus on how the larger configuration of world politics and state interests influence the framework of contemporary international economics, in terms of their economic and security interests. Prerequisites: Poli 110 and one entry level Poli course. *Alternate years.* Dash

346 Public Opinion and Voting Behavior

This course seeks to provide the student with an understanding of the methodology and analysis of public opinion surveys as well as an understanding of some of the crucial social determinants of political attitudes and voting behavior. Prerequisites: Poli 110 and one survey (Poli 111-114), closed to Freshmen. *Spring.* Finigan

361 Introduction to Public Administration

Organizational and administrative theory. Problems, techniques, and tools of managing public organizations. Prerequisites: Poli 110 and one entry level Poli course. *Alternate years.* Dash

421 Seminar in International Relations

Intensive examination of the principles of international relations and their application to contemporary politics and economic and cultural issues. Prerequisites: Senior standing, Poli 110, one entry level Poli course, and Poli 232 or Poli 332 (both are desirable). *Fall.* Bald

483 Seminar in Systematic Political Analysis

Examination of the literature in political science emphasizing current theories and research techniques, construction of models, use of analytical techniques, and the development of research designs. Prerequisites: Junior or Senior standing, Poli 110 and one entry level Poli course. *Fall.* Shay

484 Research Seminar

A research project of major proportions is designed, researched, and defended. Applicable theories, approaches and methodologies are studied as they apply to the research undertakings. The interrelationships between policy issues and social and economic concerns are stressed as well as the value implications of authoritative allocations through the political process. Prerequisites: Political science major, Poli 110, one entry level Poli course, completion of at least two other political science courses, and consent of instructor. *Spring.* Shay

486 Seminar in Political Theory

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

490 Independent Study

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

496 Internships in Government and Politics I

Supervised internships in state and local government. Interns are placed only in positions which provide academic learning opportunities and the availability of such positions may be limited. A student

is accepted for an internship at the discretion of the instructor on the basis of demonstrated capabilities including research and writing skills. Minimum preparation for an internship includes: Poli 110, and one entry level Poli course. At least one of the following courses is strongly recommended: Poli 331, Poli 334, Poli 361, Econ 347. *Spring and Fall semesters of even numbered years.* Hawkinson

497 Internship in Government and Politics II

A continuation of Poli 496 to enable a student to intern for two credits in a single semester, to continue a single credit internship for a second semester, or to have two single credit intern experiences. Only one credit may be counted toward the major. *Each semester except Spring of odd numbered years.* Hawkinson

498 Legislative Internships (2 cr.)

Supervised internships in the Oregon State Legislature. Interns are placed only in positions which provide academic learning opportunities and the availability of such positions may be limited. Students are admitted to the course by consent of the instructor and are selected on the basis of their demonstrated capabilities including research and writing skills. Interns are expected to work at least 20 hours a week and meet periodically with the instructor. Any senior wishing to receive Senior Year Experience credit for the Legislative Internship (Poli 498) must have completed a minimum of four political science courses prior to the beginning of this course. These must include American Politics (Poli 110), Survey of Politics (Poli 111, 112, 113, or 114), and at least one of the following courses: State and Urban Politics (Poli 331), Law and Public Policy (Poli 334), Introduction to Public Administration (Poli 361). Juniors who have completed these prerequisites may receive Senior Year Experience credit for Poli 498. *Odd-numbered springs.* Hawkinson

499 Seminar in Comparative Politics and Theory

This course examines the relationship of comparative theory, methodology, and method; reviews major ideas, trends, and issues; and introduces students to alternative approaches and paradigms in the field. The course also examines various applications of comparative theory in cross-national and cross-cultural contexts. Prerequisites: Senior standing, Poli 110, and one entry level Poli course. Also desirable are one or more of the following: Poli 231, 324, 338, 340, and 342. *Every year.* Dash

Psychology

The primary goal of the Department of Psychology is to provide a rich diversity of learning experiences that are responsible to the special needs, interests, and talents of individual students. This emphasis is reflected in psychology 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-world laboratory that includes clinical, educational, and research programs at the Oregon State Hospital, the Fairview Training Center, Oregon State Children's Services Division, and many other public and private service agencies.

Comparable practicum and internship programs typically are available elsewhere only at the graduate level of study. The opportunities exist throughout the psychology major's undergraduate years and culminate in a major internship (or its equivalent) in the fall semester of the senior year.

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

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

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

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

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

Psych 322 Environment and Behavior (Part B)

The major program requires: Psych

210, General Experimental Psychology; ISA 350-351, Statistics for the Behavioral Sciences; Psych 300, Pre-Internship Orientation (1/4 cr.); the Senior Year Experience; 1 credit in Major Program internship (Psych 394) or Thesis (Psych 490); and five additional credits in Psychology. Prerequisites for the Senior Year Experience are Psych 210 (normally taken by sophomore year), ISA 350-351 (normally taken in junior year), and Psych 300 (to be taken in spring semester of junior year).

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

Option One: Experimental Psychology.

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

Option Two: Clinical Psychology.

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

Option Three: Developmental Psychology.

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

Option Four: Applied/Organizational Psychology.

Any three of the following: Psychology 332, 336, 338, 341, 433, and 437.

Faculty

Mary Ann Youngren, Associate Professor, Chair

Lisa P. Buckmaster, Assistant Professor

William J. Devery, Professor

Bea Gattuso, Assistant Professor

Loren K. McBride, Associate Professor

Richard A. Yocom, Associate Professor
Gary E. Hankins, Instructor (part-time)

Course Descriptions

110 Introduction to Psychology

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

210 General Experimental Psychology

An examination of scientific method, procedure, measurement, and control in selected psychological areas. The use of apparatus (including microcomputers), statistical analysis and an introduction to the shared-time computer, use of library search methods, and research writing will be included. The laboratory will include both human and animal subjects. A major independent research paper will be an outcome of this course. Prerequisite: Psych 110. *Every semester.* Devery, Gattuso

300 Pre-Internship Orientation (1/4)

This course is designed to assist students in planning their senior year experience. Professionals from various community agencies will be invited to discuss potential internship projects, and field trips will be scheduled to selected agencies. By the end of the course, the student is expected to have negotiated a contract with the instructor and an off-campus supervisor for his/her senior year experience. Prerequisites: Psych 210 and ISA 350-351. *Spring.* Youngren

322 Environment and Behavior

An introduction to a broad range of

interactions with social, built, and natural environments. Interpersonal and cross-cultural forces will be included in the analysis of problems, methods, and models of man. Not open to freshmen. *Alternate falls*. Devery

330 Developmental Psychology

Behavioral development of normal children prior to adolescence, emphasizing a topical organization rather than an ages and stages approach. Course is divided into two major areas: socialization processes (development of social behavior in infancy, the family, effects of peers, moral development and other topics) and cognitive development (learning and motivation, and the influence of Piaget). Prerequisite: Psych 110 or 210. *Fall*. McBride

332 Theories of Personality

An introduction to major theories of personality with emphasis on how the theorists' ideas evolved in the context of their life experiences and on current clinical applications. Theorists include Freud, Jung, Adler, Horney, Maslow, and Rogers. Prerequisite: Psych 110 or 210. *Spring*. Youngren

334 Exceptional Children

This course will cover exceptional behavior including: gifted, learning disabilities, hyperactivity, chronic illnesses, sensory defects, autism, and abuse. Experts in the healing arts and education will be invited to the class, and students will have opportunities to work in field settings. *Alternate springs*. Engel

335 Clinical and Abnormal Psychology

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

336 Social Psychology

A study of individual behavior in a social setting. Major content areas include attitude formation and change, personal perception and interpersonal attraction, topics in social learning (aggression, pro-social behavior, and race relations) and areas of group dynamics. Course emphasizes theory and findings from experimental laboratory research. Prerequisite: Psych 110 or 210. *Spring*. McBride

338 Community Psychology

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 psycho-social opportunities may be enhanced. Prerequisites: Psych 335 or

permission of instructor. *Spring*. Buckmaster

340 Psychology of Learning

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

341 Personnel and Industrial Psychology

An analysis of work behavior in an organizational setting. Major topics include social organization, work motivation, principles of leadership and management, techniques of assessing jobs and employees, and use of psychological tests. Class emphasizes practical problem-solving. Students can develop a semester-long project as the basis of determining grades. Prerequisite: Psych 110, 210, or consent of instructor. An interest in the social sciences is advised. *Fall*. McBride

344 Comparative Psychology

The learned and species-specific behavior of humans and animals is studied through the works of selected ethologists, anthropologists, and psychologists. The latitude and potentials of human behavior (territoriality, aggression, sexual and bonding relationships, parenting, etc.) are examined in the context of a broad range of species. Laboratory, field trips and extensive closed-circuit television. *Spring*. Devery

345 Physiological Psychology

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

350 Cognitive Processes

This course will consider the subjects of concept formation, pattern recognition, organization of memory, artificial intelligence, creative thinking, problem solving, computer simulation, and other aspects of thinking. Prerequisite: Psych 210 or consent of instructor. *Fall*. Gattuso

352 Psychology of Adolescence

The study of early, middle, and late adolescence. Topics to be covered include the biology of adolescence,

cognitive growth and development, theories of adolescence, adjustments during adolescence, human services for adolescents, and the transition to adulthood. Prerequisite: Psych 110. *Spring*. Engel

390 Independent Study (1/2-1)

Individual library and field research projects selected in consultation with Psychology faculty. These projects are intended for advanced students who wish to study a topic not normally available in the department curriculum. *Every semester*. Staff

394-395 Major Program Internship

A field experience (minimum of 12 hours per week) supervised by professional research and/or clinical staff in liaison with a faculty member. A paper and oral presentation are required. Satisfactory completion of this course fulfills the senior year experience requirement for psychology majors. Prerequisite: Psych 210 and 300 and ISA 350-351. *Fall*. (Students wishing to complete a full-year internship may enroll for Psych 395 in the Spring.) Youngren, Buckmaster

430-431 Topical Seminar in Psychology (1/2-1)

An opportunity to take a specialized, advanced level class from a faculty member or a psychologist working professionally in the Salem community. *Alternate springs*. Visiting psychologists and Staff

433 Principles and Techniques of Behavior Modification

Introduction to principles of behavior modification with primary emphasis on experiential learning of skills involved in behavioral treatment interventions. Prerequisite: Psych 210 and 335 or consent of instructor. *Alternate springs*. Youngren

435 Psychological Tests and Measurements

Administration and interpretation of tests used in assessing various aspects of behavior with emphasis on tests currently used to assess intellectual abilities, psychological problems, and personality. Prerequisite: Psych 210 or 335 or consent of instructor. *Alternate springs*. Youngren

437 Psychology and the Law

This course will be devoted to an interdisciplinary analysis of psychology and law. It emerges from the growing conviction that recent developments in psychology have important implications for legal institutions and procedures. Students will examine the operation of the legal system (judicially and legislatively). Research in psychology will be discussed to determine how psychology can contribute to the solution of legal problems. Further, students will explore how the law affects the practice of psychology. No prerequisites. Juniors

and seniors only; psychology majors have priority. *Fall*. Buckmaster

440 Techniques of Counseling

Introduction to counseling techniques with primary focus on experiential learning of communication skills used in counseling individuals. Prerequisite:

Psych 332 or 335. *Every semester*. Hankins

490 Thesis

A library or laboratory/field project started generally during the last half of the junior year. The student will normally register for the course the first semester

of the senior year. The work will be guided by one or more faculty members. Satisfactory completion of the thesis fulfills the senior year experience requirement for psychology majors. Prerequisites: Psych 210 and ISA 350-351. *Every semester*. Staff

Religion

Courses in Religion are designed to enrich the students' education by presenting an opportunity to investigate this important aspect of human life and culture in an objective manner, utilizing standard disciplines of academic learning. The Religion curriculum is designed to relate the phenomenon of religion to the totality of human existence. In our liberal arts context this means raising the consciousness of potentially every student to the pervasive and often hidden influence of religious ideas and value commitments in his or her personal life and cultural heritage.

It also means fostering and developing those critical and reflective habits of mind which enable a person to deal with religious phenomena in a mature, intelligent, informed, sensitive, responsible, personally satisfying and fulfilling way.

The department offers courses that satisfy the General Education Program requirements as follows:

Rel 112 History of Christianity (Part A, Humanities)

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

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

Rel 115 Introduction to the Study of Religion (Part A, Humanities)

Rel 116 Introduction to Major Religious Texts (Part A, Literature)

Rel 214 Religion in America (Part A, Humanities)

Rel 320 Religion and Science (Part B)

Rel 321 Liberation Theology and Social Change (Part B)

Rel 420 The Bible in the American Tradition (Part B)

The departmental curriculum provides part of the core course requirements for the interdisciplinary major in Religious Studies.

The minor program in Religion consists of the following courses to be selected in consultation with the Religion Department. A Religion minor program consists of five credits in Religion distributed as follows: (For current list of specifically approved courses for each

of these groups, see any member of the Religion Department.)

1. Group A, The Contemporary Religious Situation

2. Group B, The Western Religious Tradition

3. Group C, Non-Christian Religious Traditions

4. One additional course in any of the above groups that builds on a course already taken in that group

5. Senior Colloquium

Faculty

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

David W. McCreery, Associate Professor

Douglas R. McGaughey, Assistant Professor

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

Course Descriptions

112 History of Christianity

A survey of Christianity from the close of the New Testament period to the present, tracing the evolution of its institutional forms and norms, the development of Christian thought, the variety of its national and cultural expressions, and its interrelation with the development and destiny of Western Civilization. An introduction to Western Civilization from the point of view of its great religious traditions. *Spring*. McGaughey

113 Introduction to Old Testament

Studies

An introduction to the history and literature of ancient Israel and to modern methods used in studying the Old Testament and the Apocrypha. The course has three basic aims: to reconstruct the history of ancient Israel on the basis of archaeological and form-critical methods, to survey the spectrum of literary forms in the Old Testament, and to identify the major theological themes and symbols used to express Israel's faith. *Alternate falls*. McCreery

114 Introduction to New Testament Studies

An introduction to early Christian Literature and to the methods of literary analysis used by New Testament scholars (e.g., form and redaction criticism and structuralism). The course is organized in terms of a typology of the forms of religious discourse in late antiquity, moving from oral forms (parables, sayings, and sermons) to written forms bordering speech (letters and dialogues) to consciously-constructed pieces of literature (Gospels, theological essays, and apocalypses). Some attention will also be given to the history and social world reflected in these texts. *Alternate springs*. McGaughey

115 Introduction to the Study of Religion

An introduction to the study of religion as a humanistic discipline. Three dimensions of religion as an aspect of culture are addressed in the course: (1) the

contrast between sacred and profane ways of viewing reality; (2) the problem of religious change and how the legacy of the past shapes contemporary beliefs; and (3) the major theological systems used to conceptualize the divine-human relationship. These dimensions of the religious experience will be illustrated from a variety of religious traditions and students will be introduced to scholarly methods employed in the field. Recommended for Freshmen. *Fall*. Staff

116 Introduction to Major Religious Texts

An analysis of several primary religious documents in light of modern theories of interpretation. Texts will be selected in light of a thematic concern from such writings as the Gilgamesh Epic, Job, John, Augustine's Confessions, and the Bhagavad-Gita. Recommended for Freshmen. *Alternate springs*. McGaughy

214 Religion in America

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

230 Modern European Christian Thought

Major developments in Christian thought in Europe from the Enlightenment to Vatican II: Rationalism, Romanticism, the Oxford Movement, German Idealism, New-Orthodoxy, Christian Existentialism, New-Thomism, some contemporary trends. *Alternate years*. McGaughy

232 Paul and His Letters

A systematic study of the life and thought of Paul of Tarsus and his contributions to the development of early Christian doctrine, as revealed through his letters and other New Testament writings. The methodology of modern scholarship will be used throughout. *Alternate years*. McGaughy

234 Jesus and the Gospels

A study of the four Gospels with a view to (a) rediscovering the historical Jesus and his teachings, and (b) appreciating the theological insights of each of the Gospels. Historical and religious background of the Gospels. Critical problems, parables, miracles, the resurrection, current interpretations. *Alternate years*. McGaughy

235 Religions of the East

A survey of the major religions of India, China, and Japan, emphasizing historical development of their various dimensions — experiential, theoretical, practical, and sociological. Hindu, Sikh, Jain, Buddhist, Taoist, Confucian, Shinto, and shamanistic traditions will be explored. *Alternate springs*. Wallace

237 Introduction to Syro-Palestinian Archaeology

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, Religion 337. *Fall 1989*. McCreery

240 Old Testament Pentateuch

A critical analysis of the first five books of the Bible: Genesis through Deuteronomy. The course will focus on modern literary analysis of the pentateuchal traditions and archaeological discoveries which are helping to clarify the historical and cultural context from which the first five books of the Bible emerged. Topics dealt with will include: the formation of the canon, biblical saga and history, and the origins of Israelite law. *Alternate springs*. McCreery

242 Old Testament Prophets

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

320 Religion and Science

Relation of religious and scientific perspectives: the historic and philosophical tensions between the Christian tradition and the Natural and Social Sciences, and the ways of mutual clarification of these perspectives in the 20th century. *Alternate falls*. McGaughy

321 Liberation Theology and Social Change

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 springs*. Wallace

331 The Gospel of John (1/2)

An intensive study of the language, symbolism, and themes of the Fourth Gospel. The following topics are covered: the literary sources of John, the relation of John to the Synoptics, the nature of the Johannine community, and the compositional strategies of the author. *Half-semester. Alternate years*. McGaughy

333 Contemporary Religious Thought

An intensive investigation of such issues in contemporary theology as models and understandings of God, Christology, the nature and function of the Scriptures in Christianity, feminism, and ecumenism. *Alternate falls*. McGaughy

337 Archaeological Methodology

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 the middle eastern archaeological field project. Prerequisite: Religion 237. *Spring, 1989 and 1990*. McCreery

341 Religions of the Ancient World

A survey of Mesopotamian, Egyptian, Greek, and Hellenistic religious traditions from the beginnings of history to the end of the Roman Empire. These religions will be investigated both theologically (as unique expressions of the religious sensibility) and historically (their development and impact on the religions of ancient Israel and early Christianity). Special attention will be given to the problems of religious syncretism and change in each of the religions being studied. *Alternate years*. McCreery

344 Topics in Contemporary European Theology

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*. McGaughy

345 Topics in American Theology

An introduction to the major innovations and developments in theology in America. Rather than a historical study of the function and role of religious groups in American society (see 214 Religion in America), this course exposes the student to the major theological issues of the American scene, e.g., Edwards, the Transcendentalists, the Social Gospel Movement, Process Thought, etc. *Alternative springs*. McGaughy

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

420 The Bible in the American Tradition

An investigation of the ways in which the Bible has been interpreted in American history in distinction from dominant European approaches and of the influ-

ence of biblical themes and language in American literature and popular culture. Primary documents from four phases of the history of American biblical interpretation will be examined: early 19th century New England higher criticism, the Chicago school, the Fundamentalist-Modernist controversy, and recent trends. *Alternate years.* McGaughy

437 Archaeological Field Experience

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: Religion 237, 337. *Post-session.* McCreery

496 Senior Colloquium

Investigation of a key problem or special theme of current interest, with papers presented by students, faculty and guests, complemented by core readings. A different theme will be chosen each year by the executive committee and students in the Religious Studies program. Provides the graduating student

with an opportunity to demonstrate competence in analysis and maturity in judgment. The Senior Evaluation will be in conjunction with this effort. *Fall.* Staff

497 Metaphor, Symbol, and Narrative
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 of challenging our current understandings of the world. *Alternate springs.* McGaughy

Religious Studies

Religious Studies offers an interdisciplinary major program drawing upon all those courses in the undergraduate curriculum that reflect the religious dimension of life directly or indirectly.

It provides the breadth and discipline of a liberal arts education and, as such, is a suitable background for those planning to enter general business careers, the professions and social work, as well as church-related vocations.

The requirements of the program are described as the satisfaction of certain basic areas rather than a specified array of particular courses. Those areas are as follows: an introduction to the study of religion (one credit); grounding in biblical literature and history (two credits); a rudimentary acquaintance with philosophical thinking (one credit); acquaintance with the historical development of doctrine (one credit); the experience of reflecting on religious phenomena from outside a specifically Christian perspective (one credit); and an ability to trace the interrelations of religion and culture (one credit).

In addition the student is required to specialize in an individually tailored area

of focus or of concentration. This is often done in conjunction with a double major (two credits).

The program is capped with required participation in a senior Colloquium (either Rel 496, 497 or another course approved by the Executive Committee) in which the student can demonstrate competence in analysis and maturity of judgment with respect to a significant issue. The Senior Evaluation will be in conjunction with this effort.

Courses in addition to the Religion curriculum that are currently approved for the program include:

- Art 213** Art and Culture of China
- Art 214** Art and Culture of Japan
- Art 216** Survey of Western Art: Late Gothic to Modern
- Art 220** Philosophy, Religion and Art of East Asia
- Art 237** Japanese Architecture and Gardens (1/2)
- Art 355** Italian Renaissance Art

Art 356 Northern Renaissance and Baroque Art

Eng 320 Mysticism and Creativity

Eng 344 Milton

Greek 131-132 Elementary Hellenistic Greek I & II

Greek 231-232 Intermediate Hellenistic Greek I & II

Hist 358B High Middle Ages

Hist 359 The Renaissance and the Reformation

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. McGaughy, Chair (Religion)

Gerard F. Bowers (English)

Douglas R. McGaughy (Religion)

Thomas B. Talbott (Philosophy)

Charles I. Wallace (Religion)

Sociology and Anthropology

The program in Sociology-Anthropology is designed to be an invaluable component of every student's liberal education. The basic aims of the department are to provide analytical perspectives for the systematic understanding of human social and cultural existence in a rapidly changing world; to provide

sociology majors with a sound knowledge of sociological theories, analytical models, research methods, and specialized areas in the discipline in preparation for graduate study leading to professional teaching, research, or administrative careers in sociology or closely related fields; and to provide a useful background for students preparing to enter specific occupational areas.

Career opportunities in sociology are numerous but the most popular are teaching (high school and college), various kinds of research work, and the analysis of data, including research survey administration for branches, divisions and agencies of government. Sociology is a popular major for students planning futures in such professions as advertising, architecture, business, law, and even medicine, and provides a rich fund of knowledge directly concerning each of these fields. Sociology also provides many distinctive ways of looking at the world so as to generate new ideas and assess the old. Finally, sociology offers a range of research and analytical techniques which can be applied to such specific areas as client satisfaction in a business firm, the provision of medical care, or the criminal justice system.

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

Soc 110 Principles of Sociology (Part A, Social Science)

Soc 111 Introduction to Anthropology (Part A, Social Science)

Soc 112 Sex Roles in Society (Part A, Social Science)

Soc 113 Environmental Sociology (Part A, Social Science)

Soc 114 Race and Ethnic Relations (Part A, Social Science)

Soc 325 Childhood and Adolescence (Part B)

Soc 326 Adulthood and Aging (Part B)

The core program for the sociology major emphasizes concepts, theoretical frameworks, and the principles of systematic observation, data collection, and analysis. A sociology major requires eight credits within the department, distributed according to the following criteria: one entry level course — Soc 110, 112, 113, 114; one course from each of the areas of Social Psychology (Soc 232, 325 or 326), Social Structure (Soc 230, 234, 333, 334, 335 or 336), and Social Process (Soc 235, 236, 330 or 332); Sociological Theory (Soc 350), and Methods of Social Research (Soc 331); a senior experience course (Soc 495, 497 or 499); and at least one other sociology course.

In addition, a major must complete

one credit in statistics (for example, ISA 350 and 351, Statistics for the Behavioral Sciences; Math 138, Elementary Statistics; or Econ 330, Economic Statistics).

The suggested sequence for a sociology major is as follows: In the freshman and sophomore years, students majoring in sociology should complete an entry level course, one or two courses from the Social Psychology, Social Structure, Social Process list, and Statistics. In the fall of the junior year, they should complete Methods of Social Research and in the fall of either the junior or senior year, Introduction to Sociological Theory. By spring of the senior year all requirements but the senior experience and one other course should be completed.

During the senior year, there may be opportunities in applied sociology (analytical application of the principles that have been acquired). Advanced senior major students are eligible for independent programs of research, supervised field analysis (internships) or reading and conference (in-depth examination of a topic which was only touched on in a course, or for exploring an area which is not covered by an existing course).

A sociology minor consists of five sociology credits: one entry level course (Soc 110, 112, 113 or 114); either Soc 331 or Soc 350; and one course from each of the following three categories of courses: Social Structure (Soc 230, 234, 333, 334, 335 or 336), Social Psychology (Soc 232, 325 or 326), and Social Process (Soc 235, 236, 330 or 332). A sociology minor must be supervised by a member of the sociology faculty.

Facilities and equipment available to the department include classrooms, offices, and a sociology laboratory in Smullin Hall; computer terminal and access; extensive artifact collection and library holdings.

Faculty

Carol J. Ireson, Associate Professor, Chair

James B. Bjorkquist, Associate Professor

Walter M. Gerson, Professor

Stephen C. Hey, Associate Professor

Michael W. Finigan, Assistant Professor (Part time)

Course Descriptions

110 Principles of Sociology

Entry level course. Principles and basic concepts and perspectives of modern sociology applied to social institutions: family, religion, education, economics, government, and the use of leisure time. *Every semester.* Staff

111 Introduction to Anthropology

General introduction to anthropological subject matter, point of view, and basic concepts. Prehistoric development of culture and of the human species; consideration of the modern world from an anthropological perspective. *Fall.* Bjorkquist

112 Sex Roles in Society

Entry level course. Babies grow up to become not merely adults, but women and men. How do people learn these sex roles? How do social institutions affect this learning? How are sex roles changing? This course will explore the biological and cultural bases of sex differences, sex role socialization processes, and the impact of specific social institutions (e.g., the family, work, education) and social processes (e.g., stratification, interpersonal interaction) on sex role definitions. Cross-cultural and psychological perspectives will be included. *Spring.* Finigan, Ireson

113 Environmental Sociology

Entry level course. Will explore various sociological topics pertaining to environmental concerns, such as the rise of the environmentalist movement, social mobilization of interest groups, and social concerns in low or non-growth societies. *Fall.* Hey, Ireson

114 Race and Ethnic Relations

Entry level course. The nature of majority-minority relations in society with a focus on the causes and effects of prejudice, discrimination, and stereotypes. Though race/ethnic relations are viewed from global perspective, the emphasis is on American minorities. *Fall.* Hey

132 Sport and American Life (½)

Several facets of sports in America will be explored, using historical, socio-cultural, and social-psychological perspectives. A central theme will be how sports

have penetrated the mainstream of American life. Topics will include sport as leisure, as recreation, as business; the social organization of sport; the occupational organization of sport; sport and the schools; women and Blacks in sport; the mass media and sports; and fans.

Spring. Gerson

133 The American West: Its Character, History, and Social Patterns (1/2)

The course will be a survey of selected cultural, socio-historical and demographic patterns of the region of the Western United States, as well as the symbolic West of popular culture. Topics will include: the Westward tilt of migration; the development of transportation, tourism, and urbanism; comparison of the mining West, the lumbering West, and the agricultural West; the demographic disappearance of the frontier and its symbolic emergence in folklore and popular culture (the Westerner as folk-hero, the Wild West show, the rodeo).

Spring. Gerson

230 Marriages and Families

The family as a social institution and as a primary group. Changing family folkways. Development of personality of family members as the life cycle of the family progresses from dating through courtship, marriage, birth, and rearing of children, aging, separation, divorce, remarriage. *Fall.* Gerson

231 Amerindians of North America

Study of the native peoples and cultures of North America, with special emphasis on Indians of the Pacific Northwest. Impact of European immigration and resulting trends in evolution of American culture and population. Prerequisite: Soc 111 or consent of instructor. *Alternate springs.* Bjorkquist

232 Individual in Society: Social Psychology

Exploration of the interrelationships between society and individual. Consideration of the effects of the following social factors on individuals and their behavior: culture, social organization, social rule, socialization, and social interaction. Prerequisite: An entry level course. *Fall.* Finigan, Ireson

233 American Popular Culture

Dynamics of popular culture in America: its structure, processes, causes, and effects. Relationships between leisure, recreation, mass communication, popular culture, mass entertainment and everyday life. Course objectives: To compare and contrast contemporary trends of American popular culture with past developments; to guide students in building of propositions based on socio-historical analysis of data. *Fall.* Gerson

234 Crime and Delinquency

Types and extent of criminal and delin-

quent behavior as social phenomena.

Theory and practice concerning criminological typology, etiology, treatment, and prevention, programs and experiences in modern societies. Prerequisite: An entry level sociology course. *Fall.* Bjorkquist

235 Social Change

Origins of social change, patterns (e.g., revolution, reform, evolution). Classical and contemporary theories of social change, major social trends (e.g., industrialization, cybernation, urbanization, secularization). Prerequisite: An entry level sociology course. *Alternate springs.* Staff

236 The American Society

An in-depth assessment of the American people, their culture and character as these are reflected in their institutions, values, processes, social structure, regions, and sub-cultures. *Fall.* Gerson

325 Childhood and Adolescence

Socialization is a cumulative learning process that affects us all. This course will explore this process among children and adolescents. Topics will include how the society and culture structures this experience (including the influences of economic, religious, educational, ethnic, and other factors), historical changes in childrearing, people and organizations influencing socialization (family, peers, church, school, TV), outcomes like self-esteem, and the learning of values and life cycle issues affecting children and adolescents (e.g., child abuse, teen pregnancy). Variations in this process by social class and gender will be explored. Students will be encouraged to integrate and apply material from several disciplines. Prerequisite: An entry level sociology course. *Alternate falls.* Finigan, Ireson

326 Adulthood and Aging

A consideration of some of the structural and behavioral implications of adulthood in American society. Included will be such topics as the significance of our cultural bias about aging and old people; relationship of adults to the political, economic, educational, familial, religious, and other social structures of the society; and the social-psychological significance of aging for interpersonal dynamics. Prerequisite: An entry level sociology course and one psychology course. *Spring.* Bjorkquist

330 World Population Problems

This course examines population problems in various societies of the world and reviews theories of population growth. It explores critical variables such as fertility, mortality and migration and relates the population problem to factors that indicate the interdependent nature of the modern world. Prerequisite: An entry level sociology course. *Alter-*

nate springs. Hey

331 Methods of Social Research

Overview of the theory and procedure of sociological research. Covers all stages of research including problem specification, choice of design, data collection and analysis, and research reporting, including practical experience in each.

Prerequisite: One credit of statistics and two sociology courses. *Fall.*

Finigan, Ireson

332 The Urban Community

Social organization of urban communities: development of cities, urban ecology, urban living, role of cities in society, urban problems, and urban planning. Prerequisite: An entry level course in sociology. *Alternates falls.*

Hey, Gerson

333 Sociology of Religion

Assessment of religion as a basic sociological variable and as an integral part of culture and society. Consideration of the institutional, organizational, and social psychological dimensions of religion and the ways in which religion affects, and is affected by, other aspects of society. Students will have the opportunity to do a sociological assessment of a particular religious group or sect. Prerequisite: An entry level course in sociology or consent of instructor. *Alternate springs.* Gerson, Bjorkquist

334 Social Stratification

Hierarchical differentiation in human societies. Review and critique of various theories and perspectives including those of Marx, Weber, Pareto, Mosca, Parsons, and Lenski. Relationship between hierarchical differentiation and other aspects of society. Patterns of stratification in various societies past and present. Stratification in contemporary America. Prerequisite: An entry level course in sociology or consent of instructor. *Spring.* Hey

335 Work, Organization, and the Marketplace

An examination of the structure and ongoing events in organizations. Formal and informal, large and small-scale organizations will be considered. Study will focus on the way individuals relate to organizations of which they are members and on how organizations themselves relate to their environment (physical and institutional). Prerequisite: An entry level sociology course. *Fall.* Gerson

336 Sociology of Education

This course examines the school as a social organization. Among the topics considered are social class, power, and control in modern education; patterns of social relations within schools; classroom organization and procedures and their relation to learning; and the roles of teachers, students, administrators, and community influences in shaping educa-

tional processes. The historical and social forces shaping modern education are also explored. Prerequisite: An entry level sociology course or consent of the instructor. *Spring*. Hey

350 Introduction to Sociological Theory

Developments in contemporary sociological theory. Particular theorists and contributions to the discipline are studied to discover continuity and pertinent criticism. Juniors and seniors only. *Fall*. Bjorkquist, Hey

490 Research and Independent Study (½ or 1)

This course is intended only for the qualified advanced student with a solid preparation in the theory and methods of sociology who wishes to do an intensive research analysis or advanced independent study in an area not covered by an existing course in the department. *Every semester*. Staff

495 Internship in Social Science

Students work in selected social service and other organizations supervised by organization supervisors. Opportunity to observe the operation of agencies and develop some skills in working with people. Students spend 12 to 15 hours a

week interning and attend a periodic seminar. Prerequisite: Consent of instructor. *Spring*. Staff

497 Thesis

On demand. *Spring*. Staff

499 Senior Seminar in Sociology and Anthropology

Theory and research in Sociology as it applies to general and specific areas of study. Particular emphasis given to contemporary applications. Prerequisite: Senior majors or consent of instructor. *Spring*. Staff

Speech Communication

A major in Speech Communication is intended to improve the communicative skills of the student; to provide a richer appreciation of the role of rhetoric in the determination of truth; to foster an understanding of the role of the communication media in contemporary society and the ability to critique those media; and to offer classroom experience in the preparation and presentation of speeches to inform, convince, and actuate the audience.

Working toward these ends, the Speech Communication Department, in the context of a liberal arts education, prepares students for the new managerial and administrative sectors that are expanding today: personnel work, sales and advertising, positions in communications (television, radio, public relations and publishing); public service; and, with appropriate graduate work, the professions of teaching, law, the ministry and social work.

Courses in the Speech Communication Department that satisfy the General Education requirement are:

SpCom 220 Persuasion, Propaganda and the Mass Media (Part B)

SpCom 222 Intercultural/Interpersonal Communication (Part B)

SpCom 320 Mass Media and Society (Part B)

SpCom 321 American Public Address (Part B)

The speech communication major must complete a minimum of 8½ credits in speech communication. Requirements include: 150 Public Speaking, 231 Rhetorical Theory and Criticism, 496 Seminar in Speech Communication, and

demonstrated proficiency in oral communication by completing one or more semesters in 061X Intercollegiate Speaking and/or 062X Intercollegiate Debate; one course from among: 222 Intercultural/Interpersonal Communication, 242 Leadership & Group Communication, 341 Organizational Communication; either 220 Persuasion, Propaganda, and the Mass Media or 320 Mass Media & Society; and 321 American Public Address or 331 Legal/Legislative Argumentation or 333 Political Communication. In addition, majors are required to take either Engl 330 Advanced Writing, or two of the following: Engl 233 Investigative Writing, Engl 234 Writing the Personal Essay, and Engl 236 Research and Writing. Senior speech communication majors must pass comprehensive written and oral examinations.

A minor in Speech Communication requires: SpCom 150, 231, 496; one course in the area of Communications: SpCom 222, 242, or 341; and one course in the area of Mass Media: SpCom 220 or 320. Students are encouraged to take either Engl 233, 236, 250, or 251. Partici-

pation in SpCom 061x or 062x is highly recommended.

The department sponsors an active Forensic Program for students interested in intercollegiate speaking and debate competitions. Forensic work and competition is under the guidance of the Director of Forensics and Forensic Assistants. Student speakers are also called for by a number of civic organizations.

Students have the opportunity to participate in internships during their junior and senior years in radio and television stations, newspapers, hospitals, public relations and corporate communication departments. Students interested in internships should contact the Chair of the department.

Faculty

Catherine A. Collins, Associate Professor, Chair

Jeanne E. Clark, Assistant Professor
Don R. Swanson, Associate Professor,
Director of Forensics

Jeffrey Lukehart, Assistant Professor
(part-time)

Eric Highberg, Forensic Assistant

David Ribble, Forensic Assistant

Wes Woolbright, Forensic Assistant

Course Descriptions

061X Intercollegiate Speaking (¼)

Preparation, practice and competition in intercollegiate speaking. Students travel to tournaments on other campuses. Among speaking events included are: oratory, expository, extempore and impromptu speaking, oral interpretation and rhetorical criticism. *Every semester.* Swanson

062X Intercollegiate Debate (¼)

Preparation, practice and competition in debate. Students travel to tournaments on other campuses. Significant topical research required. Several levels and types of debate are offered. *Every semester.* Swanson

063X Oral Interpretation Activities (¼)

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

130 Fundamentals of Collegiate Debate (½)

This course teaches students how to debate. Students will learn the fundamentals of value debate, with college debate providing the models. The current intercollegiate value topic will dictate the issues for discussion and analysis. Students will learn research skills by working with legal materials, government documents, and conventional library sources. The course includes in-class debating on the current topic. Students will be encouraged to debate competitively though this is not a requirement of the course. *Fall.* Swanson

150 Public Speaking

Effective communication in front of an audience. Discovery and development of ideas, organization of material, use of language and the modes of presentation. Classroom speeches of different types, short papers, examination. *Every semester.* Clark, Collins, Lukehart, Swanson

220 Persuasion, Propaganda and the Mass Media

Political rhetoric and advertising serve as case studies for the use and influence of persuasion and propaganda in contemporary society. Special attention is paid to the role of the mass media in this process and to the ethics of persuasive and propagandistic techniques. *Fall.* Collins

222 Intercultural/Interpersonal Communication

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

231 Rhetorical Theory and Criticism

History and critical survey of the principal theories of speech composition and delivery from Aristotle and Cicero to Burke and Toulmin. We will examine methods for critically analyzing speechmaking. *Spring.* Clark, Collins

242 Leadership and Group Communication

Principles of small group communication, including leadership development, role functions, decision-making and problem solving processes, task and maintenance dimensions of group interaction. The course also examines group contexts such as panel discussion, open forum, conference methods, symposia presentations, committee decision-making, and social interaction. Emphasis on integration of theory and practice through small group presentations, observations and video-tape review. *Fall.* Lukehart

320 Mass Media and Society

The role and influence of mass communication media in contemporary society. Effects of mediated communication on the individual. The scope of the course includes a variety of topics: communication theories, history of mass media, social effects, regulation, industry's social responsibilities and profit motive, and future developments. Attention is given to television, newspapers, radio, magazines, and film. An in-depth research project on a subject chosen by the student is required, including class discussions of research methods and findings. Perspectives integral to the course are drawn from all social science disciplines, as well as from the field of communications. *Spring.* Collins

321 American Public Address

History and analysis of speeches and speakers of importance in American history from Jonathan Edwards, Patrick Henry, and Sojourner Truth to John F. Kennedy, Martin Luther King, and Barbara Jordan. Closed to Freshman. Students are encouraged to take either Public Speaking or Rhetorical Theory and Criticism before this class. *Fall.* Clark

331 Legal/Legislative Argumentation

This course takes a rhetorical perspective on legal and legislative argument. It focuses on the conditions for reasoned controversy and the argumentative process. It explores problem solving through evidence, reasoning, language, and persuasion. *Spring.* Swanson

333 Political Communication

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 political images and issues. *Fall.* Collins

341 Organizational Communication

This course examines the communication process in organizations; the storage, processing, and dissemination of communication that enables organizations to function. Because communication in organizations is frequently ineffective, the course discusses appropriate ways of diagnosing and managing organizational communication. Attention is given to communication load, communication rules, and communication networks. *Spring.*

Swanson, Lukehart

350 Topics in Speech Communication

This course provides the flexibility to offer special topics of interest in speech communication. Topics might include an introduction to communication theory, women's rhetoric, or mass media and the global village. Prerequisite: Consent of instructor. Staff

490 Independent Study (½-1)

Individual programs in which a student can study a topic not normally available in the department curriculum. A student could conduct critical or experimental research in the field or pursue a detailed program of study in a specific area of interest. Each independent study plan must have the approval of the Speech Communication faculty. *On demand.* Clark, Collins, Swanson

496 Seminar in Speech Communication

Students and department faculty will read and discuss current research in speech communication. The topic for the seminar will be based on student and faculty interest. 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 will not be required to take Senior comprehensive examinations. *Fall.* Clark, Collins

Theatre

The Theatre Department has several specific objectives: the preparation of students for professional theatre positions, the exploration of alternative forms of theatre performance, the study of theatre history and theatre literature, the integration of theatre into the liberal arts arena, and the introduction of all liberal arts students to the aesthetic process of dramatic presentation. The Department believes that the study of theatre is central to the liberal arts orientation at Willamette. All students should have an understanding of theatre as it reflects man and society in terms of moral issues, political and ethical questions, and topics important to the growth and development of society.

Thus, the Department supports a liberal arts orientation and believes that interdisciplinary courses and integration of knowledge must be a significant part of any theatre student's training. The Department believes that close student-teacher relationships throughout the academic career are highly important to the growth of the individual student artist. The Department also believes that it is important for the student to be exposed to as many professional performances from as many diverse philosophies as possible. Finally, the Department believes that every student must have constant exposure to the challenges of theatre performance and should, each year, serve in a variety of different performance capacities.

Career opportunities in theatre are changing as the theatre profession moves away from the escapist drama generated in New York in the mid-fifties. Today theatre is moving back to the local communities with career opportunities in resident repertory companies, touring companies, and children's/community theatre. Theatre education is now becoming an alternative for individuals not interested in theatre performance. Many students interested in careers in social services are finding theatre a valuable major as they attempt to find new ways to deal with mental illness, the handicapped and the institutionalized.

The Theatre Department is found in the Willamette Playhouse. Renovated in 1978-79, the Playhouse has become one of the outstanding educational theatre facilities in the state. It includes the

thrust-stage Kresge Theatre, an arena theatre, set construction area, dance studio, make-up and costume rooms, film room, classrooms, and offices.

Courses in the Theatre Department which satisfy the General Education requirement are:

Thtr 110 The Theatre: A Contemporary Introduction (Part A, Fine Arts)

Thtr 112 Costume and Dress Through the Ages: Pre-Christian to Present (Part A, Fine Arts)

Thtr 215 Major Forms of Drama (Part A, Fine Arts)

Thtr 216 Modern Trends in Drama (Part A, Fine Arts)

The Department of Theatre offers two degrees through the University: the Bachelor of Theatre and the Bachelor of Arts or Science in Theatre.

Bachelor of Theatre Degree

The Bachelor of Theatre program is designed for those students who specifically seek performance careers in theatre. These students are expected to demonstrate excellence or exceptional potential in one of the performance aspects of theatre as well as exemplify a professional attitude and discipline in their approach to theatre study. The Bachelor of Theatre candidate is expected to enter the degree program after a sophomore evaluation by the faculty, at which time specific curriculum requirements for the individual will be established. Candidates must plan for a minimum of two full academic years (four semesters as a full-time student) within this major program. The Bachelor of Theatre student will divide the B.T. academic program between the pre-

scribed theatre courses, cognate courses, and courses outside the theatre. All B.T. students must take 16 credits outside the department to complete the degree.

Core Requirements for the Bachelor of Theatre Degree:

Acting I	1
Directing I	1
Stage Make-up	1/2
Stagecraft I	1/2
Scene or Costume Design	1
A Theatre History Course	1
Modern Trends in Drama	1
Seminar in Theatrical Criticism	1
Theatre Practicum	1
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Acting Emphasis

Acting II	1
Movement	1/2
Acting Studio I (3 of 4)	
Acting Studio II	
Acting Studio III	
Acting Studio IV	3
Voice Training	1/2
A Dramatic Literature Course	1
Special Studies in Theatre	1
Four courses from 3 of the following:	
Art	
History	
Literature	
Music	
Philosophy	
Psychology	
Sociology	4
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Directing Emphasis

Acting II	1
Directing II	1
A Second Theatre History Course	1

Major Forms of Drama	1
A Second Design Course	1
Special Studies in Theatre	1
Four courses from 3 of the following:	
Art	
History	
Literature	
Music	
Philosophy	
Psychology	
Sociology	4

Design/Tech Emphasis

Stagecraft II	1/2
Stage Lighting	1
A Second Theatre History Course	1
Design Studio I	1
Design Studio II	1
Special Studies in Design	1
Major Forms of Drama	1
Art 215-Survey of Art History	1
Art 216-Survey of Art History	1
Art 111, 112, 113 or 114	1
One credit from any of the following:	
A Computer Science Course (1)	
or	
Music-Audiosynthesis and Recording	
(1/2) plus an additional 1/2 credit	
Art Studio Course, or equivalent	1

10 1/2

Bachelor of Theatre candidates must complete 16 credits outside the Department, these to include the cognate course requirement, courses that meet the English and Mathematics proficiency requirements, and courses that meet the 7-credit General Education Program requirement.

In addition: A. The B.T. major will have significant participation in each Major production in the Department Season and have significant involvement in all aspects of production during the university career. B. B.T. majors will audition for all Major and Second Season productions. C. Each B.T. major must pass a junior and senior evaluation in order to continue progress toward the degree. During the evaluation, students will meet with the full-time faculty to discuss curricular and extra-curricular performance. The faculty, at each evaluation, has the option of passing the student, denying the student major status, or placing the student on a six-week departmental probation, during which time the student will have an opportunity to correct the stated deficiencies. At the end of the probationary period the student will repeat the above stated evaluation process.

A fifth year internship is available to selected B.T. students who would particularly profit from one or two semesters of apprentice experience.

Double Degrees in Theatre and Liberal Arts

In a rare case a student may wish to earn a liberal arts degree as well as a professional theatre degree from Willamette. It is important for such a student to consult the catalog selection on double degrees and the Registrar's Office for information regarding the specific requirements which must be met to earn both degrees.

Bachelor of Arts and Bachelor of Science Degree

The Bachelor of Arts and Science degrees in Theatre are designed for students whose career goals are not as explicitly identified as those students seeking the B.T. degree, or who wish to utilize theatre study in other contexts such as academic scholarship, communications, social services, teacher education or other humanistic studies.

The students electing to develop a B.A. or B.S. major in theatre must plan to take approximately one-third of their university credits from a core of courses within the department, a third from related areas of study and a third in courses not directly related to theatre. They must satisfy the University requirements for the specific degree, including proficiency in English and mathematics and the 7-credit General Education Program.

The requirements for the B.A. and B.S. degrees in Theatre are:

Acting I	1
Stagecraft I	1/2
Directing I	1
Theatre History I or II	1
Theatre Criticism	1
Studio (Tech or Acting)	1
Stage Make-up	1/2
Scene Design	1

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One credit from the following:

Acting II	1
Voice Training	1/2
Stagecraft II	1/2
Lighting Design	1
Advanced Make-up	1/2

Related Area Requirements:

Dramatic Literature	2
A Western Civilization Course	1
An Art or Music History Course	1

Recommended:

Psychology of Personality	
Art Performance Courses	
Music Theory or Performance Courses	
Sociology or Anthropology Courses	
History or Religion Courses	

In addition: A. The B.A. and B.S. majors will have significant participation in four Major productions during their college career, including at least one experience in each of the following areas: Area A: Acting/Directing/Stage Management; Area B: Set Construction, Lights, Properties, Costumes. B. Each

B.A. and B.S. major must pass a junior and senior evaluation in order to continue progress toward the degree. During the evaluation, students will meet with the full-time faculty to discuss curricular performance. The faculty at each evaluation has the option of passing the student, denying the student major status, or placing the student on a six-week departmental probation, during which time the student will have an opportunity to correct the stated deficiencies. At the end of the probationary period, the student will repeat the above-stated evaluation process.

(At any time during the student's career, the individual student or any member of the faculty can request a departmental evaluation.)

The minor program in Theatre consists of five credits to be selected from the following courses in consultation with the Theatre Department. Students will select the option of a Critical Emphasis or a Technical Emphasis.

All students minoring in Theatre will take: Theatre 110 and four additional credits to be selected from one of the following options:

A. Critical Emphasis: Theatre 215 or 216, 231 or 232, 141 and 491.

B. Technical Emphasis: Theatre 01X, 130, 155, 165, 216, and 240.

Faculty

William Z. Iron, Associate Professor, Chair
Johnnie J. Ferrell, Assistant Professor
Christopher L. Harris, Associate Professor
Nicholas F. Leland, Associate Professor
Susan Lilly, Instructor (part-time)
Maria Lu, Instructor (part-time)
Susan McFadden, Instructor (part-time)

Course Descriptions

010X Theatre Practicum (1/4-1/2)
Any student who is making a significant contribution (either technical or performance) to a faculty-directed play which is being presented in the department's major season may apply to receive credit for this activity. This application must be submitted during the production schedule (not after) and will be evaluated by the faculty member involved who will determine the amount of credit to be granted. *Every semester.* Staff

020X Dance Practicum (1/4)
The major focus will be on the learning of specific dances. There will be additional attention to theatrical elements needed to support dance presentation or productions, including but not exclusive to participation in selected activities from the related areas of costume, light, sound, and makeup design. Prerequisite:

Fall audition. *Spring*. McFadden

110 The Theatre: A Contemporary Introduction

This course provides for the non-theatre students an introduction to the broad spectrum of theatre's principles, goals, physical resources and working procedures. Sections are included on concepts of theatre, acting, production, audience and theatrical literature. Opportunities are afforded for direct involvement in performance and technical activity, critical writing and discussion, and attendance at outside theatre events. *Fall and Spring*. Staff

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

This course examines how costume and fashion reflect cultural and individual perception. Attention is focused on the evolution and development of clothing from prehistoric to present times. Examples are drawn from theatrical costume supplies. *Fall*. Lilly

130 Directing I

Fundamental historical, theoretical, and practical aspects of play direction. Analysis of directorial approaches, scripts, and conditions of presentation in various performance circumstances. Work with script analysis, rehearsal techniques, and technical consideration of production. *Spring*. Iron

140 Acting I

Course work in fundamental techniques of acting. The students will do intensive personal and social investigation through exercises in movement, voice training, and improvisation as a method of making contact with themselves and others as they explore an actor's training. *Fall*. Staff

141 Acting II

Study of major realistic/naturalistic acting theory. In-depth exploration of play and character analysis, directing technique, and ensemble work. Prerequisite: Thtr 140. *Spring*. Leland

155 Stagecraft I (½)

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*. Ferrell

165 Stagecraft II (½)

Analysis and detailed application of the principles introduced in Stagecraft I. The course will provide the comprehensive knowledge that will prepare students to plan and direct the technical aspects of backstage production. Prerequisite: Thtr 155. *Spring*. Ferrell

180 Beginning Jazz Dance (½)

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

181 Fundamentals of Ballet (½)

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

182 Fundamentals of Modern Dance (½)

Class participation in basic modern dance technique. Through developmental exercises and dance combinations, the students are introduced to modern dance as an expressive medium of art. *On demand*. McFadden

183 Intermediate Ballet (½)

This course utilizes the concepts studied in beginning ballet and furthers the student's study of line placement and musicality. Intermediate ballet emphasizes style, speed, and refinement of the student's techniques. Prerequisite: Previous ballet training or consent of instructor. *Spring*. McFadden

184 Classical Ethnic Dance (½)

This course will give beginning dance students an introduction to variations of dance styles. These will include classical dances from various cultures. *Spring*. Maria Lu

215 Major Forms of Drama

Analysis of the major genres of drama from Greek through French Classical Drama in terms of dramatic form, style, and conditions of performance. Special emphasis on tragedy and comedy with additional study of tragicomedy, melodrama, and farce as exemplified by speeches, scenes, and scripts of appropriate plays. *Alternate falls*. Iron

216 Modern Trends in Drama

Analysis of dramatic literature and content from Ibsen to the present. Special emphasis on modern realistic and non-realistic trends in literary concept, dramatic style, and stage presentation, as exemplified by speeches, scenes, and scripts of appropriate plays. *Alternate springs*. Iron

230 British Theatre History

A historical study of dramatic performance in England from the Restoration (1660) to the end of the Modern Period with special emphasis being placed on the relationship between the theatre and the current social and political conditions of the people. *On demand*. Iron

231 Theatre History I: Beginning to 1650

The development of the theatre as a culturally significant mode of expression. A broad study of people, movements and techniques which, directly and indirectly, have influenced theatre's development as a significantly expressive force. Covers period from primitive

beginnings to close of theatres, in England, in 1642. *Alternate falls*. Iron

232 Theatre History II: 1650 to Present

The development of the theatre as a culturally significant mode of expression. A broad study of people, movements and techniques which, directly and indirectly, have influenced theatre's development as a significantly expressive force. Covers period from closing of theatres in England in 1642 to the present. *Alternate springs*. Iron

234 Dance Composition

An introduction to principles of composition in dance. Students are introduced to methods of structuring movement in order to create original dances. Principles of choreography and composition are applied to practical tasks in dance making. Prerequisites: A minimum of 3 courses in ballet, jazz, modern or ethnic dance, one of which must have been Theatre 282 (Modern) or Theatre 283 (Jazz) or consent of the instructor. Closed to freshmen. *Alternate springs*. McFadden

240 Stage Make-up (½)

This course will investigate techniques used in applying corrective and character make-up for the stage. The course is intended for students interested in theatre, although it also applies to people wanting to learn more about make-up as it applies to fashion and facial anatomy. Purchase of make-up kit is required for practical application of the techniques studied. *Fall*. Leland

282 Modern Dance II (½)

Course work utilizes principles and techniques learned in Fundamentals of Modern Dance. Emphasizes further refinement of skills and expressiveness. Prerequisite: Previous Modern dance training or consent of instructor. *Spring*. McFadden

283 Intermediate Jazz Dance (½)

Class participation in an intensive study of basic and intermediate Jazz dance techniques. Emphasizes refinement of skills and expressiveness. Prerequisite: Previous Jazz dance training or consent of instructor. *Spring*. McFadden

289 Voice Training (½)

The human voice and its effectiveness for stage, microphone, camera or speaker's platform. Study and practice in breath control, articulation, diction, phonetics, and expressiveness. *Alternate springs*. Leland

340 Acting Studio I

Advanced theatre training designed to allow individual, in-depth exploration of the realistic acting process, play and character analysis, and ensemble work. Intended primarily for upper class theatre majors. *Alternate falls*. Leland

341 Acting Studio II

Advanced theatre training designed to allow individual, in-depth exploration of the comedic acting process, play and character analysis, and ensemble work. Intended primarily for upper class theatre majors. Prerequisite: Thtr 140 or consent of instructor. *Alternate springs*. Leland

342 Acting Studio III

Advanced theatre training designed to allow individual, in-depth exploration of style as a continuation of the realistic acting process. Specific work in Greek and Elizabethan tragedy, character and play analysis, directing techniques, and ensemble work. Intended primarily for upper class theatre majors. Prerequisite: Thtr 140 and 141 or consent of instructor. *On demand*. Leland

343 Acting Studio IV

Advanced theatre training designed to allow individual, in-depth exploration of avante-garde acting techniques, play and character analysis, directing techniques, and ensemble work. Specific work in Artaud, Grotowski, Beckett, Genet, Pinter, and Brecht. Intended primarily for upper class theatre majors. Prerequisite: Thtr 140 and 141 or consent of instructor. *On demand*. Leland

345 Advanced Stage Make-up (1/2)

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

355 Fundamentals of Scene Design

A course to promote an understanding of the process of creating scenic designs. Through project assignments, class work will focus upon the reading and analysis of texts, the discovery and selection of dramatic images, and their translation into a three dimensional scenic form. *Spring*. Harris

356 Fundamentals of Stage Lighting

The study of lighting design theory and its application to performance and performance spaces. The course will cover electricity, uses of instruments and control equipment, the principles and theory of light and color, textual analysis, enhancement of dramatic atmosphere and image. Prerequisite: Thtr 165. *Alternate springs*. Ferrell

357 Scene Design/Production Studio I

Advanced course allowing individual, in-depth exploration of various aspects of the theatrical design process. Incorporates, through both theoretical and practical projects, text and performance

analysis, development of scenic, costume and/or lighting concepts, problems of technical execution. Prerequisites: Thtr 355 and consent of instructor.

Fall. Harris

358 Scene Design/Production Studio II

Advanced design projects incorporating the skills developed in Design Studio I, with special emphasis on production period and style. The class will include production design work and assignments geared towards portfolio presentation. Prerequisites: Thtr 357 and permission of instructor. *Alternate springs*. Harris

435 Seminar in Contemporary Theatrical Criticism

Theatrical criticism will trace the major theories which have been historically and intrinsically significant to the development of theatrical values. The scope of the course will be broad, including criticism from Aristotle to Grotowski. Prerequisite: Approval of instructor.

Alternate springs. Iron

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*. Iron

480 Directing II

Advanced study into theories of direction with practical application. The student will direct scenes on the flexible stage and will finally prepare a play for presentation before an audience. Prerequisite: Thtr 130. *Alternate springs*. Iron

491 Special Studies in Theatre

Special Studies in Theatre is designed to allow advanced students an opportunity to undertake a study of specific topics in theatre which are not offered in the regular curriculum. Prerequisite: Consent of instructor. *Every semester*. Staff

Section III

Student Life
Admission
Tuition And Expenses
Financial Aid

Student Life

The Student Affairs Staff makes a unified effort to provide a high quality of life for students. Specifically, the program seeks to (1) expand student involvement in campus life through the development of a comprehensive activities program and a student self-governance system; (2) develop a well-informed residence hall staff possessing peer counseling and leadership skills; (3) enrich residential and campus life emphasizing faculty-student contact outside the classroom; (4) provide personal, academic and career advisement to help students assume responsibility for their own decisions, behavior and the atmosphere of the living environment; (5) help maintain a safe and secure campus environment; (6) offer a variety of opportunities for growth in understanding of religion; (7) provide support for the special needs of minority, international, disabled and non-traditional students.

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Coordinated by a 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 (Minority) 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 comforta-

ble lounges, recreational facilities, and conveniently located dining areas. There are 18 separate living units on the campus, including five national fraternities and three national sororities. New students are assigned residence accommodations in priority order based on the date their advance deposits are paid. All undergraduate students who are not of junior status or 21 years of age must live in University-owned and operated campus housing, as space permits, unless living with parents or spouse.

Counseling and Career Development

The counseling Center provides personal counseling and career development counseling. These services are intended to promote students' learning, personal growth and health, effective life planning, and overall satisfaction with their Willamette experience.

Individual counseling is available to students on an appointment basis during each academic semester between the hours of 8 a.m. and 5 p.m. on weekdays. If all available counseling hours are filled during a semester, students requesting service will be seen during a designated "drop-in" period, put on a waiting list until time is available or referred to counseling resources in the community. One-to-one counseling is typically short term in nature and designed to promote a student's personal growth or to support

a student through a variety of situational difficulties which are adversely affecting academic performance. The Counseling Center is not in a position to offer long-term therapy, in-patient treatment or comprehensive crises-intervention service. The counselors also provide other types of services to the campus community such as counseling for couples and groups, training and consultation, outreach programs to the residence halls and organization development efforts.

The Career Development Office provides assistance with career and life planning and is available to both individuals and groups, and works closely with faculty advisors when appropriate. Emphasis is on learning the processes of self-assessment, exploration of options, decision-making, search and selection. A file of career biographies for Willamette Alumni Career Consultants is available for students to read and these alumni can be contacted for advice on their own career choice and search process. A career library in the Bishop Counseling Center contains materials on the current job market and occupational trends. Staff provide workshops in career exploration and job search skills and host visitors to the campus who wish to interview students for post-college employment or graduate work. Off-campus employment notices are

also posted in the Career Development Center.

Multicultural Student Affairs

The Office of Multicultural Student Affairs provides support for the special needs of minority, disabled and non-traditional students. This support takes a variety of forms, ranging from tutorial assistance to activities programming to personal counseling. The Director also advises the Multicultural Students Organization and the Hispanic, Asian, Black and Hawaiian Student Organizations.

International Student Affairs

This office provides support services and programming for international students at Willamette, as well as 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).

Religious Life

Willamette University realizes the significance of religion in personal and social affairs and offers a variety of opportunities for growth in understanding, commitment, and action in the area of religion. Activities (retreats, worship, speakers, forums, discussion groups, service projects, etc.) are organized both by the Office of the Chaplain and by the many campus religious groups that are primarily the outgrowth of student interests. In the immediate past, religious organizations have included a United Methodist fellowship, the Willamette Christian Fellowship, the Fellowship of Christian Athletes, Campus Ambassadors, the Newman Club (Roman Catholic), a Latter Day Saints fellowship, Campus Crusade for Christ, The Christian Science Organization, and the Jewish Legal Fellowship. In addition, Jewish students annually organize an observance of Passover on campus, the Moslem students on campus have occasionally gathered for observances and prayer, and there is an informal association for pre-ministerial students. The University Chaplain, in addition to other responsibilities, is available for private counseling with students.

Health Center

The University Health Center offers a variety of services including the management of selected acute and chronic illnesses and injuries. As part of the Center's commitment to health maintenance, physical exams, Paps, weight control management and other services are offered to promote optimal health. In addition, the Health Center sponsors an annual campus-wide health and well-

ness day to educate the community on current health related issues.

Staff includes two full-time certified nurse practitioners, a registered nurse, and a physician. In our desire to offer the best possible health care service, outside health care providers are used as necessary.

Campus Safety

The University seeks to provide a safe and secure environment for members of the campus community. To achieve this objective, security personnel, residence hall staff and other administrators are trained and available to assist members of the campus community. Willamette University, however, is an open campus and not completely removed from the activity of the medium-sized city in which it is located. Students are urged to be cognizant of their own safety and security while on and off campus. Ultimately, the responsibility for personal safety and the security of personal belongings rests with the individual student.

Student Organizations

Willamette students have the opportunity to participate in many student clubs and organizations, ranging from recreational sports clubs, student chapters of professional societies, and the Associated Students of Willamette University, to religious organizations, academic honoraries, and special interest groups.

Student Activities

The Student Activities Office plays a critical role in the liberal arts mission of the University by providing practical experiences in a living laboratory to balance what occurs in the classroom. Opportunities are offered for students to be decision-makers, leaders and educators through active participation in the design, implementation, and evaluation of programs and services.

The Office works in cooperation with students, faculty, and staff on development of the following University programs: Opening Days, Parents Weekend, weekly convocations featuring celebrated speakers and performers, Freshmen Glee, College Bowl, Honors and Awards Program, coffeehouses, and outdoor programs. Student organization formation, university recognition, and program advising are also coordinated through the Student Activities Office.

Students interested in leadership positions or skill development are encouraged to visit the Student Activities Office to discuss possible opportunities.

University Center

The George Putnam University Center is designed to serve as the hub of campus activity and as a meetingplace for

members of the Willamette University community. The University Center serves students, faculty, staff, alumni and guests through facilities and programs including: check cashing, mail, study rooms, meeting rooms, dining facilities, student organization space, general campus information, copying services, and administrative offices. The University Center also houses the Bistro and KWU, the student run coffeehouse and radio station.

The Associated Students of Willamette University

All undergraduate students taking more than 1½ 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, Collegian Board and KWU Policy Board.

Eligibility for Office and Activities

Students in the College of Liberal Arts are eligible for office if they are in good academic and disciplinary standing and are registered as regular students of the University. Students on academic or disciplinary probation may not hold an office or represent the University in any public manner. The required standard of work and conduct must be continued throughout the tenure of office or participation in a nonacademic program.

Programming Committees

Willamette students have the opportunity to work closely with faculty and administrators to plan and implement cooperative programs for the campus community.

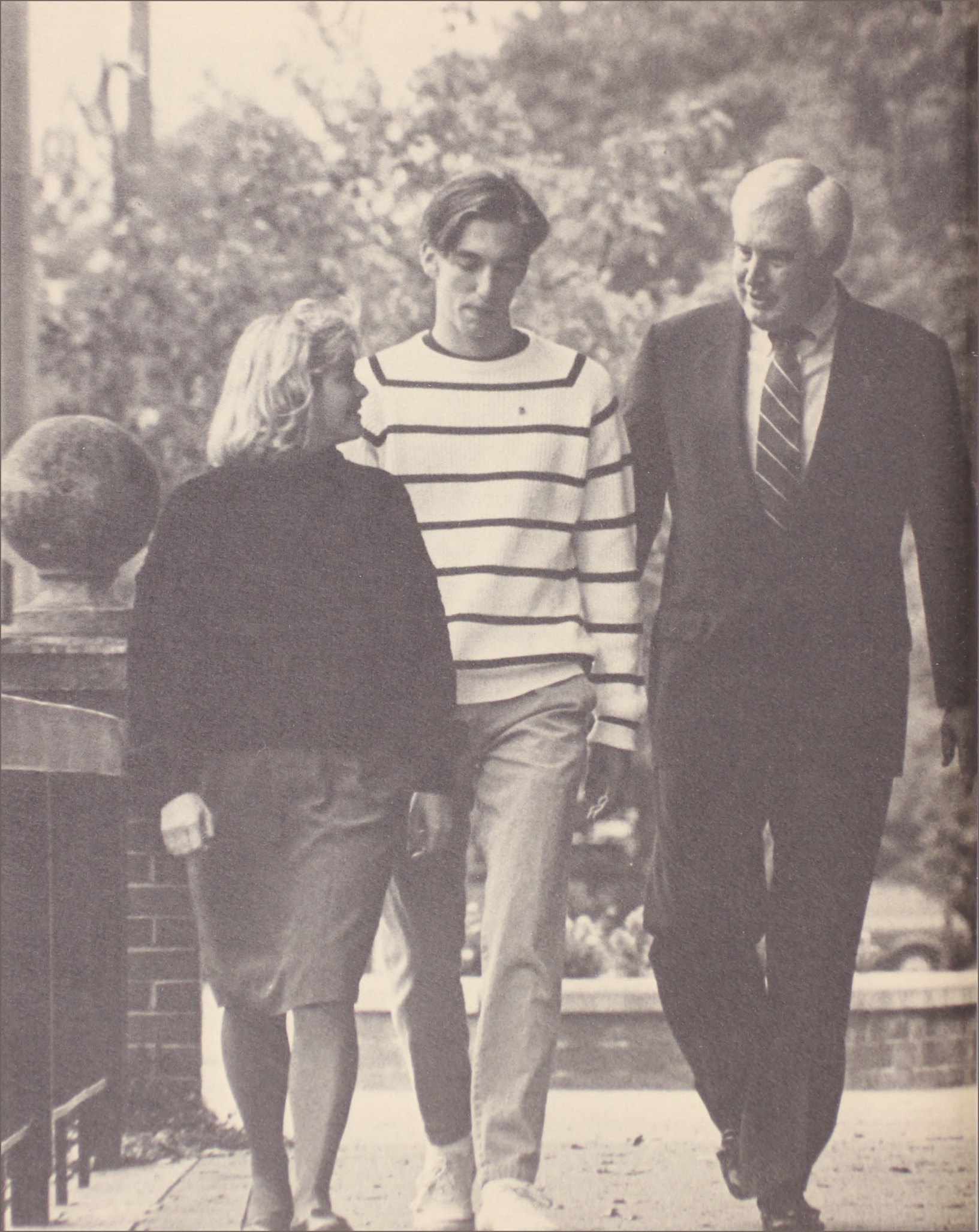
Educational Programs Committee: This committee is designed to help maintain and improve the educational environment of the University by sponsoring campus visits by outstanding artists and speakers. In addition, the EPC provides funding for speakers to augment the academic programs and for speakers and programming in support of the annual Expressions (celebration of minority cultures) Understanding Gender Perspectives Program and 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 com-



posed of pictures and comments on the current year's activities from the student viewpoint.

The campus literary magazine, *The Jason*, contains original essays and poems by Willamette students, faculty and alumni. The *Jason II*, also published annually, is an academic journal representing the best in student scholarship.

A student organized and operated radio station, KWU, was established in the Spring of 1987. Providing music, entertainment, educational and public affairs broadcasting, the station also affords students the experience of organizing and operating their own campus station.

Fraternal Organizations

For women students, Willamette has three national sororities, including Alpha Chi Omega, Delta Gamma, and Pi Beta Phi.

There are five national fraternities for men: Beta Theta Pi, Delta Tau Delta, Kappa Sigma, Sigma Alpha Epsilon, and Sigma Chi. All fraternities and sororities have houses located on the university campus.

Athletics

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

The administration and faculty supervise the athletic teams to insure benefit to those who participate. An active intramural program is offered for both men and women. Competition in fourteen sports is available to men and in seven sports to women. In addition, there are two coed activities. Willamette's varsity athletes compete within the Northwest Conference of Independent Colleges with affiliation in the National Association of Intercollegiate Athletics (NAIA).

Honor Societies

In order to recognize outstanding achievement in the various fields, Willamette University maintains chapters in many national and campus honor societies. These include the following: **Alpha Kappa Nu:** A senior honorary, granting membership on the basis of scholarly achievement. Election is limited to students in the top ten percent of the graduating class, one half of whom may be elected in the fall and the remainder in the spring preceding graduation. **Alpha Lambda Delta:** A national scholastic honor society for freshmen with a minimum 3.5 grade point average. **Kappa Delta Pi:** A national honor fraternity in education. Membership is based upon scholarship and interest in the profession of teaching and is limited to

upper division and graduate students.

Mortar Board: A national leadership honorary which recognizes seniors for superior scholarship, leadership, and service to the University.

Omicron Delta Kappa: A national leadership honor society of juniors and seniors. Achievement in the five phases of campus — scholarship; athletics; student government; social and religious affairs; publications, radio, music, and dramatic arts — is recognized as the basis for membership.

Phi Eta Sigma: The national honorary society for freshmen whose purpose is to promote high standards of scholarship. First or second semester freshmen who have earned a 3.5 grade point average are eligible.

Phi Sigma Iota: The national Romance language honorary society, open to advanced students in any of the Romance languages who maintain a high scholastic average.

Pi Kappa Lambda: A national music honorary fraternity for men and women, founded in 1918. It recognizes outstanding scholastic and performance achievement in music.

Pi Gamma Mu: A national honorary society to encourage undergraduate study and to improve scholarship in the social sciences. Membership is open to faculty, alumni, graduate students, juniors, and seniors who have had five courses in the social science field with a cumulative grade point average of 3.0 and a 3.5 in the social sciences.

Delta Sigma Rho-Tau Kappa Alpha: A national honorary society whose purpose is to promote excellence in public speaking. Students in the upper 35 percent of their class scholastically who participate in intercollegiate contests and show a consistent interest in forensics activities are eligible.

Professional Societies

Mu Phi Epsilon: A national professional sorority for women. Election is based on demonstrated outstanding musical ability and maintenance of a high scholastic average.

Student Chapter, Music Educators

National Conference: An organization of student music educators which furnishes opportunity for professional growth in the area of the major.

Student Education Association: An organization composed of students who have a genuine interest in making teaching their career.

Recognition Societies

Beta Alpha Gamma: A sophomore honor society which recognizes excellence in character, scholarship, and service.

Dobro Solvo: A national Slavic honor society whose purpose is to recognize excellence in the study of Slavic

languages and literature.

Psi Chi: A national scholastic honorary in psychology.

All-Campus Events

Opening Days: Willamette students, faculty and staff combine to present several days of activities to help incoming students familiarize themselves with and adjust to life at Willamette University.

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

Freshman Glee: Freshman Glee is an event unique to Willamette. Glee is a contest in which the freshman class challenges all the other classes to the composition and rendition of an original song based on a theme adopted for the occasion. Each class plans a marching formation and, after much pre-presentation enthusiasm, the entire class presents its song in competition with the other classes.

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, a 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 pro-

grams include, but are not limited to the following: annual Alumni Citation Awards, class and special group reunions; establishing and assisting Willamette Alumni Clubs throughout the United States and in Japan; assistance with providing information for and mailing the Willamette Scene and other alumni publications; opportunities for continuing education through study tours; support services for alumni groups such as those for the College of Law and the Atkinson Graduate School of Management, living organizations, and athletic and academic departments; annual campus Alumni Day; and raising funds to help meet University annual needs, especially Financial Aid, as well as supporting Campaigns and special projects.

All alumni programs are administered through the Alumni Office in Waller Hall. The management of the Association is vested with the Board of Directors comprised of the officers, 21 directors, two members of the University faculty, and two current students. Additionally, three alumni serve on the University Board of Trustees as representatives of the Association, and numerous other alumni are members of the Board of Trustees.

Admission

Admission to Willamette University is selective. Each year approximately 400 freshmen and 80 transfer students are enrolled for the Fall Semester from a group of 1,400 applicants. The freshman grade point average of admitted students generally ranges between 3.0 and 4.0 with the likelihood of admission increasing in relation to the grade point average. The average solid subject GPA for entering freshmen is 3.4 and the average college GPA for transfers is 3.1.

Each application is reviewed for its individual merits, with consideration for diversity, as well as a balance of academic and personal strengths. A student body demonstrating high intellectual achievement, interesting personal qualities, social awareness and ethnic, racial, religious, socioeconomic and geographic diversity is sought.

In keeping with our academic nature, the secondary school transcript receives the greatest consideration in the admission decision. Preference for admission is given applicants who have completed a minimum of two years of foreign lan-

guage, three years of college preparatory mathematics, two years of laboratory science, three years of social studies or history, and four years of college preparatory English. Other factors such as creativity, demonstrated leadership, work experience, significant travel, and exceptional talent in a particular field are also weighed in the admission decision.

The record of a transfer applicant is reviewed in much the same way as that of the freshman applicant, but the college record tends to overshadow the secondary school record in importance. Although a personal interview is not

required for admission, it is strongly encouraged.

Following are some important points regarding admission:

1. For maximum consideration for admission and financial aid, applications for freshman admission should be filed before February 15 (students applying for Early Decision should have everything completed by December 15).
2. Candidates will be notified of the admission decision by April 1 (Early Decision candidates will be notified by January 15).
3. Freshman applicants should take

either the Scholastic Aptitude Test (SAT) or American College Test (ACT) early in the senior year and arrange to have the scores sent to Willamette.

4. Applications for transfer admission should be submitted as early as possible, preferably by February 15 (this date is particularly important for applicants wishing to receive maximum financial aid consideration).

5. All documents for admission to the University are permanently filed and cannot be returned to the student.

Applications for admission are supplied by the Office of Admission, or may be obtained from the secondary school if the school is a participant in the Common Application Program. The deadline for filing all application materials is February 15. Applicants who meet this deadline will be notified of the admission decision no later than April 1. Late applications are considered on a rolling basis after April 1 until the class is filled.

Both freshman and transfer applications are also accepted for the Spring Semester which commences in early January. Candidates for the Spring Semester are notified of the decision of the Committee on Admission during the preceding fall.

Procedures

To apply for admission to freshman standing, the applicant must submit:

1. An Application for Admission accompanied by a \$25 non-refundable fee.
2. An official secondary school transcript showing grades from the freshman year through the first trimester or semester of the senior year.
3. The School Report Form (provided with the Application for Admission) completed by the secondary school guidance counselor or teacher.
4. Standardized test results from the Scholastic Aptitude Test (SAT) or the American College Test (ACT).

To apply for admission as a transfer student, the applicant must submit:

1. An Application for Admission accompanied by a \$25 non-refundable fee.
2. Official transcript(s) of all previous college work.
3. An official secondary school transcript.
4. Transfer Reference Form(s) completed by an administrator or faculty member from each of the colleges attended previously. These forms are provided with the Application for Admission, and additional ones may be requested from the Office of Admission if needed.

The names of all colleges previously attended must be listed on the applica-

tion. Failure to do so constitutes cause for cancellation of the student's registration at Willamette. Transfer students must have demonstrated a strong record of academic achievement and be free from both academic and disciplinary action to be considered for admission.

In most cases, courses taken at accredited colleges will receive full credit if they are comparable to courses offered at Willamette. Courses with grades below a "C" will not receive credit. Six quarter hours or four semester hours of transfer credit equal one Willamette credit.

Although students admitted with an Associate of Arts degree from an accredited Oregon community college will be automatically granted fifteen Willamette credits (junior standing) upon entrance, satisfaction of specific general requirements, proficiencies and major requirements will be determined on the basis of a course-by-course evaluation of the transcript(s).

Once a student has accumulated a total of 15 Willamette Credits (60 semester or 90 quarter hours), including any transfer work, no further credit from a two-year college will be accepted toward the degree, although such courses do remain part of the official record.

Early Decision

A well-prepared student who has made a critical appraisal of the colleges in which he or she is interested and has decided Willamette is the first choice may apply for admission under the Early Decision Plan. Early decision applications cannot be filed at more than one college. However, students applying to Willamette under the Early Decision Plan are permitted to file regular admission applications at other schools as "back up." Once admitted to Willamette, Early Decision applicants are expected to withdraw any other applications filed. The benefits to an Early Decision candidate are several. First, financial aid awards to Early Decision candidates are made well before those for Regular Admission candidates. Second, the Early Decision candidate, in submitting an earlier Advance Deposit, receives priority in housing assignments and class registration.

Early Decision candidates submit the same academic credentials as students seeking Regular Admission, except that their transcripts need only include grades from the freshman through junior years. Early Decision admission is reserved for candidates with above average records of achievement and aptitude. A student not admitted on the Early Decision Program may still be admitted at a later date by the regular admission procedures.

The application deadline for Early

Decision candidates is December 15. The Office of Admission agrees to notify the student by January 15 (providing all credentials have been received) and the student agrees to accept admission if offered.

Financial aid awards for Early Decision candidates will generally be made within two weeks of the admission decision, providing the appropriate College Scholarship Service form has been received by the Office of Financial Aid. Early Decision candidates should file the Financial Aid Form (FAF) promptly after January 1.

Honors at Entrance

Some entering freshmen with distinctive backgrounds are awarded Honors at Entrance by Willamette University. Criteria used in selecting students to be so honored include scholarship, activities, citizenship and other indications of potential for outstanding contributions in college. Honors at Entrance are awarded without regard to financial need and students so designated are eligible to apply for an Elmer and Grace Goudy Merit Scholarship. Only applicants with solid subject GPAs of 3.6 or higher and a combined SAT score of 1100 (with minimum Verbal and Math scores of 500 each) or an ACT composite score of at least 26 (with minimum English and Math scores of 24 each) will be considered.

Advanced Placement

Willamette University encourages student participation in the Advanced Placement Program sponsored by the College Board. AP scores of four and five will be granted credit (except for Music Theory which is not accepted for Willamette University credit). The amount of credit will be determined by the appropriate department. All entering music students (freshmen and transfers) must take a theory placement exam which is administered on campus each semester before registration.

International Baccalaureate

The University also encourages participation in the International Baccalaureate program as offered in many schools overseas and, increasingly, the U.S. Willamette University will grant one credit (one credit = four semester hours) of lower division credit for each Higher Level examination passed with a score of 5, 6, or 7. Willamette will also grant one credit of elective lower division credit for the Theory of Knowledge if a student has received the IB diploma. A maximum of six credits may be granted. IB credit may be applied to major and

minor programs with the approval 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 school before their applications will be considered.

Special and Part-time Students

Students may apply to the University on both non-degree and part-time bases. Application procedures vary with individual circumstances for these special students, and they are requested to contact the Office of Admission for the appropriate forms.

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 1989-90 school year.

Tuition	\$ 9,900
Fees	80
Room and Board	3,550
Health Insurance	180
Books (estimated)	350
Personal Expenses (estimated average)	620
Total	\$14,680

Health insurance coverage is optional. Students can be exempted from these charges by signing a waiver with the Business Office. The health insurance is offered for students not already covered by an existing policy. For further information about health insurance, please contact the Business Office.

Application Fee

Non-refundable fee charged to cover the costs of processing and evaluating the application file.

Advance Deposit

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 for subsequent years and to cover charges for library fines, etc. After a student has completed one full semester at Willamette, the balance of the \$50.00 on account can be refunded when the student withdraws or graduates.

Semester Tuition and Fees: Regular Students

College of Liberal Arts

Student Body Membership

(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 over 20 student activities and many social events.)

Tuition

College of Liberal Arts, for regular students taking 3 to 4½ credits \$ 4,950
Each ½ credit over 4½ credits .. \$ 550
Special Music Fees: Non-Major, Full-Time Private Instruction, ¼ credit (15 ½ hour lessons per semester)

Less than a full semester, per lesson

Late Registration Fee

If a student fails to complete registration through the Business Office by 4 p.m. of the day designated to pay fees each semester, he or she will be charged a fee of \$10 for the first late day plus \$2 for each subsequent day until registration is completed.

Late Payment Fee

A fee of \$10 is added to the account of any student who fails to make deferred payments when due.

Semester Charges: Part-time Students

A part-time student is defined as any

student in the College of Liberal Arts who is registered for fewer than 3 credits.

Tuition

For courses in the College of Liberal Arts (not including private lessons in applied music) the following fees apply:

One fourth (¼) credit	\$ 275
One half (½) credit	550
Three fourths (¾) credit	825
One (1) credit	\$1,100
One & one fourth (1¼) credit	\$1,375
One & one half (1½) credit ..	\$2,515
One & three fourths (1¾) credit	\$2,927.50
Two (2) credits	\$3,340
Two & one fourth (2¼) credits	\$3,752.50
Two & one half (2½) credits ..	4,165
Two & three fourths (2¾) credits	\$4,577.50

Room and Meal Charges

Students who live on campus receive 19 meals per week. Meals are served throughout the school year except during Thanksgiving break, Christmas and Spring vacations. Double room occupancy, room and board charges are as follows:

Room and 19 Meals Per Week

\$1,775 (three meals Monday-Friday; two meals Saturday and Sunday) per semester. Single occupancy in the residence halls and fraternities will result in a \$325 per semester additional rental charge. Students housed in fraternity and sorority living units pay the same room and board charge listed above.

The University reserves the right to alter its schedule of fees, charges, and meal options offered upon not less than six months notice.

All students contract for their rooms for the full academic year. Charges for room and meals are payable by the semester in advance, unless a deferred payment plan has been arranged in advance through the Business Office. No refund is allowed for meals missed. If a student withdraws from the University, the student is responsible for room and meals through the date of withdrawal.

Payments

Tuition and charges for room and meals are payable in full by fee payment day each semester and are paid to the Business Office. Accounts are considered paid at registration if an approved payment plan (see Semester Plan) is established with the Business Office. The University also makes available deferred payment agreements through two off-campus agencies that allow for payment plans from one to four years. The University considers the off-campus agency plans to be an inexpensive, effective way for persons who want to spread their payments over a longer period of time. Please contact the student accounts office (503-370-6210) for more information about deferred payments. Students may not take examinations, receive grades, or be given a transcript of credits until all University accounts have been paid in full. A student who fails to make deferred payments promptly may be barred from class attendance and will be assessed the \$10 late payment fee. Students on contract will not receive a monthly billing and must pay in person or by mail on the dates

designated on the Deferred Payment Contract. All checks returned to the bank will be subject to a service charge of \$10 and may result in the termination of deferred payment privileges and University check-cashing privileges.

For the convenience of the full-time student and his or her parents, the following deferred payment plan is available.

Semester Plan

This plan requires payment of approximately one-half at registration each semester. Please note that financial grants and scholarships from the school are deducted from the total charges before the down payment is computed. The balance is then divided into three equal payments. The dates for payments for fall are at registration, October 1, November 1, December 1. The dates for payments for spring are at registration, February 10, March 10, April 10. there is a \$30 charge per semester for all deferred payment plans.

Total Semester Cost (with insurance) 1989-90

Students living on campus:		
19-meal/Double Room	\$6,855
19-Meal/Single Room	\$7,180
Students living off campus		
	Pay at	Three
Examples	Registration	Payments
Double/19 meals	\$3,426	\$1,143
Single/19 meals	\$3,592	\$1,196
Off Campus	\$2,542	\$ 846

Payments of more than the required minimum at registration will reduce the monthly payments. Books, extra courses, and music lessons are not included in the above payment schedules.

Refunds

Students are admitted to Willamette with the understanding that they will remain until the end of the semester

unless unforeseen circumstances necessitate their withdrawal or unless they are dismissed or suspended.

If a student decides to withdraw from the University or from individual courses and the withdrawal causes them to fall from full-time to part-time status the following refunds of tuition will be allowed:

First Two Weeks	80%
Third and Fourth Weeks	60%
Fifth and Sixth Weeks	40%
After Six Weeks	-0-

In the case of withdrawal from Willamette, students are responsible for room and meals through the date of withdrawal or departure (whichever is later) on a pro-rated basis of 105 days. Student body fees will be refunded based on the tuition refund percentage. Health insurance will not be refunded and financial aid will be pro-rated according to regulatory guidelines.

All refunds of tuition are effective from the date that application for refund is approved by the Registrar, and not from the date attendance is discontinued.

A student who feels that circumstances warrant an exception to this refund policy may make an appeal to the University Registrar (the appeal process is described in the *Student Handbook*).

A student who is suspended or expelled from the University is responsible for room and meals through the date of departure and forfeits all fees and academic credit for the semester.

Financial Aid

At Willamette University we believe every student should be able to select a college or university on the basis of considerations other than cost. Therefore we are committed to providing financial assistance to all entering and returning students whose family and personal resources are insufficient to meet their educational expenses. Although the majority of our financial aid money is administered on the basis of need, there are also some merit scholarships and awards available that are not based on need.

Need Based Programs

Need is determined by confidential financial information which students and their parents provide to the College Scholarship Service (CSS) via the Financial Aid Form (FAF). CSS, a branch of the College Board, is a private, non-profit corporation employed by students, parents and colleges to process and analyze the information provided on the FAF.

Financial need is the difference between the total cost to attend Willamette (including tuition, fees, room, board, books and personal expenses) and the amount the family is able to contribute. The College Scholarship Service determines the family contribution with an analysis of the information provided on the FAF. Although family income is generally the major criterion used to assess the family contribution, other factors are considered, including: assets, indebtedness, number of family members, unusual medical expenses, number of other family members attending college at the same time, etc.

Willamette is pledged to meeting each student's need (providing all admission and financial aid application deadlines are met) with a package consisting of one or a combination of the following: scholarships, grants, employment and loans. Academic qualifications are given the major emphasis in determining the percentage of cash (i.e., grant and scholarship) which will be included in the student's financial aid award. Outstanding achievements in music, leadership, forensics, athletics and theatre are also considered.

Merit Programs

Although eligibility for most of the financial aid available from Willamette is determined by information submitted on the FAF, 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, and our G. Herbert Smith Presidential and Elmer and Grace Goudy Scholarships. Students may receive only one of these University Merit Scholarships in any given year.

In addition to the above awards, there are also Talent Awards available in forensics, music and theatre. These awards are given to students who demonstrate exceptional talent in the appropriate performance area. Students may receive a Talent Award in addition to one of the University Merit Scholarships.

Application Procedures

Apply for admission. No student will be awarded financial aid prior to being admitted to the University. Students who have submitted all admission and financial aid materials by February 15 will be

given maximum consideration for financial aid. Students already enrolled should make application directly to the Office of Student Financial Aid.

File the Financial Aid Form (FAF). Submit the completed Financial Aid Form (FAF) to the College Scholarship Service according to the instructions on the form, requesting that a copy be sent to Willamette University (CSS code number 4954). The FAF should be submitted as soon after the first of January as possible to ensure that the needs analysis can be completed by CSS and sent to Willamette by March 1. The FAF is available from high school guidance offices or college financial aid offices.

Transfer applicants must file a Financial Aid Transcript from each college attended previously, whether or not they received financial aid from the other college(s). Financial Aid Transcripts are available from the Willamette University Offices of Admission and Student Financial Aid.

Scholarship consideration will be automatically given to every admitted applicant if all the necessary supporting information has been provided. For example, National Merit standing must be reported by the student for consideration for a Willamette National Merit Scholarship; Music Talent Award candidates must complete the audition prior to notification of financial aid awards; the FAF must be completed for need-based assistance, etc. A 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; and Mel Goode 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 FAF, obtainable from the Office of Student Financial Aid, for each year in which assistance is desired. The amount of each student's financial aid will be reviewed annually and may be adjusted in relation to changing financial or academic status and to the availability of financial aid funds.

Each student receiving financial assistance is required to make satisfactory progress towards graduation, as determined by the Academic Status Committee, in order to maintain eligibility for aid. A student who is not making satisfactory academic progress or who is on probation at the end of a semester must petition the Office of Student Financial Aid to be considered for assistance for the subsequent semester.

A student who accepts financial assistance cannot use any portion of this

award to meet the required advance deposit and breakage fees. Failure to meet the deadline for the advance payments may cause any University award to be withdrawn.

Notification of Financial Aid

Financial aid applicants who have been granted admission and have submitted all financial aid materials by March 1 will be notified of their financial aid award by April 15. Financial aid applicants admitted under the Early Decision Program will receive notification of awards upon receipt by the University of all required financial aid materials. Returning students will be notified shortly after April 15. Those applicants who do not file all materials by March 1 will be awarded financial assistance as long as resources are available.

Renewal

Financial aid is renewed on the basis of continued demonstrated need and/or continued academic and extracurricular eligibility. Generally, the initial level of Willamette University cash assistance continues through the sophomore year. At the end of the sophomore and junior years, a student's academic record is reviewed, and the amount of University assistance re-evaluated to reflect changes, either upward or downward, in the quality of the student's academic performance at Willamette.

Sources of Financial Aid

The following is a list of some of the primary sources of financial aid available to students:

From Federal Sources

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

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

Perkins Loan (formerly NDSL) — Loans range from \$500 to \$2,250, depending upon need and availability of federal funding. Total undergraduate borrowing may not exceed \$9,000. Interest is 5%. Interest does not accrue and repayment does not begin until a student graduates or withdraws from school.

Stafford Loan (formerly GSL) — These loans are made by private lenders such as banks and savings and loan associations. Loans range from \$500 to \$4,000, depending upon a student's need and year in school. Repayment and interest at a rate of 8% begin six months after a student ceases to be enrolled at least half-time. Total undergraduate borrowing may not exceed \$17,250.

College Work Study Program — Awarded on the basis of need. Students work an average of 8-10 hours per week and are paid monthly.

From State Sources

To be eligible for financial aid from the State of Oregon, students must be full-time, undergraduate Oregon residents making satisfactory progress toward graduation. Awards are based on need and limited to eight semesters of study at any eligible Oregon college or university. Residents of other states should check to see if their states provide financial aid assistance which can be "exported" out-of-state.

Oregon Cash Award — Scholarships average \$800.

Oregon Need Grant — Grants range from \$450 to \$1,600.

Veterans' Benefits

Application for Veterans Administration education benefits may be obtained from either the Veterans Administration Regional Office or the Willamette University Veterans Secretary in the Office of the Registrar. Upon receipt of an application, the Veterans Administration will issue eligible veterans a Certificate of Eligibility valid only at the institution named and only for the objective indicated. The prospective student should bring the Certificate of Eligibility to the Office of the Registrar at the time of initial registration. It is advisable to apply immediately for veterans' benefits upon admission.

Other Outside Sources

Students are encouraged to investigate outside sources of scholarship assistance in their own areas. Many civic, fraternal and service organizations such as Elks, Kiwanis and Rotary Clubs provide scholarships, as do churches and private corporations. High school guidance offices are generally well informed about such local scholarships.

From Willamette University Sources

The following list includes the primary University scholarships for which an entering student may be considered:

G. Herbert Smith Presidential 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 \$4,000 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 \$4,000 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 \$2,500 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 \$1,000 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 Willamette's Common Scholarship Application Form. Awards range from \$2,000 to \$5,000 per year.

Collins Scholarships — Transfer students from Oregon community colleges are eligible based on need and superior academic records.

Willamette Grant — Need-based awards for students who are not eligible for scholarship assistance, but who show academic promise.

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 for consideration. 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. Awards are renewable, based on continued contributions to Willamette's theatre program.

Through the generosity of various groups and friends, Willamette offers a number of other prizes and awards for achievement in the different fields of college endeavor. These prizes recognize scholarship as well as leadership and character, and are awarded without regard to financial need. A complete list of these prizes and awards, as well as all endowed scholarships and loan funds available through Willamette University,

follows. Where the scholarship is based on performance in a particular discipline or activity, this has been noted.

Scholarships

Ruth Buche Allen (History)

Alumni Honors

Philip C. Armstrong (Biology)

Vera M. Armstrong

Myrtle L. Atkinson

Atkinson Fund for California Bay

Area Students

Thomas E. Autzen (Kappa Sigma fraternity)

Edgar F. Averill (Athletics)

Elizabeth Baker and Lavina Wheller

Annie M. Barrett

Bishop Bruce R. Baxter

Bruce R. Baxter

Howard C. and Mae C. Belton

Lester J. and Ida May Bennett (Ministry or Sociology)

R. Breyman Boise

Leila S. Bortzmeyer (Methodist Ministry)

Julius J. and Joanna Brauer

Russell M. Brooks (Law)

Ted and Dorothy Bulter (Law)

California Scholarship Federation

Sealbearers

Ellen J. Chamberlain and Julia L. Schultz (Music)

Claude E. Chandler, M.D. and Martin

W. Grefnes (Pre-Medicine)

Benn B. Cheney (Law)

Chevron Merit Award

Chi Omega

Chiles Foundation

Class of 1932

Class of 1933

Class of 1960

Beuford S. Cole

Mary L. Collins

Spender Collins

William D. and Phina Collins (Ministry or Religion Education)

Edwin and June Cone (Senior)

Catherine A. Covert (Music)

Denison

Mary L. Denton (Piano)

Max and Susan deSully

Mary A. and Martin Dietz

Paul Duell (Chemistry)

Margaret Klund Earnheart

Robert Eakin (Law)

John Ebinger (Law)

Mary Eyre (Salem)

Robert M. Fitzpatrick (Pre-Medicine and Pre-Engineering)

Hallie Brown Ford

Mabel H. Fraer

Margaret Louise Gates

Mel Goode

Elmer and Grace Goudy Merit

Elmer and Grace Goudy (Music)

George H. Grabenhorst

Mark O. Hatfield (Political Science)

Timothy C. Hawkins

Hearst Foundations

Louise Findley Heinl

Lloyd and Grace Tyler Hockett
 Shannon Hogue (Speech)
 Joseph Holman (Music)
 Home
 Elizabeth Hovelburg Jaqua
 Leonard D. Jaqua
 K/P Companies (Graduate School
 of Management)
 Spec Keene (Athletics)
 Richard E. Kerr
 Fredrick Lamport (Law)
 M. Evelyn Lawrence
 W.C. and M.E.W. Lawrence
 David O. and Julia B. Lear
 Margaret and Dwight Lear
 Charles H. Leavitt
 Robert H. Lillig
 Theordore Loder (Athletics)
 Dr. Ivan Lovell (History)
 Mattson (Music)
 Charles E. McCulloch
 James Newton McCurdy (Ministry)
 Vivian Milhon (Law)
 Fern and Brooks Moore
 Mary Putnam Mort
 Charles and Valona Moser
 Dan Mosee
 Mu Phi Epsilon (Music)
 National Merit Commmended Students
 National Merit Finalists and Semifinalists
 Oregon Children's Aid Society (Orphans)
 Robert Packwood
 Paulus
 Morton E. and Jessie G. Peck (Biology)
 Pemberton Award
 Dorothy Perkins (Music)
 Maude Peterson (Law)
 James H. Polhemus
 Russell and Alice Pratt
 Presser Foundation (Music)
 Robert Purbrick (Physics)
 Ralph Purvine (Pre-med)
 Reynolds Trust Fund of Centenary Wilbur
 Methodist Church
 Ernest C. and Myrta A. Richards
 Bernice Rise (English)
 Nellie Lavina Roberts
 Charles A. Robertson (Law)
 F.L. Rose (Music)
 Salem Breakfast Club (Athletics)
 Salem Music Club
 Salem Rotary Education Foundation
 Wilson Henry Scott
 Sigma Tau Memorial
 G. Herbert Smith
 Marie C. Smith
 Ray L. Smith (Law)
 William B. Smullin (Speech)
 Lestle J. Sparks
 Justice Homer R. Spence and Samuel
 M. Smith (Law)
 Edward O. Jr. and Dorothy Alexander
 Stadter
 M. Emma Stannus (Music)
 Charles Leonard Starr
 Dr. Laban A. Steeves
 Robert Straub (Atkinson)
 Sarah Hunt Steeves

Irene Gerlinger Swindells (Music)
 Muriel Steeves Tate
 Michal Ann Thomas
 Vernon Victor and Augusta M. Thompson
 (Biology)
 Clarinda Topping (Music)
 Town and Gown (Music)
 Trustees (Law)
 Max D. and Rose E. Tucker
 United Methodist Church
 Isaac Van Winkle (Law)
 Alma Rhorer Vinson
 Florian Von Eschen (Athletics)
 Florian Von Eschen (Chemistry)
 Glen C. Wade (Music)
 Helena Willett Wallace (Music)
 Nancy Black Wallace (Music)
 Dr. Robert and Pauline Wulf
 William Wallace Youngson

Loan Funds

American Association of
 University Women
 Ruth Bastusccheck
 George William Bleile
 R.A. Booth
 Ruth J. Boylen
 Class of 1919
 College of Law
 Sol Stern
 Edward G. and Ida M. Crawford
 Bing Crosby
 Olive M. Dahl
 Herbert L. Deal
 Carol Emerson Dversdal
 Clara Eness
 Faculty
 Hallie Brown Ford
 Frank G. and Viola Franklin
 Leroy Gard
 Louise J. Gates
 Ross George Gladden
 David S. McClellan
 Methodist Men
 Dix Vinson Moser
 Joy Turner Moses
 Gussie A. Niles
 George Allen Odgers
 Annie Roberts
 Abby Rogers
 Salem Civic Players
 Walter P. Schuck
 M. Josephine Shanks
 "Chuck" Todd
 United Methodist Church

Prizes

Joseph H. Albert
 J.H. Booth
 Mark O. Hatfield
 Dorothy Ann Perkins
 Colonel Percy Willis
 Paul H. Doney
 Rex A. Turner

Awards

Alpha Chi Omega
 Alpha Lambda Delta
 Central Willamette Valley Association
 of Phi Beta Kappa
 Mrs. Walter A. Denton

T.C. Jory (Mathematics)
 CChesler F. Luther
 Dr. Helen Pearce
 Pemberton Family
 Daniel H. Schulze
 Wall Street Journal

Section IV

Faculty and Administration
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Faculty and Administration

Note: Faculty members joined Willamette University during the year following their names; they assumed the current position in the year at the end of the entry.

Active Full-Time Faculty

Deborah L. Adams, 1985 B.A., California State University, Fresno; M.A., California State University, Long Beach. Assistant Professor of Physical Education, 1987.

Sara E. Amato, 1989 B.A., Middlebury College; M.L.S., Southern Connecticut State University. Assistant Librarian, 1989.

Stephen H. Archer, 1973 B.A., M.A., Ph.D., University of Minnesota. Guy F. Atkinson Professor of Economics and Finance, 1979. (Sabbatical Leave 1990-91)

Robert C. Art, 1981 B.A., Beloit College; M.A., University of Wisconsin; J.D., DePaul University; LL.M., Columbia University. Professor of Law, 1988.

Jane H. Babson, 1990 B.A., M.A., Ph.D., University of Wisconsin. Assistant Professor of English, 1990.

Suresht R. Bald, 1981 B.A., M.A., Delhi University, India; Ph.D., Harvard University. Associate Professor of Political Science, 1984. (Sabbatical Leave Fall 1990)

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., San Jose State University; Ph.D., University of Colorado. Professor of Music, 1987.

Roberta A. Bigelow, 1986 B.A., Macalester College; Ph.D., University of Wisconsin. Assistant Professor of Physics, 1986.

Adele L. Birnbaum, 1963 A.B., University of Illinois; M.A., Bryn Mawr College. Professor of English, 1990.

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

Virginia E. Bothun, 1968 B.A., University of Washington; M.A., Stanford University. Associate Professor of English, 1980.

Gerard F. Bowers, 1971 B.A., City University of New York; M.A., Ph.D., Harvard University. Professor of English, 1981.

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

Donald R. Breakey, 1954 B.S., Willamette University; M.S., Michigan State University; Ph.D., University of California,

Berkeley. Professor of Biology, 1967. (Sabbatical Leave Fall 1990)

Richard F. Breen, Jr., 1976 A.B., Dartmouth College; L.L.B., University of Maine; M.L.S., University of Oregon. College of Law Librarian, 1976; Professor of Law, 1980.

James. P. Brik, 1973 B.A., M.P.E., Idaho State University; Ed.D., Oregon State University. Associate Professor of Physical Education and Swimming Coach, 1985.

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

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Rocco Dal Vera, Instructor of Theatre, 1990.

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versity of California, Berkeley. Assistant Professor of Political Science, 1990.

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Endowed Chairs

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Frederick Thompson, Jr., Elmer and Grace Goudy Professor of Public Management.

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

John Peel, Irene Swindells Eminent Scholar in Music.

Richard W. Wright, Helen Simpson Jackson Professor of International Management.

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Virginia A. Anderson, 1968 Professor Emeritus of Law Library Technical Services, 1979.

Courtney Arthur, 1958 Professor Emeritus of Law, 1978.

Henry J. Bailey, III, 1965 Professor Emeritus of Law, 1981.

Paul Beal, 1946 Professor Emeritus of Romance Languages, 1971.

Charles J. Bowles, 1965 Professor Emeritus of Physical Education and Coach Emeritus of Track and Cross Country, 1990.

Maurice W. Brennen, 1940 Professor Emeritus of Music and Director Emeritus of Bands, 1979.

Edwin W. Butler, 1949 Professor Emeritus of Law, 1980.

Stanley Butler, 1950 Professor Emeritus of Music, 1977.

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R. Wright Cowger, 1969 Professor Emeritus of Education, 1990.

Charles H. Derthick, 1948 Professor Emeritus of Psychology, 1979.

Melvin H. Geist, 1939 Professor Emeritus of Music and Dean Emeritus of the College of Music, 1964.

Richard A. Gillis, 1956 Professor Emeritus of Economics, 1989.

Lyle C. Grimes, 1964 Professor Emeritus of Economics, 1973.

Jack H. Hafferkamp, 1961 Professor Emeritus of Mathematics, 1988.

Carl A. Hall, 1948 Professor Emeritus of Art, 1986.

James A. Hand, 1964 Professor Emeritus of Religion, 1988.

Frances A. Howard, 1970 Professor Emeritus of Physical Education, 1984.

Norman A. Huffman, 1946 Professor Emeritus of Religion, 1974.

Milton D. Hunnax, 1958 Professor Emeritus of Philosophy, 1980.

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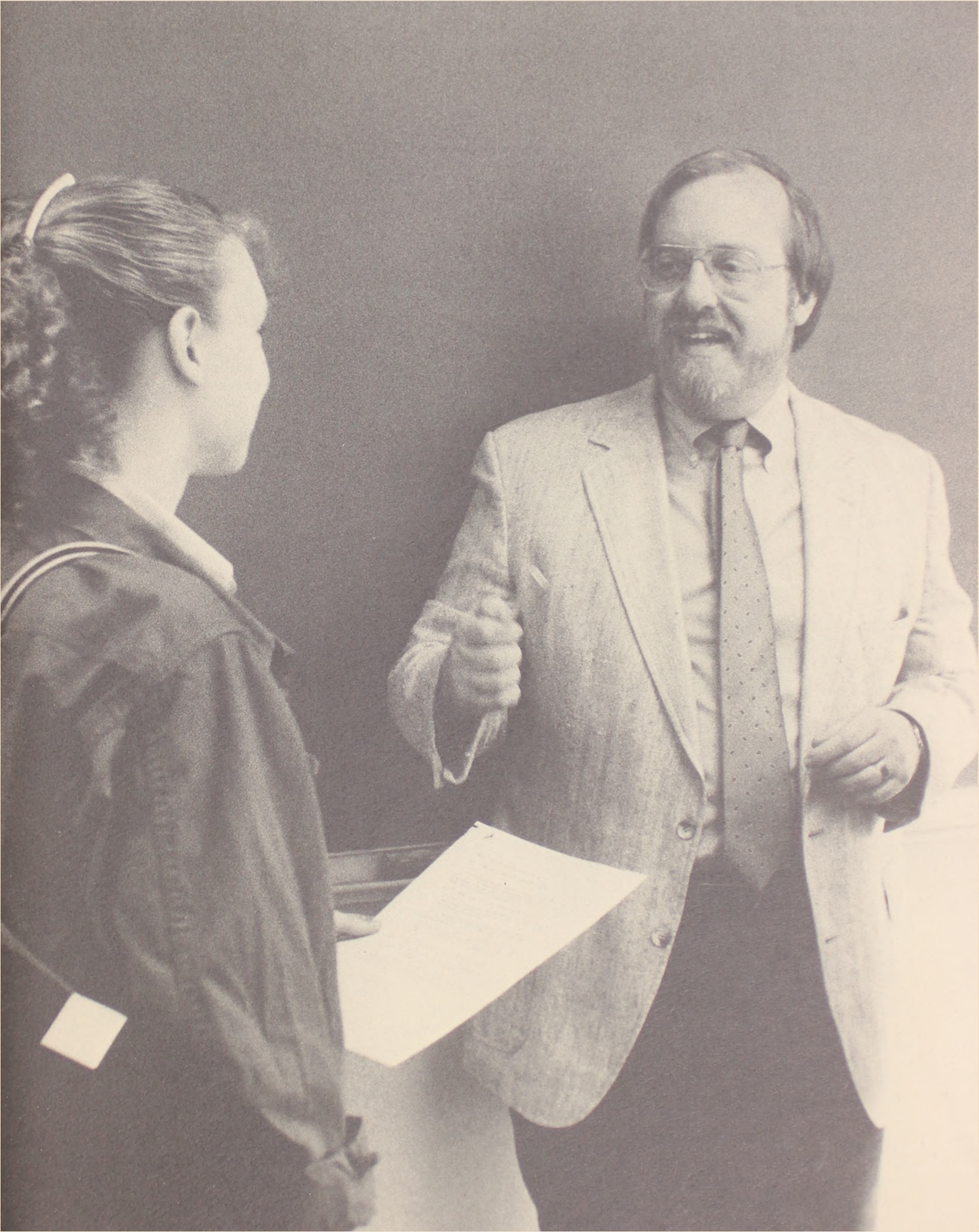
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Susan Lilly, 1987 B.A., University of California, Berkeley; M.A., Oregon State University. Instructor of Theatre.
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Magda Schay, 1974 B.A., M.A., Syracuse University. Assistant Professor of Russian, 1983.
Catherine Schnelker, 1978 B.Mus., M.M., Oberlin College; Instructor of Music.
Sharon J. Schuman, 1984 A.B., Stanford University; M.A., San Francisco State University; Ph.D., University of Chicago. Assistant Professor of English.
Craig Smith, 1985 B.A., Northwest Nazarene College; M.M., J.D., Willamette University. Adjunct Professor of Management.
Chung So, 1988 B.A., International Christian University, Taiwan; M.A., Princeton University. Assistant Professor of Chinese, 1988.
Carole Stewart, 1990 Instructor of Music.
Brian Swingle, 1990 Instructor of Music.
Linda Tross, 1984 B.A., M.A., Portland State University. Assistant Professor of English.
Thomas Wakeling, 1990 Instructor of Music.
Elizabeth A. Yocom, 1961 B.A., Earlham College; M.S., University of New Mexico. Assistant Professor of Biology.
Laura Zaerr, 1987 B.Mus., University of Oregon; M.M., University of Rochester. Instructor of Music.



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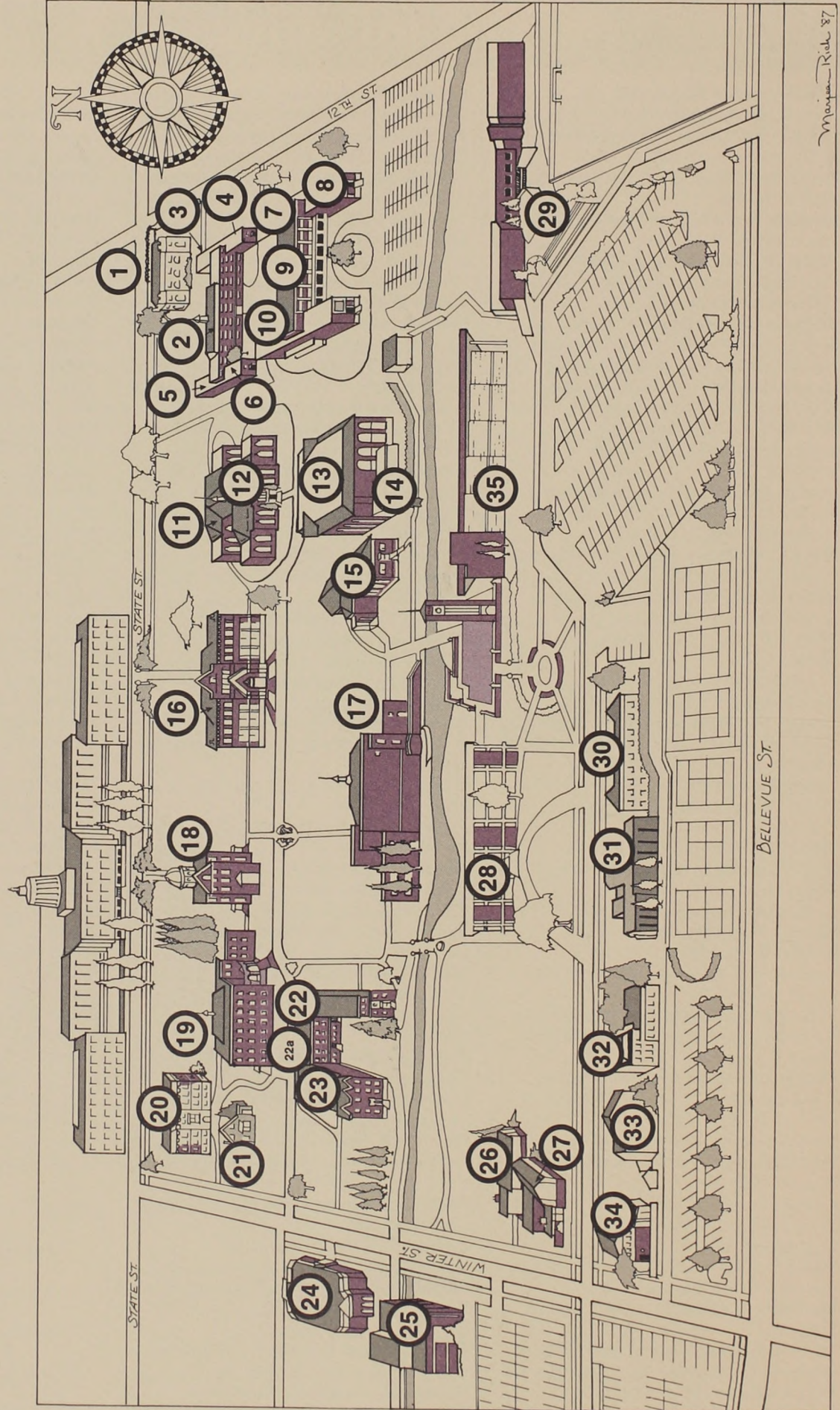
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*Life Member



Campus Map

1. **Gatke Hall** 1938, named in honor of Willamette historian and professor Robert M. Gatke, 1968.
2. **Baxter Hall** 1948, coed, 115 residents, named in honor of Dr. Bruce R. Baxter, president of Willamette from 1934-40.
3. **Metanoia House** 1948, coed, 32 residents.
4. **Sigma Alpha Epsilon** national fraternity, 1949, 32 men.
5. **Beta Theta Pi** national fraternity, 1947, 32 men.
6. **Sigma Chi** national fraternity, 1947, 32 men.
7. **Kappa Sigma** national fraternity, 1961, 32 men.
8. **Delta Tau Delta** national fraternity, 1962, 32 men.
9. **Matthews Hall** 1961, coed, 95 residents, named in honor of mathematics professor James T. Matthews.
10. **Belknap Hall** 1961, coed, 75 residents, named in honor of Dr. Lewis Franklin Belknap, prominent Methodist minister.
11. **Smullin Hall** 1988, named for Oregon and California broadcasting executive William B. Smullin '29. Formerly the University Library, 1938, departments of political science, economics, psychology, sociology, speech, mathematics, and computer science.
12. **Walton Hall** 1967, foreign languages, Office of the Dean of the College of Liberal Arts, named in honor of the late financier William S. Walton.
13. **Willamette Playhouse** 1923, converted from gymnasium use in 1974 for theatre productions, renovated, 1979.
14. **Maintenance Shops** 1946 and 1969.
15. **Bishop 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, history, religion, English, sociology and anthropology, philosophy, and education, renovated 1982, a gift of A.E. Eaton.
17. **Smith Auditorium and Fine Arts Building** 1955, 1250-seat auditorium, music department, named in 1970 in honor of President Emeritus G. Herbert Smith who served Willamette from 1942-69.
18. **Waller Hall** 1867, chapel, oldest building on campus, named in honor of the Rev. Alvin Waller, a former business agent for Willamette who raised funds for the building. Offices of the President, University Relations, Alumni Relations & Business Affairs.
19. **E.S. Collins Science Center** 1941, with wing addition in 1962, biology, chemistry, earth science, physics, gift of lumberman Everell S. Collins. Renovated, 1981.
20. **Art Building** 1977, the old College of Music (built 1905) renovated for art gallery, art classes, faculty offices, sculpture, and ceramic studios.
21. **University House** moved to campus in 1938, offices of some law administrators.
22. **Doney Hall** 1955, with wing addition in 1967, coed, 110 residents, named in honor of Willamette President and Mrs. Carl Gregg Doney (president 1915-34).
- 22a. **Doney Basement** houses the office of Food Service.
23. **Lausanne Hall** 1920, coed, 120 residents, intensive study, named for the sailing ship that brought many of the early pioneers to the Oregon country. Renovated, 1985.
24. **Collins Legal Center** 1967, College of Law, Center for Dispute Resolution, named in honor of alumnus, lumberman, and former Trustee chairman Truman Wesley Collins.
25. **Seeley G. Mudd Building** 1975, Atkinson Graduate School of Management.
26. **York House** 1959, named in honor of Emily J. York, Willamette's first graduate in 1859. Coed, 24 residents.
27. **Lee House** 1959, coed graduate housing for 24, named in honor of Lucy Anna Lee, only daughter of founder Jason Lee.
28. **Putnam University Center** 1970, student government, bookstore, lounge, snack bar, conference rooms, Willamette Bistro, offices of Admission, and Financial Aid. Named in honor of Oregon journalist George Putnam.
29. **Lestle J. Sparks Physical Education and Recreation Center** 1974, containing the Edwin E. and June Woldt Cone Field House, Chester Henkle Gymnasium, natatorium, handball and racquetball courts, and other exercise and recreation facilities, named in honor of professor of physical education and coach associated with Willamette 1916-1979.
30. **Willamette International Studies House (WISH)** 1965, coed, 37 residents.
31. **Alpha Chi Omega** national sorority 1967 (chapter founded in 1944), 48 women.
32. **Delta Gamma** national sorority 1967 (chapter founded in 1945), 48 women.
33. **Pi Beta Phi** national sorority 1963 (chapter founded in 1944), 47 women.
34. **Shepard House** 1963, coed, 46 residents, named in honor of the first teacher in the Oregon Mission.
35. **The Mark O. Hatfield Library** 1986, dedicated in honor of Oregon's senior senator, a Willamette alumnus, teacher, administrator, and life trustee.

Off Campus

McCulloch (1950) and Keene (1989) Stadiums, a 10-acre athletic complex in Bush's Pasture Park, a gift of former Trustee chairman Charles E. McCulloch. All-weather track, John R. Lewis Baseball Field. Two blocks south of campus

Bishop House acquired 1954, President's home, named in honor of C.P. and Fannie K. Bishop, house and endowment fund were a gift of the Roy T. Bishop family, located at 325 Lincoln St. S, Salem.

Thetford Lodge 1963, mountain retreat sleeping 16 on Little North Fork of the Santiam River, gift of former Oregon Governor, ambassador, cabinet member, journalist, and trustee Charles Sprague.

Haseldorf Apartments purchased by the University in 1986, coed residence, located at 173 Cottage St. SE, Salem. One block west of campus.



Calendar

Fall Semester, 1990

August 25 Residence Halls open for new students. Orientation begins.

August 28 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 3 Labor Day.

September 11 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 28 Last day to drop first half semester courses.

October 18 End of first half semester courses.

October 19 Mid Semester Day — NO CLASSES

October 22 Beginning of second half semester courses.

November 2 Last day to drop full semester courses. Last day to add second half semester courses. Last day to drop second half semester courses without a W appearing on the transcript. Last day to designate second half semester courses Credit/No Credit.

November 15 Academic Advising for Spring Semester begins.

November 21 Thanksgiving Vacation begins.

November 26 Thanksgiving Vacation ends. Last day to drop second half semester courses.

December 1 Advance Class Selection for Spring Semester.

December 7 Classes End.

December 8-9 Study Days.

December 10 Semester Final Examinations begin.

December 12 Study Day.

December 15 Semester Final Examinations end. Christmas Vacation begins.

Spring Semester, 1991

January 14 Registration for new students and for returning students who did not complete Advance Class Selection.

January 15 Classes begin.

January 28 Last day to add first half and full semester courses. Last day to drop first half and full semester courses without a W appearing on the transcript. Last day to designate first half and full semester courses Credit/No Credit.

February 1 One hundred forty-ninth anniversary of the founding of the University.

February 15 Last day to drop first half semester courses.

March 4 End of first half semester courses.

March 5 Beginning of second half semester courses.

March 15 Spring Vacation begins.

March 25 Spring Vacation ends. 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 29 Last day to drop full semester courses.

April 8 Academic Advising for Fall Semester begins.

April 12 Last day to drop second half semester courses.

April 20 Advance Class Selection for Fall Semester.

April 30 Classes End.

May 1-2 Study Days.

May 3 Semester Final Examinations begin.

May 5 Study Day.

May 8 Semester Final Examinations end.

May 12 Baccalaureate and Commencement — All Colleges.

Calendar

Fall Semester, 1991

August 31 Residence Halls open for new students. Orientation begins.

September 2 Labor Day

September 3 Registration for returning students who did not complete Advance Class Selection, from 8:00 A.M. — Noon.
CLASSES BEGIN AT 8:00 A.M.

September 16 Last day to add first half and full semester courses. Last day to drop first half and full semester courses without a W appearing on the transcript. Last day to designate first half and full semester courses Credit/No Credit.

October 4 Last day to drop first half semester courses.

October 21 Mid Semester Day — NO CLASSES

October 23 End of first half semester courses.

October 24 Beginning of second half semester courses.

November 6 Last day to add second half semester courses. Last day to drop second half semester courses without a W appearing on the transcript. Last day to designate second half semester courses Credit/No Credit.

November 8 Last day to drop full semester courses. 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 21 Academic Advising for Spring Semester begins.

November 22 Last day to drop second half semester courses.

November 27 Thanksgiving Vacation begins.

December 2 Thanksgiving Vacation ends.

December 7 Advance Class Selection for Spring Semester.

December 13 Classes End.

December 14-15 Study Days.

December 16 Semester Final Examinations begin.

December 18 Study Day.

December 21 Semester Final Examinations end. Christmas Vacation begins.

Spring Semester, 1992

January 20 Registration for new students and for returning students who did not complete Advance Class Selection.

January 21 Classes begin.

February 1 One hundred fiftieth anniversary of the founding of the University.

February 3 Last day to add first half and full semester courses. Last day to drop first half and full semester courses without a W appearing on the transcript. Last day to designate first half and full semester courses Credit/No Credit.

February 21 Last day to drop first half semester courses.

March 10 End of first half semester courses.

March 11 Beginning of second half semester courses.

March 20 Spring Vacation begins at 5:00 P.M.

March 30 Spring Vacation ends.

March 31 Last day to add second half semester courses. Last day to drop second half semester courses without a W appearing on the transcript. Last day to designate second half semester courses Credit/No Credit.

April 3 Last day to drop full semester courses.

April 13 Academic Advising for Fall Semester begins.

April 17 Last day to drop second half semester courses.

April 25 Advance Class Selection for Fall Semester.

May 5 Classes End.

May 6-7 Study Days.

May 8 Semester Final Examinations begin.

May 10 Study Day.

May 13 Semester Final Examinations end.

May 17 Baccalaureate and Commencement — All Colleges.

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