WILL
LD
6051
.W34
2005-07









WILLAMETTE

THE FIRST UNIVERSITY IN THE WEST

College of Liberal Arts Catalog

2005-2007

WILLAMETTE UNIVERSITY

College of Liberal Arts Catalog

2005-2007

Willamette is the first university in the West, established in Salem, Oregon in 1842.

LD
6051
.W34
2005-07

WILLAMETTE UNIVERSITY seeks to be a diverse community and to provide equal opportunity in its educational programs and activities, and in employment. In keeping with the letter and the spirit of federal and state laws, the institution does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, marital status, sexual orientation or veteran status. Questions regarding the University's equal opportunity policies and practices may be directed to the Vice President & Executive Assistant to the President, Willamette University, Salem, Oregon 97301.

Willamette University complies with the Student-Right-to-Know and Campus Security Act, the Equity in Athletics Disclosure Act (EADA), the Family Educational Rights and Privacy Act (FERPA), and the Americans with Disabilities Act (ADA). For more information, please contact the Office of Institutional Research for information on graduation and retention rates; Campus Security for campus security statistics; the Department of Athletics for EADA information; the Registrar concerning FERPA and the Vice President & Executive Assistant to the President concerning ADA compliance.

The security of all members of the campus community is a vital concern to Willamette University. Information regarding crime prevention advice, the law enforcement authority of the Office of Campus Safety, policies concerning the reporting of crimes which occur on campus, and the crime statistics for the most recent three-year period may be viewed on Willamette University's web site at www.willamette.edu/dept/campuslife/policies, or a paper copy can be requested from Willamette University, Office of Campus Life, 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 years the current catalog will be in use, there will no doubt be changes in curriculum, faculty, and other important areas. Information about such changes will be disseminated to the public as appropriate. However, all provisions herein contained are subject to change without notice and do not constitute a contract or offer to contract with any person.

Visitors are welcome to the campus. The undergraduate Office of Admission is open Monday through Friday, 8 a.m.-5 p.m. during the academic year and 8 a.m. -4:30 p.m. during the summer. 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: 503-375-5383. Fax: 503-370-6148. World Wide Web site: www.willamette.edu.

CONTENTS

A Message from the President 6
Introduction 7

SECTION I: ACADEMIC OVERVIEW

College of Liberal Arts 10
- Accreditation 10
- Mission and Goals 10
- Community 11
- Graduation Requirements 13
- General Education 17
- General Education Clusters 33

Programs of Special Interest 36
- Humanities Senior Seminar 36
- Institute for Continued Learning 36
- Interdisciplinary First-Year Program 36
- Lilly Project 37
- Public Policy Research Center 37
- Combined Degree Programs 38
- Study Abroad 40
- Internships 44
- Carson Undergraduate Research Grants 45
- Science Collaborative Research Program 47
- Webber Scholarships/Science Outreach Program 48

Career/Graduate/Professional Opportunities 48
- Atkinson Graduate School of Management 48
- Center for Dispute Resolution 50
- College of Law 50
- School of Education 51
- Center for Excellence in Teaching 51
- Student Academic Grants and Awards 52
- Presidential Scholarships 52
- Healthcare 54
- Other Career/Graduate/Professional Programs and Opportunities ..55

SECTION II: ACADEMIC DISCIPLINES

American Ethnic Studies 60
American Studies Program 64
Anthropology 65
Art and Art History 73
Asian Studies 88

Biology 90
Chemistry 101
Chinese and Japanese 108
Classical Studies 115
Comparative Literature and the History of Ideas 122
Computer Science 124
Economics 130
Education 136
English 150
Environmental and Earth Sciences 160
Exercise Science 166
Foreign Languages 172
French and Italian 172
German and Russian 178
History 184
Humanities 196
Interdisciplinary Studies 198
International Studies 206
Latin American Studies 211
Mathematics 215
Music 220
Philosophy 242
Physics 247
Politics 251
Psychology 263
Religious Studies 272
Rhetoric and Media Studies 283
Science Studies 290
Sociology 294
Spanish 301
Theatre 308
Women's and Gender Studies 319

SECTION III: CAMPUS RESOURCES

Campus Life 326
- Athletics 326
- Bishop Wellness Center, Counseling Services 327
- Bishop Wellness Center, Disability Services 327
- Bishop Wellness Center, Health Services 327
- Bishop Wellness Center, Insurance 327
- Campus Recreation 328
- Campus Safety 328
- Career Services 329

Community Service Learning 329
Greek Organizations 330
Multicultural Student Affairs 330
Religious Life 331
Residence Services 331
Student Activities 332
Alumni Association 333
Standards of Conduct 333
Academic Policies and Procedures 334
Academic Support Services 346
The Mark O. Hatfield Library 346
University Registrar 347
Institutional Research and Planning Support 347
Willamette Integrated Technology Services 348
Admission 349
Deadlines 350
Home-Schooled Students 352
Transfer Credit/Advanced Standing 353
International Applicants 355
Early Admission 355
Special, Non-Degree and Part-Time Students 355
General Education Diploma (G.E.D.) 356
Readmission 356
Tuition and Fees 356
2005-06 Fees 356
Room and Meal Plan Rates 357
Payment 358
Tuition and Payment Options 359
Withdrawals 359
Financial Aid 361
Determining Financial Need 361
Application Procedures 361
Need-Based Financial Aid Awards 362
Merit-Based Scholarships 362
Renewal 363
Sources of Financial Aid 364

SECTION IV: CAMPUS INFORMATION

Faculty and Administration 376
Board of Trustees 407
Campus Map 409
Calendar 410
Index 414



The core of Willamette University is academic excellence and the importance that we place on the engagement of students in the learning process.

Willamette University is student-centered. Our mission is to awaken the minds and hearts of young people to the many and varied joys found in the cultivation of the intellect. Our students live and learn in an environment of intellectual rigor. Learning is our business; education our outcome.

An academically gifted student body invigorates campus life with intellectual liveliness. Students achieve high standards in written assignments, laboratory activities and other academic requirements. And just as they are challenged in their classroom experiences, they, in turn, stimulate and encourage even greater teaching excellence of our faculty.

Willamette University's commitment to the value of ideas, the transforming power of language, intellectual honesty and personal responsibility are key to establishing the fundamental shape of our commitment to society, of which we are an essential part. Thus, Willamette also has as one of its most cherished and difficult educational objectives - to educate for civic responsibility. As a university, we thrive because we have never lost sight of that belief - never lost sight of educating for social engagement. It conveys a philosophy of a democratic society in which citizenship, social responsibility and community are aligned with each other.

A liberal arts education at Willamette University prepares our students well for a life of meaning and hope. Willamette is a place where students can grow, confident in their capacity to think plainly, to write with grace and wit, to speak persuasively and to co-join intellectual fortitude with moral courage.

In today's world, few things are more important than the cultivation of educated young men and women, clear-headed, tempered by historical perspective, disciplined by the hard truth of science, imbued with personal integrity and with hearts warmed to the transforming power of virtue and beauty.

The goal of Willamette University is to make you that kind of person.

M. Lee Pelton
President, Willamette University

INTRODUCTION

THIS CATALOG

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

WILLAMETTE UNIVERSITY

Willamette University, the first university in the West, consists of the College of Liberal Arts, the College of Law, the George H. Atkinson Graduate School of Management, and the School of Education. Cooperative programs enable all students to benefit from the quality curriculum available throughout the University.

Willamette has long been known for its intellectual vitality, its cohesive campus community, its concern for each student, and its ability to balance a rigorous academic program with varied and successful extracurricular opportunities. In short, Willamette prepares students for successful professional and personal lives.

Willamette faculty members are essential to this preparation. Bringing degrees from many institutions in other states and countries, faculty contribute a wide range of views and experiences to campus. With a student-faculty ratio of 11:1, all faculty are able to serve as advisors and maintain ample office hours. (Opportunities abound for students to interact both formally and informally with faculty outside the classroom as well.) Faculty members are engaged in scholarly research and publication and are given institutional support to pursue these objectives. However, the faculty is fundamentally committed to teaching.

The College of Liberal Arts is selective and seeks serious and talented students. The average first-year student in 2005 had a solid subject g.p.a. of 3.75 and a 1240 SAT I score. Approximately 500 new students enrolled from a group of slightly more than 3,000 applicants. About 83 percent of students receive financial aid or scholarships. Both need- and merit-based scholarships are provided. A number of honor societies, including Phi Beta Kappa, support the continuing achievements of students. Although many Willamette students seek employment immediately after graduation, the majority go on to graduate or professional school within one to five years. Undergraduate enrollment in the fall of 2004 was 1977; total University enrollment was 2663.

Willamette has a reputation for financial as well as academic stability. Its endow-

ment is consistently listed among the largest of any college or university in the Northwest and compares favorably on a national basis. In addition to endowment income and tuition, it depends upon support through gifts and trusts.

The campus has 42 buildings on 61 acres. During the past decade, over $50 million have been invested in campus facilities. Renovations and additional buildings have enhanced every academic department on campus. Residence halls, administrative offices, and recreational facilities have also been renovated or refurbished. Recent projects include the $5.5 million Hallie Ford Museum of Art, the $8 million Mary Stuart Rogers Music Center, and the $2.7 million Montag Student Center. Currently, work is beginning on the $14 million Kaneko Residential Commons project.

Adjacent to the campus and connected by a skybridge is Tokyo International University of America, the American campus of Willamette's Japanese sister university. TIUA offers classes in English and American studies to visiting students from Japan. Through a resident exchange program, Willamette and TIUA students have opportunities to be paired as roommates on both campuses. The close relationship offers a wealth of intercultural activities and opportunities for students of both institutions.

Willamette benefits from its location across the street from the Oregon Capitol and near other federal, state, county, and city offices. In particular, this proximity provides students with exceptional internship opportunities. A large number of students also participate in the Community Outreach Program through widely varied volunteer service projects in Salem and the region.

Salem, the state capital, is Oregon's third largest city, with a population of 142,940. Just an hour's drive south of Portland, the state's largest city, the Salem community offers a range of restaurants, theaters and other cultural opportunities augmenting University activities all within easy walking distance of the campus. The Willamette River winds through Salem's historic downtown district and flows northward through the wine country and agricultural lands of the surrounding area. With the Coast Range and the majestic Oregon coastline to the west, the Cascade Mountains and alpine lakes to the east, many nearby streams and rivers, Portland, the Columbia Gorge and Mt. Hood to the north, Salem offers a variety of entertainment and recreational opportunities to suit just about any lifestyle.

The cultural attractions and diversity of Portland, Oregon's largest city, are within 45 miles. The ski slopes of Mt. Hood and Mt. Bachelor are two to three hours away, while Oregon's beautiful, rugged coast is within an hour's drive. Across the Cascade Range lies the high desert land of eastern Oregon with its large cattle ranches and rich farmland, as well as white-water rivers and outstanding recreational opportunities.

SECTION I

Academic Overview

COLLEGE OF LIBERAL ARTS

ACCREDITATION

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

The music program is accredited by the National Association of Schools of Music, and the University holds institutional membership in that organization. The Department of Chemistry is on the approved list of the American Chemical Society. In the School of Education the Master of Arts in Teaching (MAT) Program is approved by the Oregon Teacher Standards and Practices Commission to offer programs for Initial Teaching licensure in early childhood, elementary, middle, and secondary education. The Center for Excellence in Teaching (CET) is authorized to recommend students for ESOL (English Speakers of Other Languages) and Reading endorsements. CET is approved to offer programs for Continuing Teaching licensure and Initial and Continuing Administrative licensure.

The College of Law is accredited by the American Bar Association and the Association of American Law Schools. The Atkinson Graduate School of Management's full-time MBA program is accredited by both the Association to Advance Collegiate Schools of Business (AACSB International) and the National Association of Schools of Public Affairs and Administration (NASPAA). It is one of only two MBA programs in the world to achieve both accreditations.

MISSION AND GOALS OF THE COLLEGE OF LIBERAL ARTS

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

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

First, the College of Liberal Arts seeks to strengthen students' intellectual powers. These include the ability to think, to speak, and to write with precision, depth, and cogency, as well as the capacity to perceive and expose fallacious reasoning. Moreover, since intellectual powers need sustenance over time, Willamette works to foster lifelong habits of independent learning.

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

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

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

- cherishes the dignity and worth of all individuals, and strives to reflect the diversity of our world;
- encourages close relationships among faculty, students, and staff to enhance learning and foster community;
- provides a lively and challenging education in a small university setting where teaching and learning are strengthened by ongoing scholarship and research;
- embraces a commitment to service and leadership in our various communities and professions;
- honors its historic roots in The United Methodist Church and values the ethical and spiritual dimension of education;
- believes that education is a lifelong process of discovery, delight, and growth, the hallmark of a humane life.

THE WILLAMETTE UNIVERSITY COMMUNITY

The chief purpose of Willamette University is the establishment of a community in which learning and teaching will flourish. Its invigorating atmosphere for learning 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 undergraduate College of Liberal Arts offers the Bachelor of Arts degree, requiring study in a foreign language, in quantitative analysis, and in several modes of inquiry. Professional degrees in music are also offered. At the graduate level, Willamette's well-known College of Law is the first in the Northwest. The George H. Atkinson Graduate School of Management was founded in 1973 to provide professional training for careers in business, government, and the not-for-profit sector. The School of Education offers a Master of Arts in Teaching program with rigorous teacher training for liberal arts graduates, preparatory to teacher certification in Oregon and many other states.

Willamette also provides students with the opportunity to combine their rigorous undergraduate studies with graduate professional training in management. The Bachelor of Arts/Master of Business Administration for Business, Government, and Not-for-Profit Management (B.A./M.B.A.) program in management combines undergraduate and graduate education at Willamette. B.A./M.B.A. students complete the Bachelor of Arts degree and Master of Business Administration for Business, Government, and Not-for-Profit Management degree in five years by combining graduate and undergraduate education in their fourth year of study.

The essence of Willamette University's academic commitment to each undergraduate 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 in field research, career-related internships, and study abroad. Willamette strives overall to educate the whole person, including the moral, intellectual, creative, and social dimensions, and to instill a lifelong dedication to rational inquiry and human excellence.

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

GRADUATION REQUIREMENTS

The College of Liberal Arts offers the baccalaureate degrees Bachelor of Arts and Bachelor of Music. To earn a degree, a candidate must successfully complete the General Education Program, specific degree, and major program requirements.

All candidates for graduation with the Baccalaureate Degree must:

1. Satisfactorily complete 31 credits, of which no more than 2 may be earned in internships. At least 15 of these credits must be earned in residence. The final year of study shall be spent in residence or in Willamette-approved off-campus study programs. (Note: One Willamette credit is equal to 4 semester hours or 6 quarter/term hours).

2. Apply no more than 10 credits in a single department and no more than 14 credits in any major program toward the minimum of 31 credits required for graduation. Internship credits are exempted from this limitation.

3. Satisfactorily complete the General Education Program which includes:

- First-Year Seminar
- Four writing-centered courses (including First-Year Seminar)
- Two Quantitative and Analytical Reasoning courses
- Study in a language other than English

In addition, students will complete work in each of six broadly defined modes of inquiry that encompass crucial elements of a general education:

- Understanding the Natural World
- Creating in the Arts
- Analyzing Arguments, Reasons and Values
- Thinking Historically
- Interpreting Texts
- Understanding Society

Please see the following section, General Education at Willamette, for a more complete description of these individual requirements.

4. Satisfactorily complete an approved major program, including the Senior Year Experience. The following majors leading to the degree Bachelor of Arts have been approved by the faculty:

American Studies
Anthropology
Art History
Biology
Chemistry
Classical Studies
Comparative Literature and the History of Ideas
Computer Science
Economics
English
Environmental Science

Exercise Science
French
German
History
Humanities
International Studies
Japanese Studies
Latin American Studies
Mathematics
Music
Philosophy
Physics
Politics
Psychology
Religious Studies
Rhetoric and Media Studies
Science Studies
Sociology
Spanish
Studio Art
Theatre
Women's and Gender Studies

A student may devise a special major program to meet individual needs or objectives not served by the above listed major programs. Such a program must: (a) satisfy the criteria for approved major programs; (b) be endorsed by a special committee of three faculty members, from at least two departments, who are familiar with Willamette's academic programs and goals; (c) be submitted for approval by the Academic Council no later than the end of the sophomore year, or in the case of a student transferring more than 12 credits to Willamette University, by the end of the first semester in residence.

In addition to completing one or more approved major programs, a student may declare a minor in one of the following disciplines which have been approved by the faculty:

American Ethnic Studies
Anthropology
Art History
Asian Studies
Biology
Chemistry
Chinese Studies
Classical Studies
Computer Science
Economics
English
Environmental Science
Film Studies
French
Geography
German
History
Japanese
Latin American Studies
Mathematics
Music
Philosophy
Physics
Politics
Psychology
Religious Studies
Rhetoric and Media Studies
Russian
Sociology
Spanish
Studio Art
Theatre
Women's and Gender Studies

5. Achieve a cumulative grade point average of at least 2.00 (C), and a grade point average in the major of at least 2.00 (C). Courses presented toward fulfillment of the General Education Program must be completed with a grade of C- or higher.

BACHELOR OF MUSIC

Candidates for the Bachelor of Music should see the Music Department section for additional requirements specific to that degree. The foreign language requirement differs for the Bachelor of Music.

DOUBLE DEGREES POLICY

Willamette offers no formal program enabling a student to earn degrees concurrently. However, it is possible to carry out a double major in two fields simultaneously. Also, in special cases, a student may petition for permission to earn two degrees, one in music (B.M.) and one in another field (B.A.). In this case the following guidelines will be relevant:

a. Petitions must be submitted prior to the end of the second semester of the sophomore year.
b. Petitions must contain 1) a complete program proposal, including the student's objectives in pursuing the double-degree program, 2) a full statement of completed and proposed courses, and 3) the intended date of graduation.
c. A minimum of forty (40) credits must be earned.
d. Within the minimum forty (40) credits, a maximum of twenty (20) may be earned in courses having a prefix of Music.
e. Approval of both academic advisors, the Associate Dean of the College of Liberal Arts, and the Chairs of both the Department of Music and the Academic Status Committee is required.
f. All University graduation requirements, including requirements for each degree and major, must be met.

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

Because most entering freshmen do not yet know what their major will be, the student and the advisor will usually plan a program for the first two years that supports progress in the General Education Program and introduces the student to the broad liberal arts spectrum. This program will prepare students for concentration in 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 take responsibility for the general advising of students who have not yet declared a major.

In declaring a major—required before a student reaches junior standing—students choose an advisor in the major field and together with that advisor plan the remaining semesters to meet major requirements and to complete complementary elective and general education study. This balance between a broad educational experience and a more specialized major provides Willamette graduates with a solid liberal arts background, which constitutes excellent preparation for both graduate or professional schools and the world of work.

Students seeking the Bachelor of Music degree are strongly advised upon entrance to make immediate contact with the Music Department in order to enter a more intensive advising process. Any student interested in a combined degree program (see Section I, Programs of Special Interest) should also contact the specific program advisor as soon as possible.

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

Personal advising and career counseling are also available to the student through the Office of Career Services.

GENERAL EDUCATION AT WILLAMETTE

According to our Mission Statement, the curriculum of the College of Liberal Arts and its extracurricular activities are intended to help students achieve three basic goals: (1) to acquire by means of scholarship a rich knowledge of facts and concepts; (2) to enhance one's capacity for tolerance, for responsibility toward the natural world, and for judgment in ethics and the arts; and (3) to develop intellectual curiosity and lifelong habits of independent learning.

The intellectual atmosphere at Willamette University, including classroom and extracurricular activities, fosters all three goals and encourages a sense of community that nourishes intellectual inquiry, multicultural awareness, environmental responsibility, and moral sensibility.

Major requirements ensure depth as well as breadth of study. Sustained inquiry in a major allows students to learn material in greater depth and detail than is possible in introductory courses, and to achieve competence in specific research methodologies and in oral and written communication skills.

To complement the depth of study in the major, the General Education Program is designed to develop students' ability to apply overlapping forms of scholarship and investigation in responding to the world around them, solving problems, and establishing the habits of mind and intellectual framework necessary for a lifetime of learning.

1. The First-Year Seminar

The first-year seminar is a one-semester course required of all entering first-year students. The seminar provides a challenging and engaging introduction to the liberal arts curriculum by focusing on close reading, writing, discussion, and critical thinking.

Seminars are small, averaging 16 students, and are taught by faculty from across the curriculum. These faculty also make advising an integral part of the first-year seminar, guiding students in selecting their academic curriculum.

In academic year 2005-2006, the first-year seminar will be IDS 123 World Views: The Making of the Modern World (see course description under Interdisciplinary Studies). This seminar works with a common syllabus around the theme of War and Its Alternatives; students will explore the origins and causes of wars and their ethical and social consequences.

In Fall of 2006 students will be able to select from a wide variety of topical seminars for the first-year experience. Ranging from the music of Beethoven to the

intricacies of cosmology, these seminars are content-based courses focused on an academic subject developed by the faculty member in order to engage first-year students while introducing them to academic behaviors, norms, and expectations at Willamette. Some seminars will be part of clusters around a general theme; others will be independent. All seminars strive to enhance the student's powers of inquiry and to provide a unique and engaging invitation to campus intellectual life.

2. Three Writing-centered courses
All entering students become part of the writing culture at Willamette through a series of writing-centered courses taken throughout their college careers. The program, which was initiated in 1995–96, has two central goals: the use of writing to develop understanding of course content across the disciplines, and the progressive development of fluency in writing for a variety of audiences, both general and disciplinary.

The Writing Center, housed in Matthews Hall, supports the program by providing opportunities for students at all levels to confer individually with faculty and peer consultants about their writing.

For single majors, additional courses will include a writing-centered credit in the major, a writing-centered credit outside the major, and a writing-centered credit in any field (inside or outside the major). At least one of these credits must be an upper-division course at the 300 or 400 level. For double majors, additional courses will include a writing-centered credit in the first major, a writing-centered credit in the second major, and a writing-centered credit in any field (inside or outside the major). At least one of these credits must be an upper-division course at the 300 or 400 level.

Most transfer students will be required to take three writing-centered courses, as described above, provided the student has taken the equivalent of one credit of a course similar to our writing-centered course offerings. A transfer student who has had no equivalent course will be required to take four writing-centered courses.

Students transferring in as juniors may request transfer credit for a writing-centered course by submitting a petition. This option will be extended to junior transfers during the admission process. Petition forms are available in the Registrar's Office. The deadline for exercising this option will be the end of their first semester at Willamette. Junior transfer students whose petitions are granted will be required to take two writing-centered courses, one in their major and one upper-division course outside of their major.

Writing-centered courses to be offered each semester will be designated by a W in the Schedule of Classes, and students must pass four of these with a grade of C- or higher in order to complete the Writing Program. The following courses are currently approved by the faculty to meet writing program requirements:

AMST 250 (W) American Cultural Perspectives
AMST 496 (W) Senior Seminar
ANTH 356 (W) Language and Culture
ANTH 361 (W) Ethnographic Methods
ANTH 499 (W) Senior Seminar in Anthropology
ARTH 259 (W; TH) Western Medieval Art and Architecture
ARTH 344 (W) American Art and Culture
ARTH 349 (W; 4th Sem Lang) History of Ancient Greek Painting
ARTH 496 (W) Senior Seminar in Art History
ARTS 440 (W) Writing for Artists
ASIA 499 (W) Senior Seminar
BIOL 210 (W; NW) Biodiversity: Discovering Life
BIOL 221 (W; NW) Microbes and Infectious Diseases
BIOL 350 (W) Molecular Genetics
BIOL 351 (W) Animal Physiology
BIOL 352 (W) Plant Systematics and Evolution
BIOL 353 (W) Behavioral Ecology
BIOL 354 (W) Advanced Microbiology
BIOL 356 (W) Plant Molecular Biology
BIOL 358 (W) Developmental Biology
CHEM 495 (W) Senior Research Projects I
CHEM 496 (W) Senior Research Projects II
CHNSE 490, 491 (W) Reading and Conference
CHNSE 499 (W) Senior Seminar
CLAS 244 (W) The Greek and Roman Stage
CLAS 496 (W) Senior Seminar in Classics
CLHI 497 (W) Humanities Senior Seminar
CS 496 (W) Senior Seminar in Computer Science
ECON 444 (W) Urban Economics
ECON 470 (W) Advanced Topics
ECON 496 (W) Senior Research Seminar
EDUC 305 (W) Introduction to Teaching
EDUC 335 (W) The School, Teacher and Student
ENGL 134 (W) Writing Across Cultures
ENGL 135 (W; CA) Creative Writing
ENGL 137 (W) Writing Workshop

ENGL 202 (W; IT) Literary Study
ENGL 220 (W) Prose Style
ENGL 242 (W) The Essay
ENGL 254 (W) Literature of American West
ENGL 255 (W) Literature of the American South
ENGL 256 (W) Literature of the American Northwest
ENGL 302 (W) History of the English Language
ENGL 329 (W) Creative Nonfiction
ENGL 355 (W) Feminist Criticism
ENVR 327 (W) Water Resources
ENVR 496 (W) Senior Seminar in Environmental Science
EXSCI 356 (W) Research Design in Exercise Science
FREN 332 (W) Advanced French Composition and Discussion
FREN 492 (W) Research and Discussion of Selected Topics in Literature
GERM 331 (W) German Composition and Discussion
HIST 301 (W) Themes in American Social History
HIST 323 (W) Advanced Topics in the History of Science, Technology, and Medicine
HIST 390 (W) Germany from Bismarck to Hitler
HIST 440 (W; TH) History of Modern Socialism
HIST 442 (W) The Holocaust
HIST 444 (W) Seminar in Historiography and Philosophy of History
HIST 453 (W) Social History Practicum: Local History
HIST 499 (W) Senior Tutorial
HUM 497 (W) Humanities Senior Seminar
IDS 135 (W; CA) Interdisciplinary Performance Workshop
IDS 203 (W) Intercultural Study within Cultural Immersion
IDS 260 (W; NW) Women Naturalists of the Western Americas
IDS 325 (W) Field Studies in Hawaii
IDS 327 (W; AR) The American Story and the Legacy of Vietnam
IDS 330 (W) Science Studies
IDS 336 (W) Field Studies in Ecuador
IDS 351 (W) Culture of Ancient Greece
IDS 423 (W) Literature of Natural Science
INTST 499 (W) Seminar in International Studies
JAPN 201 (W) Modern Japanese Society and Culture
JAPN 314 (W; IT; 4th Sem Lang Req) Japanese Literature in Translation
JAPN 499 (W) Senior Seminar
LAS 497 (W) Senior Thesis in Latin American Studies
MATH 251 (W) Foundations of Advanced Mathematics
MUSC 118 (W) Mozart: His Life, Times and Music

MUSC 241 (W; TH) Music History I
MUSC 331 (W) Style Analysis
PHIL 235 (W) Philosophical Ethics
PHIL 330 (W) Social and Political Philosophy
PHIL 360 (W) Philosophy of the Mind
PHIL 370 (W) Philosophy of Language
PHIL 492 (W) Philosophy Senior Seminar: Writing Philosophy
PHYS 223 (W) Modern Physics
PHYS 396 (W) Advanced Techniques in Experimental Physics
POLI 117 (W) Colloquium: Resistance and Empowerment, Politics of the Other
POLI 118 (W; AR) Colloquium: Privacy
POLI 124 (W; AR) Colloquium: Patriotism
POLI 213 (W; IT) Writing Political Philosophy: Individuality and Community
POLI 304 (W; AR) Politics of Environmental Ethics
POLI 311 (W; IT) Writing Political Humor
POLI 326 (W) Globalization and Equity
POLI 351 (W) Women in American Politics
POLI 370 (W) Europe and the International System
POLI 378 (W) Nations and the International System
POLI 480 (W) Senior Thesis
PSYC 252 (W; QA) Research Methods and Analysis
PSYC 371 (W) Topics in Psychology
PSYC 431 (W) Topical Seminar in Psychology
PSYC 440 (W) Techniques of Counseling
REL 237 (W; 4th Sem Lang) Introduction to Syro-Palestinian Archaeology
REL 335 (W) The Legacy of Paul
REL 385 (W) Theory and Method in Religious Studies
REL 444 (W) Kant, Critique of the Power of Judgment
REL 496 (W) Directed Senior Thesis
REL 498 (W) Heidegger and Theology: Being and Time
RHET 210 (W; AR; IT) Media and the Environment
RHET 261 (W) Rhetorical Criticism
RHET 333 (W) Political Communication
RHET 362 (W) Media Framing
RHET 372 (W) Metaphor and Communication
RHET 496 (W) Seminar in Rhetoric and Media Studies
RUSS 233 (W; TH) Russian Culture: Russian Ways and Views of Russians
RUSS 320 (W; IT; 4th Sem Lang Req) Introduction to Russian Literature in Translation
RUSS 490 (W) Reading and Conference
SOC 121 (W) Gender Roles in Society

SOC 132 (W) Sport and Society
SOC 141 (W; US) Chicago Society
SOC 303 (W) Sociological Theory
SOC 435 (W) Group Dynamics and Organizational Culture
SOC 495 (W) Internship in Sociology
SOC 497 (W) Senior Thesis
SPAN 331 (W) Spanish Composition and Discussion
SPAN 497 (W) Research and Discussion of Selected Topics in Literature
THTR 217 (W) History of Theater I - Origins of Performance
THTR 219 (W) History of Theater II - Performance from Restoration through Modernism
THTR 318 (W) Performance in the 20th Century
WGS 351 (W) Women in American Politics
WGS 353 (W) Feminist Theory

3. Two Quantitative and Analytical Reasoning Courses
Quantitative reasoning is a versatile and powerful way to understand the world. Graduates of Willamette University should be conversant with mathematics and quantitative reasoning, and should learn to apply quantitative reasoning to understand and solve everyday problems. Formal reasoning and logic are central to decision-making in an uncertain world and are essential to a liberal arts education.

To satisfy the Quantitative and Analytical Reasoning requirement, students will be required to receive credit for two courses. At least one of these credits must be designated by an asterisk (*) in the following list. Courses with the asterisk (*) designation are designed to expand students' quantitative boundaries and provide them with the skills necessary to interpret and apply mathematics.

The other courses designated to fulfill this requirement are those in which quantitative reasoning and/or mathematical analysis are at the core of understanding the context of the course. These courses may be disciplinary-based applications of quantitative methodology, like physics or computer science, or may be mathematics and statistics courses. Whether applied or theoretical, the key characteristic of these courses is that the concepts in them cannot be grasped without an understanding of quantitative methods.

The following courses are currently approved by the faculty to meet the Quantitative and Analytical Reasoning requirement (minimum grade of C- required):

CHEM 116 (QA) Introductory Chemistry II
CS 130 (QA) Computing Concepts and Problem Solving

CS 231 (QA*) Introduction to Programming
CS 241 (QA) Introduction to Computer Science: Data Structures
ECON 230 (QA*) Economic Statistics
ECON 452 (QA) Introduction to Econometrics and Forecasting
ERTH 333 (QA) Geographic Information Systems
MATH 130 (QA*) Contemporary Mathematics
MATH 138 (QA*) Statistics
MATH 141 (QA*) Calculus I
MATH 142 (QA*) Calculus II
MATH 220 (QA) Mathematics for Elementary Teachers
MATH 249 (QA*) Multivariable Calculus
MATH 253 (QA) Linear Algebra
MATH 256 (QA) Differential Equations
MATH 263 (QA) Discrete Mathematics
MATH 325 (QA) Mathematics for Teachers
MATH 345 (QA) Complex Variables
MATH 349 (QA) Numerical Analysis
MATH 356 (QA) Number Theory
MATH 366 (QA) Applied Mathematics: Optimization
PHIL 140 (QA) Symbolic Logic
PHYS 221 (QA; NW) Introductory Physics I
PHYS 222 (QA; NW) Introductory Physics II
PSYC 252 (QA; W) Research Methods and Analysis I
PSYC 253 (QA*) Research Methods and Analysis II
PSYC 343 (QA; AR) Judgment and Decision Making
SOC 301 (QA*) Social Statistics

4. Study in a language other than English
There are three ways of satisfying the Language requirement:

a. Complete the fourth semester (L232) or higher of a foreign language course with a minimum grade of C-; or pass an examination demonstrating the equivalent of two years of college language study (e.g., achieve a minimum score of 4 on the AP exam; achieve a score of 5 or better on the higher level International Baccalaureate exam; pass an exam administered by one of the following departments: Classics, French and Italian, German and Russian, Japanese and Chinese, or Spanish); or present evidence of a primary language other than English to the Registrar's Office.

b. Complete the second semester (or higher) of a foreign language course (L132) with a minimum grade of C-, plus one additional semester of intensive study abroad in that language (the foreign study program must be approved and must fulfill Willamette's requirements).

c. Complete the third semester of a foreign language course (L231) with a minimum grade of C-, plus one semester of a course (possibly taught in English) that normally deals with the culture or literature of the language studied, or with linguistics. The following courses are currently approved by the faculty to meet the 4th semester language requirement:

French
FREN 241 (4th Sem Lang Req) French History through Film

German
PHIL 354 (4th Sem Lang Req) Nietzche and Philosophy
GERM 241 (4th Sem Lang Req; IT) Topics in German Culture (in translation)

Greek
ARTH 349 (4th Sem Lang Req; W) History of Ancient Greek Painting
ARTH 353 (4th Sem Lang Req) History of Greek Sculpture
CLAS 171 (4th Sem Lang Req; IT) Love and War, Gods and Heroes: Greek and Roman Epic Poetry
CLAS 244 (4th Sem Lang Req; IT; W) The Greek and Roman Stage
CLAS 247 (4th Sem Lang Req; IT) Women in Roman Literature and Life
CLAS 250 (4th Sem Lang Req; TH) Greeks, Romans and Barbarians [Crosslisted with HIST 250]
CLAS 351 (4th Sem Lang Req; US) Greek and Near Eastern Religion

Hebrew
REL 237 (4th Sem Lang Req; W) Introduction to Syro-Palestinian Archaeology
REL 340 (4th Sem Lang Req) Hebrew Torah/Pentateuch

Japanese
JAPN 314 (4th Sem Lang Req; IT; W) Japanese Literature in Translation

Latin
ARTH 270 (4th Sem Lang Req; TH) Roman Art and Architecture
CLAS 171 (4th Sem Lang Req; IT) Love and War, Gods and Heroes: Greek and Roman Epic Poetry
CLAS 244 (4th Sem Lang Req; IT; W) The Greek and Roman Stage
CLAS 247 (4th Sem Lang Req; IT) Women in Roman Literature and Life
CLAS 250 (4th Sem Lang Req; TH) Greeks, Romans and Barbarians [Crosslisted with HIST 250]

Russian
RUSS 233 (4th Sem Lang Req; TH; W) Russian Culture: Russian Ways and View of Russia
RUSS 320 (4th Sem Lang Req; IT; W) Russian Literature in Translation

Spanish
IDS 336 (4th Sem Lang Req; W) Field Studies in Ecuador
SPAN 260 (4th Sem Lang Req) Hispanic Literature in Translation

5. Modes of Inquiry Courses
Students are required to complete work (with a minimum grade of C-) in six broadly defined Modes of Inquiry; although these six experiences can be acquired in a variety of contexts, the Willamette faculty believes they can best be learned in general education courses that are explicitly designed for all students. The range of courses available allows students a great deal of choice and flexibility in constructing their general education program. Courses satisfying the Modes of Inquiry may be confined to a single discipline, or may be interdisciplinary in their approaches as well as content. These courses may be offered by individual faculty or by teams of faculty; they may stand alone or may serve as part of a cluster of courses dealing with a common theme. Modes of Inquiry courses may be designed and designated to satisfy one or possibly two of the six categories, but not more than two. Those designated for two categories must meet the full requirements and conditions of both Modes. Even though courses may be designated to satisfy two categories, each student must take at least five courses in satisfying the six requirements. In addition, students will not be allowed to satisfy more than two of the Modes with courses from any single department.

Following are brief descriptions of the six Modes of Inquiry. Please note that courses from a variety of disciplines will be designated to fulfill each Mode.

a. Understanding the Natural World (NW)
Courses satisfying this requirement apply the methodology of science to examine the natural world. These courses include a laboratory or field component in which students investigate natural phenomena. Students in these courses should:

- learn and apply the scientific method;
- recognize science as a creative enterprise;
- experience science as an investigative, inquiry-driven activity;
- acquire the skills to operate the instrumentation of laboratory and/or field;
- understand the power of theory, models, and prediction.

The following courses are currently approved by the faculty to meet the Understanding the Natural World requirement:

BIOL 110 (NW) Principles of Biology
BIOL 112 (NW) Human Heredity: Principles and Issues
BIOL 210 (NW; W) Biodiversity: Discovering Life
BIOL 221 (NW; W) Microbes and Infectious Diseases

CHEM 110 (NW) Chemical Concepts and Applications
CHEM 115 (NW) Introductory Chemistry I
ERTH 110 (NW) Physical Geology
ERTH 112 (NW) Physical Geography
IDS 140 (NW) Introduction to Cognitive Science
IDS 220 (NW; AR) The Body in Science and Society
IDS 222 (NW) Fundamentals of Neuroscience
IDS 260 (NW; W) Women Naturalists of the Western Americas
PHYS 210 (NW) Astronomy
PHYS 221 (QA; NW) Introductory Physics I
PHYS 222 (QA; NW) Introductory Physics II
PSYC 125 (NW) Human Responses to Stress
PSYC 130 (NW) Evolutionary Psychology

b. Creating in the Arts (CA)
Courses satisfying this requirement seek to provide an understanding of the creative process as a means of discovery, exploration, and self-expression. Students in these courses should:

- acquire basic experience in an artistic medium;
- develop an understanding and appreciation for process in creative expression;
- negotiate between conceptual ideas and spontaneous opportunity/discovery;
- discover expression;
- exhibit or present their work publicly, at least within the classroom.

The following courses are currently approved by the faculty to meet the Creating in the Arts requirement:

ARTS 112 (CA) Color and Composition
ARTS 113 (CA) Fundamentals of Design
ARTS 115 (CA) Picasso: An Introduction to Studio Arts
ARTS 116 (CA) Ways of Drawing
ARTS 117 (CA) Exploring Visual Art
ARTS 145 (CA) Creating with Clay
ARTS 214 (CA) Structural Design
ARTS 221 (CA) Architectural Design Principles: The Chicago School
ARTS 316 (CA) Video Art II
ARTS 346 (CA) Ceramic Vessel Construction
ARTS 347 (CA) Ceramic Sculpture
ARTS 349 (CA) Ceramic Surface Techniques
CS 140 (CA) Computer Graphics: The Art of Ray Tracing

CS 330 (CA) Computer Animation Production
ENGL 135 (CA; W) Creative Writing
ENGL 239 (CA) Poetics and Practice
ENGL 331 (CA) Imaginative Writing I
ENGL 332 (CA) Imaginative Writing II
IDS 135 (CA; W) Interdisciplinary Performance Workshop
*MUSC 029X (CA) University Chamber Orchestra (.25)
*MUSC 030X (CA) Salem Chamber Orchestra (.25)
*MUSC 031X (CA) Jazz Ensemble (.25)
*MUSC 032X (CA) Wind Ensemble (.25)
*MUSC 034X (CA) Dramatic Vocal Arts (.25)
*MUSC 036X (CA) Chamber Music (.25)
*MUSC 037X (CA) Willamette Singers (.25)
*MUSC 040X (CA) Chamber Choir (.25)
*MUSC 041X (CA) Willamette Master Chorus (.25)
*MUSC 042X (CA) University Band (.25)
*MUSC 043X (CA) Voce Femminile (.25)
*MUSC 044X (CA) Male Ensemble Willamette (.25)
MUSC 121 (CA) Creating Music with Technology
MUSC 207 (CA) Improvisation
MUSC 236 and 237 (CA) Elementary Music Composition I and II (.5 each)
RHET 061X (CA) Intercollegiate Speaking (.25)
RHET 121 (CA) Oral Interpretation: Prose (.5)
RHET 122 (CA) Oral Interpretation: Poetry (.5)
RHET 125 (CA) Creating Visual Rhetoric
THTR 010X (CA) Theatre Practicum (.25 or .5)
THTR 110 (CA) The Theatre: A Contemporary Introduction
THTR 145 (CA) Acting for Non-Majors
THTR 155 (CA) Stagecraft I (.5)
THTR 157 (CA) Introduction to Design for the Stage
THTR 233 (CA) Fundamentals of Costume Design
THTR 234 (CA) Dance Composition
THTR 384 (CA) Advanced Ballet
**THTR 175 (CA) Introduction to Dance Technique (.5)
**THTR 180 (CA) Beginning Jazz Dance (.5)
**THTR 181 (CA) Fundamentals of Balle5 (.5)
**THTR 182 (CA) Fundamentals of Modern Dance (.5)
**THTR 282 (CA) Modern Dance II (.5)
**THTR 283 (CA) Intermediate Jazz Dance (.5)
**THTR 284 (CA) Intermediate Ballet (.5)
**THTR 384 Advanced Ballet (.5)
THTR 360 (CA) State Combat

*To receive Creating in the Arts credit in Music Ensemble courses, students must take four compatible Music Ensemble courses.

** To complete the Creating in the Arts credit in dance classes, students must satisfactorily complete two of THTR 175, 180, 181, 182, 282, 283, 284, and 384 OR a student may repeat any one of these classes in order to fulfill the CA requirement.

c. Analyzing Arguments, Reasons, and Values (AR)
Courses satisfying this requirement focus on the critical analysis and evaluation of the principles of reasoned normative discourse. Students in these courses should:

- understand the nature and structure of arguments;
- know how to apply various criteria of evaluation to arguments;
- recognize that it is possible to reason and draw meaningful conclusions about matters of ethical or aesthetic value.

The following courses are currently approved by the faculty to meet the Analyzing Arguments, Reasons, and Values requirement:

AES 351 (AR) Indigenous Peoples, Human Rights and the Environment
ANTH 351 (AR) Indigenous Peoples, Human Rights, and the Environment
ENGL 336 (AR) Visible Evidence: The History and Theory of Documentary Film
IDS 220 (AR; NW) The Body in Science and Society
IDS 321 (AR) Ethics in the American Tradition
IDS 327 (AR; W) The American Story and the Legacy of Vietnam
LAS 244 (AR; IT) Lationo/Latina Voices in the U.S.
PHIL 110 (AR) Philosophical Problems
PHIL 150 (AR) Reason and Value in Plato's Republic
PHIL 242 (AR) What is Art?
POLI 118 (W; AR) Colloquium: Privacy
POLI 123 (AR) Colloquium: Citizenship and Apathy
POLI 124 (AR) Colloquium: Patriotism
POLI 303 (AR) Topics in Political Theory
POLI 304 (W; AR) Environmental Ethics
PSYC 343 (AR; QA) Judgment and Decision Making
REL 115 (AR) Introduction to the Study of Religion
REL 334 (AR) Liberation Theology and Social Change
RHET 150 (AR) Public Speaking
RHET 160 (AR) Argumentation and Society
RHET 210 (W; AR; IT) Media and the Environment
RHET 232 (AR) Persuasion, Propaganda & Mass Media
RHET 244 (AR; IT) Latino/Latina Voices in the U.S.

d. Thinking Historically (TH)

Courses satisfying this requirement develop students' understanding of the temporal dimension of human social existence. By studying historical periods and cultures, students in these courses should:

- understand how human consciousness, action and agency are historically embedded;
- perceive the relation of change and continuity in human experience;
- experience how the study of the past helps one to make sense of the present and to anticipate the future.

The following courses are currently approved by the faculty to meet the Thinking Historically requirement:

AES 231 (TH; US) Native North American Cultures
ANTH 231 (TH; US) Native North American Cultures
ARTH 212 (TH; IT) History of the Arts of Asia
ARTH 213 (TH; IT) History of the Art of China
ARTH 214 (TH; IT) History of the Art of Japan
ARTH 215 (TH; IT) Monuments and Themes of Western Art History I: Prehistoric to Gothic
ARTH 216 (TH; IT) Monuments and Themes of Western Art History II: 1300-1700
ARTH 217 (TH; IT) Monuments and Themes of Western Art History III: 1750-1900
ARTH 245 (TH) Prints and Printmakers
ARTH 257 (TH) Architecture in America
ARTH 259 (TH; W) Western Medieval Art and Architecture
ARTH 265 (TH) Baroque Art and Architecture in Europe
ARTH 270 (TH) Roman Art and Architecture
CLAS 250 (TH; 4th Sem Lang Req) Greeks, Romans and Barbarians [Crosslisted with HIST 250]
ENVR 326 (TH) Environmental History
HIST 115 (TH) Western Civilization to 1650
HIST 116 (TH) Western Civilization since 1650
HIST 117 (TH) East Asian Civilization to 1800
HIST 118 (TH) East Asian Civilization since 1800
HIST 120 (TH) Introduction to the History of Science [Crosslisted with SST 120]
HIST 131 (TH) Historical Inquiry
HIST 233 (TH) History and Culture Along the Silk Road [Crosslisted with REL 233]

HIST 240 (TH) Introduction to the History of Western Medicine
HIST 250 (TH; 4th Sem Lang) Greeks, Romans and Barbarians [Crosslisted with CLAS 250]
HIST 265 (TH) Late Imperial China
HIST 282 (TH) Twentieth-Century China: The Search for Modernity
HIST 381 (TH) History of Modern Japan
HIST 389 (TH) Physics and Society [Crosslisted with SST 389]
HIST 392 (TH) Biology & Society [Crosslisted with SST 392]
HIST 440 (W; TH) History of Modern Socialism
LAS 350 (TH; IT) Mesoamerican Civilizations
LATIN 350 (TH) Readings in Caesar and Tacitus: Greeks, Romans, and Barbarians
MUSC 241 (TH; W) Music History I
POLI 212 (TH) History of Western Political Philosophy
REL 113 (TH) Introduction to Hebrew Bible/Old Testament
REL 214 (TH) Religion in America
REL 233 (TH) History and Culture Along the Silk Road
RUSS 233 (TH; 4th Sem Lang Req; W) Russian Culture: Russian Ways and Views of Russia [Crosslistd with HIST 233]
SPAN 333 (TH) Hispanic Civilization
SPAN 335 (TH) Cultural Institutions of Spain
SST 120 (TH) An Introduction to the History of Science [Crosslisted with HIST 120]
SST 389 (TH) Physics and Society [Crosslisted with HIST 389]
SST 392 (TH) Biology and Society [Crosslisted with HIST 392]

e. Interpreting Texts (IT)

Courses satisfying this requirement develop students' skills in analyzing and understanding textual representations of human experience. These criteria construe the notion of "text" broadly. The texts being analyzed might include literary works, films, music compositions, rituals, performances, or ethnographies. A text for these purposes is one that reveals its meaning to or intelligibly challenges a coherent practice of interpretation. Of course, a given text may do both. Furthermore, courses that satisfy this requirement should encourage students to consider the relationship between texts discussed and particular form/s of culture they may express or help constitute. In studying these texts and the process of their interpretation, students in these courses should:

- consider the form — for example, the various styles or genres — of textual communication;
- study various interpretive strategies and problems;
- examine dynamic relations among author, reader and text;
- explore whether — and if so, in what ways — texts embody cultural values.

The following courses are currently approved by the faculty to meet the Interpreting Texts requirement:

ANTH 210 (IT) Oral Tradition and Performance in African Literature
ANTH 211 (IT) Folklore
ARTH 212 (IT; TH) History of the Arts of Asia
ARTH 213 (IT; TH) History of the Art of China
ARTH 214 (IT; TH) History of the Art of Japan
ARTH 215 (IT; TH) Monuments and Themes of Western Art History I: Prehistoric to Gothic
ARTH 216 (IT; TH) Monuments and Themes of Western Art History II: 1300-1700
ARTH 217 (IT; TH) Monuments and Themes of Western Art History III: 1750-1900
CHNSE 331 (IT) Advanced Chinese: Reading the Media
CHNSE 332 (IT) Advanced Chinese: Reading the Humanities
CLAS 171 (IT; 4th Sem Lang Req) Love and War, Gods and Heroes: Greek and Roman Epic Poetry
CLAS 221 (IT) Greek and Roman Lives
CLAS 244 (IT; W; 4th Sem Lang Req) The Greek and Roman Stage
CLAS 247 (IT; 4th Sem Lang Req) Women in Roman Literature and Life
CLHI 210 (IT) Oral Tradition and Performance in African Literature
ENGL 116 (IT) Topics in American Literature
ENGL 117 (IT) Topics in British Literature
ENGL 118 (IT) Topics in World Literature
ENGL 119 (IT) The Forms of Literature: The Art of Reading Poetry, Drama, Fiction
ENGL 202 (IT; W) Literary Study
ENGL 253 (IT) Diversity in American Literature
ENGL 319 (IT) Literary Genre and Literary Interpretation
FREN 210 (IT) Oral Tradition and Performance in African Literature
FREN 340 (IT) Introduction to French Literature
GERM 241 (IT) Topics in German Culture (in translation)
IDS 322 (IT) The Idea of Europe
IDS 421 (IT) Studies in Florence (Post-Session)
JAPN 314 (IT; W) Japanese Literature in Translation
LAS 244 (IT; AR) Latino/Latina Voices in the U.S.
LAS 350 (IT; TH) Mesoamerican Civilizations
MUSC 142 (IT) The Conception of Death in Western Classical Music
MUSC 210 (IT) Music of America
MUSC 212 (IT) Jazz: America and Beyond
MUSC 462 (IT) History and Literature of Art Song

POLI 119 (IT) Colloquium: Politics and Popular Culture
POLI 120 (IT) Colloquium: Political Virtue: Good and Evil in Public Life
POLI 213 (W; IT) Writing Political Philosophy: Individuality and Community
POLI 311 (IT; W) Writing Political Humor
REL 114 (IT) Early Christian Literature
REL 116 (IT) Introduction to Major Religious Texts
REL 256 (IT) Gooddesses and Ghosts: Images of Women in Chinese Tradition [Crosslisted with WGS 256]
REL 352 (IT) Shamanism
REL 420 (IT) The Bible in American Tradition
RHET 210 (IT; AR; W) Media and the Environment
RHET 244 (IT; AR) Latino/Latina Voices in the U.S.
RUSS 150 (IT) Tolstoy's War and Peace
RUSS 320 (W; IT; 4th Sem Lang Req) Introduction to Russian Literature in Translation
RUSS 325 (IT) Topics in Russian Literature
SPAN 340 (IT) Introduction to Spanish Literature
SPAN 355 (IT) Latin American Literature: Conquest to Modernismo
SPAN 356 (IT) Latin American Literature: Modernismo to the Present
SPAN 357 (IT) Indigenous Literatures of Latin America
WGS 256 (IT) Goddesses and Ghosts: Images of Women in Chinese Tradition [Crosslisted with REL 256]

f. Understanding Society (US)
Courses satisfying this requirement develop students' understanding of social phenomena by analyzing and explaining human behavior and social institutions and practices. Students in these courses should:

- recognize the dynamic interplay between human agency and social structure;
- analyze the social processes that underlie or result in specific social insti tutions, events or outcomes;
- develop models or theories to explain social phenomena and evaluate those through observation and the collection of data;
- evaluate the strengths and weaknesses of the methods and theories employed.

The following courses are currently approved by the faculty to meet the Understanding Society requirement:

AES 114 (US) Reace and Ethnic Relations
AES 150 (US) Introduction to American Ethnic Studies

AES 231 (US) The Native North American Cultures
ANTH 150 (US) Controversies and Issues in Cultural Anthropology
ANTH 231 (US; TH) Native North American Cultures
ANTH 233 (US) Peoples and Cultures of Asia
ANTH 252 (US) Rites of Passage in Chinese Societies
CHNSE 252 (US) Rites of Passage in Chinese Societies
CLAS 351 (US; 4th Sem Lang Req) Greek and Near Eastern Religion
ECON 122 (US) Principles of Microeconomics
GREEK 351 (US) The Religious and Ritual Context of Aeschylus' Eumenides
IDS 230 (US) Rites of Passage in Japan and the United States
IDS 350 (US) The Sociology of Science
POLI 121 (US) Colloquium: Work, Labor, Class
POLI 210 (US) American Politics
POLI 214 (US) International Politics
POLI 216 (US) Politics of Advanced Industrial Societies
POLI 218 (US) Political Change in the Third World
PSYC 105 (US) Ecological Psychology
PSYC 354 (US) Psychology of Women [Crosslisted with WGS 354]
RHET 355 (US) Gender and Communication
SOC 114 (US) Race and Ethnic Relations
SOC 131 (US) Sociological Inquiry
SOC 134 (US) Crime, Delinquency and the Criminal Justice System
SOC 141 (W; US) Chicago Sociology
SOC 340 (US) Social Aspects of Dying, Death, and Bereavement
WGS 354 (US) Psychology of Women and Gender [Crosslisted with PSYC 354]

GENERAL EDUCATION CLUSTERS

Clusters are general education courses in more than one Mode of Inquiry that are thematically related. Students who wish to explore the interrelationships of knowledge in various fields of study in the context or a common theme may choose to enroll in two or more courses in a cluster. Clustered courses are a general education option for all students. Four clusters are currently available:

Death Cluster (AR, IT, NW, TH, US):
The Death Cluster includes courses concerned with life, living, health, identity, longevity, suffering, dependence, interdependence, disease, dying, death, fatality, finitude, memory, mourning, mortality, and immortality. What unites these courses in their treatment of such themes is the recognition that while death is a fundamental and inescapable feature of the human condition, it does not receive the self-conscious public attention it warrants. Each of the courses, then, in its respective disciplinary ways but also crucially in cross-disciplinary ways, strives to reflect upon the meaning and significance of death and mortality. Thus, for example,

death has inspired and served as the subject of musical expression and composition for centuries. Changes in the conception of death figure prominently in the history of medical purposes and practices. Death motivates the biological study of microorganisms and infectious diseases. It is imbued with intense sociological meanings and embedded in complex cultural practices such as bereavement. Finally, death also figures conspicuously in moral and political controversies pertaining to contemporary public policy. Some of these courses will also offer service-learning opportunities pertaining to mortality.

1. BIOL 112 (NW) Human Heredity: Principles and Issues
2. BIOL 221 (NW; W) Microbes and Infectious Diseases
3. CHNSE 252 (US) Rites of Passage in Chinese Societies [Crosslisted with ANTH 252]
4. HIST 240 (TH) Introduction to the History of Western Medicine
5. MUSC 142 (IT) The Conception of Death in Western Classical Music
6. POLI 303 (AR) Topics in Political Theory: Death in Modern America
7. SOC 340 (US) Social Aspects of Dying, Death and Bereavement

Environmental Cluster (AR, CA, IT, NW, TH, US):
Students who are interested in studying the natural world and its relationship to human beings, social structures, and creative expression, who are anxious to explore the "web of life," might wish to enroll in courses that are part of the Environmental Cluster.

1. ANTH 351 (AR) Indigenous Peoples, Human Rights, and the Environment
2. BIOL 210 (W; NW) Biodiversity: Discovering Life
3. ENGL 242 (CA; W) The Essay: Nature Writing
4. ENVR 326 (TH) Environmental History
5. POLI 304 (W; AR) Politics of Environmental Ethics
6. PSYC 105 (US) Ecological Psychology
7. RHET 210 (W; AR; IT) Media and the Environment

Indigenous Peoples and Cultures Cluster (AR, IT, NW, TH, US):
The Indigenous Peoples and Cultures Cluster offers a range of courses that engage students in the study of some of the world's indigenous peoples. Through these courses, students will gain insight into the historical and cultural background informing the contemporary resurgence of indigenous people in both domestic and international realms.

1. ANTH 231 (TH; US) Native North American Cultures
2. ANTH 351 (AR) Indigenous Peoples, Human Rights, and the Environment
3. BIOL 210 (W; NW) Biodiversity: Discovering Life

4. LAS 350 (IT; TH) Mesoamerican Civilizations
5. REL 352 (IT) Shamanism
6. SPAN 357 (IT) Indigenous Literature in Latin America

Asia Cluster (TH, US, IT):
As the global economy, modern transportation, and the internet have drawn East and West closer together, it has become increasingly important that students have the opportunity to explore the diversity of human experience in this part of the world. The Asia cluster brings together a group of courses that focus on Asian history, art, literature, religion, society, and philosophy.

1. ANTH 233 (US) Peoples and Cultures of Asia
2. ARTH 212 (IT; TH) History of the Arts of Asia
3. ARTH 213 (IT; TH) History of the Art of China
4. ARTH 214 (IT; TH) History of the Art of Japan
5. CHNSE/ANTH 252 (US) Rites of Passage in Chinese Societies [Crosslisted with ANTH 252]
6. HIST 117 (TH) East Asian Civilization to 1800
7. HIST 118 (TH) East Asian Civilization Since 1800
8. HIST/REL 233 (TH) History and Culture along the Silk Road
9. HIST 265 (TH) Late Imperial China
10. HIST 282 (TH) Twentieth Century China: The Search for Modernity
11. HIST 381 (TH) History of Modern Japan
12. JAPN 314 (IT; W; 4th Sem Lang Req) Japanese Literature in Translation
13. REL/WGS 256 (IT) Goddesses and Ghosts: Images of Women in Chinese Tradition

PROGRAMS OF SPECIAL INTEREST

HUMANITIES SENIOR SEMINAR

The Humanities Senior Seminar [HUM/CLHI 497 (W)] provides seniors majoring in the humanities the opportunity to synthesize their liberal arts experiences. Each seminar focuses intensively on a single significant work in the humanities or literature. Recent seminars have focused on texts such as *My Antonia* by Willa Cather; *Madame Bovary* by Gustave Flaubert; *The Parthenon* by Iktinos, Kallikrates, Pheidias; *The Second Sex* by Simone de Beauvoir; *Ulysses* by James Joyce; *Life and Fate* by Vasily Grossman; and *Black Reconstruction in America 1860-1880* by W.E.B. DuBois. The four seminars for academic year 2005-2006 include: Mary Wollstonecraft's *A Vindication of the Rights of Woman*; Ralph Ellison's *Invisible Man*; Thomas Hobbes' *Leviathan and the Modern Age*; and John Milton's *Paradise Lost*. A visiting scholar enhances each seminar and works with students to develop their theses.

INSTITUTE FOR CONTINUED LEARNING

Willamette University's Institute for Continued Learning was established in 1992, initiated to serve retired and semi-retired persons interested in continuing academic studies. Lecture/discussion sessions cover the range of the liberal arts and sciences; the instruction draws upon the competencies of invited university faculty and the institute's enrolled members.

Classes meet Tuesdays and Thursdays, morning and afternoon, through the University's two semesters. The program is non-credit, non-examination; an incidental fee is required for participation.

Direct inquiries to Membership Chair, Willamette University Institute for Continued Learning, 900 State Street, Salem, Oregon 97301-3931.

INTERDISCIPLINARY FIRST-YEAR PROGRAM

The first-year seminar is a one-semester course required of all entering first-year students. The seminar provides a challenging and engaging introduction to the liberal arts curriculum by focusing on close reading, writing, discussion, and critical thinking. Seminars are small, averaging 16 students, and are taught by faculty from across the curriculum. These faculty also make advising an integral part of the first-year seminar, guiding students in selecting their academic curriculum.

LILLY PROJECT

Willamette University's Lilly Project for the Theological, Spiritual and Ethical Exploration of Vocation is a university-wide program dedicated to helping students to engage the larger questions of meaning and purpose, and to discern their vocation, their calling in life. Funded by a generous grant from the Lilly Endowment, Inc., the Lilly Project is embedded in the intellectual and residential life of the Willamette University community, offering opportunities for members of the community to consider issues of vocation, service, meaning-making and life choices through a variety of academic and co-curricular programs.

The Lilly Project provides resources to support a number of visiting lectureships each year, including two visiting scholars and one scholar in residence who bring resources and insights on vocation to campus, for periods of one week and one month, respectively. Faculty benefit from grants for research and course development, and from an annual worship focusing on helping faculty develop mentoring and advising skills. Student opportunities for exploration of vocation through the Lilly Project include summer research grants on vocation, and summer internships for students interested in testing and exploring religious vocations in congregations and faith-related organizations. Students who are considering graduate study in religion may apply for funding to visit seminaries and graduate theological schools or may choose to study for a semester at a seminary. A vocational retreat for students each fall and spring provides opportunities for reflection and beginning the discernment process that leads to a sense of calling. Counseling and testing related to vocation and call is available to all students in the Career Services Office. For students interested in community outreach, the Lilly Project enables each residence hall, Greek Chapter and student organization to organize and realize significant community service project yearly, as well as supporting service-oriented alternative spring breaks. Programmatic activities for the Lilly Project range from speakers at weekly convocations to major artistic opportunities, including plays, readings, concerts, films and exhibits that raise vocational issues.

PUBLIC POLICY RESEARCH CENTER

The Public Policy Research Center of Willamette University works to support the policymaking process in the Northwest with high quality and timely research and analysis on topics pertaining to public policy issues. The Center is founded on the principle that collaboration and communication between the academic and policy communities can lead to better policy. In support of its mission, Center staff works with both policy and academic communities to identify research questions, to provide support for public policy oriented research by Willamette University faculty and students, and to disseminate the results of that research.

The Center sponsors conferences, seminars and workshops, popular and research publications. The Center emphasizes projects that involve interdisciplinary collaboration among faculty and students from the Willamette College of Liberal Arts, the College of Law, the Atkinson Graduate School of Management and the School of Education. In support of the University's educational mission, the Center aims to involve students in all stages of analysis and dissemination. Center staff teach one or more graduate and/or undergraduate courses related to policy analysis each year. The Center is involved in a full range of policy areas, as dictated by both the needs and interests of the academic and policy communities that it serves.

COMBINED DEGREE PROGRAMS

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

Atkinson Graduate School of Management

The Willamette University College of Liberal Arts (CLA) and Atkinson Graduate School of Management (AGSM) offer a combined degree program (B.A./M.B.A.) which allows eligible Willamette University CLA students to complete the Bachelor of Arts degree and Master of Business Administration degree in five years. The B.A./M.B.A. program gives students the opportunity to pursue their interest in business, government and not-for-profit management while obtaining a liberal arts education, and provides a fast track for completion of the master's degree.

Students preparing for the B.A./M.B.A. program are enrolled in the CLA during their first three years of study at Willamette University, completing at least 23 credits and most courses required for their major. CLA students who transferred to Willamette University are required to complete at least 15 credits of undergraduate work at Willamette as well as most courses required for their major. The specific courses and number of CLA credits a student must complete during the first three years are determined by the student's CLA major department.

During the fourth year of study, B.A./M.B.A. students complete their senior experience courses at the CLA and at least ten (10) of the twelve (12) core curriculum courses of the M.B.A. degree. At the end of the fourth year of study, B.A./M.B.A. students who have met all CLA graduation requirements are awarded the Bachelor of Arts degree.

During the fifth year of the program, B.A./M.B.A. students complete the elective component of the M.B.A. degree and any remaining M.B.A. core courses and cocurricular requirements. At the end of the fifth year, B.A./M.B.A. students who

have met all graduation requirements for the M.B.A. program are awarded the Master of Business Administration (M.B.A.) degree.

Application for admission to the Atkinson Graduate School M.B.A. segment of the B.A./M.B.A. should be completed by May 1 of the junior year. Students from all CLA major programs may apply for admission to the B.A./M.B.A. program.

The application process includes submission of the Atkinson Graduate School application for admission, official transcripts of all college coursework, official GMAT or GRE scores, two letters of reference, the written consent of the CLA department or program concerned, a personal statement of experience and goals, and an interview.

The Master of Business Administration degree of the B.A./M.B.A. program is one of only two degrees in the United States accredited for business and public management by the two most prestigious organizations evaluating management education: AACSB International - The Association to Advance Collegiate Schools of Business and NASPAA — the National Association for Schools of Public Affairs and Administration.

Admission to the B.A./M.B.A. program is limited. Only students who have well-focused career interests in management are encouraged to apply.

Engineering

To offer the advantages of a combined liberal arts and engineering program, Willamette University has arrangements with Columbia University, New York; the University of Southern California, California; and Washington University, Missouri, whereby a student may receive both a Bachelor of Arts from Willamette and a Bachelor of Science from the participating engineering school.

After three years in residence at Willamette University, the student may qualify for transfer to Columbia University, University of Southern California, or Washington University. To qualify for the program students must, at a minimum, complete the following courses: mathematics through differential equations, two semester sequence of introductory chemistry, two semester sequence of introductory physics, and computer programming. Other courses for a particular engineering field or school may be required or recommended. The student must complete the general education requirements: six Modes of Inquiry courses, two quantitative courses, foreign language, and four writing-centered courses. The student must also make progress towards completing a major. At any of our affiliated 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, USC, or Washington and the Bachelor of Arts degree from

Willamette University. Information concerning the engineering program may be obtained by consulting Dr. Roberta Bigelow of the Physics Department.

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

STUDY ABROAD

Study Abroad provides an opportunity for students to test the theories and abstractions of the classroom in "real world" settings. The experience of living in and exploring a culture vastly different from one's own allows for fresh perspectives and insights, and contributes to students' self-knowledge and independence. Students from every major are strongly encouraged to consider the exceptional value of off-campus study.

Exchange Programs
Exchange placements are available in more than one hundred universities in more than thirty countries in Europe, Asia, North and Latin America, Africa and Oceania through the International Student Exchange Program (ISEP) and through Willamette University's exchange partner institutions.

Foreign Study
Willamette's semester or academic year foreign study programs are located in England, Wales, Denmark, Ireland, Sweden, Germany, France, Spain, Ukraine (Crimea), Ecuador, Chile, Australia, Japan, China, Austria, Mexico, Italy, New Zealand, and through an international consortium, 31 other countries. Students may also study at other accredited institutions in any country of the world and receive transfer credit with appropriate approvals.

Willamette-Sponsored Programs
Students participating in Willamette programs receive Willamette credits, and grades appear on the transcript. Students may request that these grades be included

in the cumulative g.p.a. Willamette financial aid may be applied to the cost of any Willamette program.

Willamette offers a wide variety of programs ranging from exchanges with foreign universities (students enroll directly in foreign university classes) to traditional programs in which WU students study with other American students in courses designed especially for them by foreign faculty members. Many of these programs include homestays or dormitory accommodations on campus. Individual departments determine whether courses taken abroad fulfill a Willamette University major or minor requirement (forms to obtain this approval are available in the OIE). WU programs sometimes include group excursions in the country of study.

Admission to a WU-sponsored foreign study program is competitive. To qualify, a student must meet selection criteria set by the International Education Committee and submit the appropriate application materials along with letters of reference and an essay explaining the value of the experience within the student's program of study. Selection criteria are designed to increase the likelihood of student success while abroad. These criteria include academic achievement, qualities of character and social skills, motivation and curiosity, self-knowledge, and evidence of advance preparation.

The cost of a term or year abroad on a WU program generally equals the cost of a semester or year at WU, since program costs are based upon WU tuition/fees, room and board. Among the various additional costs are transportation, passport and VISA fees, and personal expenses abroad.

Students must participate in predeparture orientation sessions and are encouraged to participate in re-entry sessions upon their return to campus. Students are also required to submit a program evaluation upon completion of the program.

Students intending to study abroad should consult their academic advisors and the study abroad advisor at the earliest convenient time in order to prepare adequately for the experience. For further information on foreign study, please visit the office of International Education in Matthews Hall.

For the academic year 2005-06, the following Willamette programs will be available (most language programs require at least two years of college-level language before participating in a WU program and that students be enrolled in a language course the semester prior to the proposed study-abroad experience):

Australia: Study at the University of Western Australia in any field. Because of the

location, preference is given to students in natural and environmental sciences (spring semester), anthropology, history, sociology, politics, and economics.

Austria: Study at the University of Graz. German language required. Year long or spring semester.

Chile: Study at the Catholic University of Valparaiso in Latin American studies, Spanish, and other fields as language proficiency permits. Study may be from February to July or July to December. Academic year placements are possible for qualified applicants with approvals.

China: Study at Beijing University or Liaoning University in Shenyang, China. Chinese language required. Year long or semester.

Denmark: Exchange study at Aalborg University in politics, history, economics, anthropology, or history for the fall or spring semester or a full-year placement that includes an internship during the spring semester.

Ecuador: Study and/or exchange study at the University of San Francisco de Quito in Spanish and/or other fields as language proficiency permits; fall program includes an excursion to the Galapagos Islands. Spring program is an exchange intended only for very advanced students of Spanish or those approved to remain from the fall semester.

England: Exchange study at Keele University for a semester or academic year in any approved field. (Also see Wales below).

Study at the Willamette Center in London for the fall or spring semester. Classes typically include courses on British politics, history, art, literature, theatre, and religion.

France: Study at the Institute for the International Education of Students (IES) centers in Paris, Nantes or Dijon for fall or spring semesters, in French language, history, culture, art, literature, and politics. Students with sufficient language proficiency may attend classes at a French university or Grand Ecole.

Study at the Center for University Programs Abroad (CUPA) Center in Paris for advanced students of French with outstanding academic backgrounds for the fall, spring or academic year. Students with sufficient language proficiency may take courses at the Sorbonne.

Study on exchange through the Inter university Mission for the Coordination of

France-American Exchanges (MICEFA) at any of 14 different Paris universities. French language required. Year long or semester.

Germany: Study at the University of Munich in German language and other areas as language proficiency permits for an academic year.

Study at Humboldt University in Berlin in German language and area studies through IES for either the fall or spring semester.

Study is possible at many universities in Germany, including Freiburg, Heidelberg, Tuebingen, and Munich. German language required. Most programs are year long. Some have semester options -- consult with the OIE.

Ireland: Study at the National University of Ireland in Galway for the spring semester in any field available at NUI Galway. Excursions include a trip to the Aran Islands.

Italy: Study at the Intercollegiate Center for Classical Studies (ICCS) in Rome. Classical Studies majors only. Fall or spring semester. No language requirement.

Japan: Study at Tokyo International University (fall or spring semesters) in Japanese Studies.

Mexico: Study at the University at Oaxaca in Oaxaca, Mexico. Spanish language required. Spring semester only.

Spain: Study for the fall semester at Center for Cross Cultural Studies (CCCS) in Seville in Spanish and other fields within the social sciences and humanities. Students with sufficient language may take courses at the University of Seville.

Study at the University of Granada, Centro de Lenguas Modernas, for the spring semester, in Spanish and other fields within the humanities and social sciences.

Sweden: Exchange study at Linkoping University in the sciences, business/economics, psychology, religion and other fields, for the fall or spring semesters or academic year.

Ukraine: Exchange study in Russian language and Russian studies, at Taurida National University in the Crimea, for the fall semester or year.

Wales: Exchange study at the University of Wales, Aberystwyth, for a semester or academic year in English literature or other approved fields.

Non-Willamette Programs

Students may also attend any other programs and request permission to transfer generic credit to Willamette. No form of campus, state or federal aid is available through Willamette for these programs. Students should consult with the Registrar and Financial Aid offices regarding non-Willamette programs.

Domestic Off-Campus Programs

Willamette students may participate in the following two programs:

Washington, D.C.: Study at American University and an internship in an appropriate field during either the fall or spring semester. Costs at American University are higher than at WU and students must bear the additional expenses (some scholarship money is available through American University).

Chicago: Study and internship at the Urban Life Center (ULC) during fall or spring semesters in areas ranging from sociology to politics, economics and art. The ULC program is 15 weeks, four credits, with grades assigned directly to Willamette students participating in the ULC programs for both the post-session and the semesters.

INTERNSHIPS

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

Interns are regularly placed with agencies of the Oregon state government and the Salem city government, with the Oregon state legislature, and in such facilities as the Hallie Ford Museum of Art, Oregon School for the Blind, the Oregon State Hospital, and the Salem public schools. Students majoring in art history, environmental studies, economics, science, exercise science, politics, psychology, and sociology most frequently undertake internships. Rhetoric and media studies or English majors often intern with local radio and television stations or with the local newspaper. In short, most students who seek an intern experience can find a suitable one within the curriculum.

The official Internship Program in the College of Liberal Arts offers three types of internship opportunities.

1. Insight Internship

Open to second-semester freshmen and sophomores, the Insight Internship pro-

vides students with the opportunity to acquaint themselves with fields of career interest. Insight interns work in an office, agency or institution, and earn one-half credit.

2. Major Program Internship
Major program internships are open to juniors and seniors, and are designed to expand students' knowledge of their major fields. Students work in offices, agencies, and institutions related to the major and earn up to 1 credit, 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 paraprofessional standing. Students earn up to 1 credit 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 advisors and must be approved by an Associate Dean of the College of Liberal Arts. Information about internship opportunities is available from an Associate Dean or from the Office of Career Services.

CARSON UNDERGRADUATE RESEARCH GRANTS

Willamette University offers competitive research grants to interested and deserving undergraduates who wish to pursue specific topics beyond those generally encountered in the regular course offerings. These projects, which may be scholarly, creative or professional in nature, can be pursued as independent study or in collaboration with faculty research. They are intended to help prepare students for graduate and professional study. In recent years, projects have included creating illuminated manuscript pages using medieval materials and techniques, investigating the effects of common pesticides on the reproductive cycle of frogs, collaborating to write and produce two short films, traveling to Okinawa to investigate Japanese attitudes towards the U.S. military presence, and composing music for wind ensemble. Carson grant recipients have gone on to present the results of their research at professional academic conferences, such as the National Conference on Undergraduate Research and the Conference of the Northwest Speech Communications Association, and some have had their work published in scholarly journals, including the *Proceedings of the Annual Meeting of the Ecological Society of America* and Willamette's *Journal of Undergraduate Research*. The Carson Research Grants draw on an endowed fund and are named for a former dean, Dr. Julie Ann Carson, of the College of Liberal Arts.

General Guidelines

The guidelines for the Carson Undergraduate Research Grants are to be used by students, faculty, and the committee that awards grants. In developing a proposal, a student should use the guidelines as a basis for project design and then continue asking questions of faculty members, past grant recipients, and former sponsors. A much more detailed set of guidelines and timetables can be found on the Student Academic Grants & Awards website at: www.willamette.edu/dept/saga/carson-home.htm. Sample proposals are available in the SAGA office.

All Willamette students who will be enrolled in a bachelor's degree program at Willamette in the year following the award and who have not already received a grant are eligible and encouraged to apply for a Carson Undergraduate Research Grant. (Graduating seniors are not eligible. Past recipients are also not eligible.)

Awards will only be given to Willamette students who are sponsored by a Willamette University faculty member or by a faculty member or professional at some other approved institution. The sponsor must endorse the student proposal and complete the sponsor recommendation form.

Grants are most likely to be awarded for proposals that meet the following criteria: (a) the applicant has the necessary ability and academic background to carry out the project; (b) the project is sufficiently significant so that carrying it out will enhance the student's intellectual development; (c) the project is well-conceived, well-planned and likely to be completed within the period of the grant; (d) the project should result in a product, whether scholarly or creative (in addition to any performance or exhibit involved); (e) the project is not part of coursework carrying academic credit or otherwise required for graduation; (f) the faculty or professional sponsor has an appropriate role in the student's carrying out the project, and has the necessary training and knowledge to supervise the student.

The maximum amount awarded is $3,000 to cover stipend, supplies, travel expenses, per diem, or expenses related to attending conventions, festivals, etc. Expenses relating to coursework will not be funded.

The sponsoring faculty member or other professional is required to supervise the student throughout the project and/or see that the student is adequately supervised by someone at an approved institution. The sponsor must submit a one-page summary evaluation of the research project to the Office of Student Academic Grants and Awards within 30 days of completion of the project.

Proposals should be submitted to the Office of Student Academic Grants and Awards (Putnam University Center, 2nd floor). The deadline for submission of proposals and the sponsor's recommendation is typically February 20. Announcements

of awards are made prior to spring break.

It is strongly recommended that students who are interested in applying for grants attend information sessions sponsored by the College of Liberal Arts Dean's Office and the Undergraduate Grants and Awards Committee. Information sessions, led by past grant recipients and project sponsors, are designed to explain the research program, answer questions, and encourage participation in the Undergraduate Research Program. Questions about the Carson Research Grant Program should be directed to the Office of Student Academic Grants and Awards.

SCIENCE COLLABORATIVE RESEARCH PROGRAM

Willamette University offers research grants to undergraduates who are interested in working collaboratively with faculty on projects in the sciences: Biology, Chemistry, Environmental and Earth Sciences, Exercise Science, and Physics. The intent of this program is to provide an opportunity for science students and faculty to go beyond the classroom by collaborating on a wide variety of research projects. Faculty share with students the excitement of doing basic research, presenting papers at professional meetings, and publishing results in peer-reviewed professional journals. Most students in the program choose to focus on some aspect of faculty's established research, but the exceptionally mature student with separate but related research interests has a place as well. Projects in the first three years ranged from studying social behavior of small mammals to studies of wetland soils and the orientation of polycrystalline thin films. Student participants have published in refereed journals, and have presented their work at local and national professional meetings including the Murdock College Science Research Program Regional Conference. The Science Collaborative Research Program began in 1996 with funding from the M.J. Murdock Charitable Trust and will be continued by an endowment from the Mary Stuart Rogers Foundation.

General Information

The most recent set of application guidelines is available from the current Program Director. The guidelines for the Science Collaborative Research Program are to be used by students, faculty, and the committee that awards grants. In developing a proposal, a student should use the guidelines as a basis for project design and then continue asking questions of faculty members, past grant recipients, and former sponsors.

All Willamette students who will be enrolled in a bachelor's degree program at Willamette in the year following the award are eligible and encouraged to apply for a Science Collaborative Research Program Grant. (Graduating seniors are not eligible.) Preference will be given to applicants who have not participated in the Science Collaborative Research Program before.

Awards will only be given to Willamette students who are sponsored by a Willamette University faculty member. The sponsor must endorse the student proposal and write a short recommendation letter.

The maximum amount awarded is a $3,000 stipend, university housing, and board.

The deadline for submission of proposals is typically the second week in February. (The announcement of awards is by the first week in March.)

It is strongly recommended that students who are interested in applying for grants attend information sessions sponsored by the Science Collaborative Research Program in the fall semester of each year. Information sessions, led by project sponsors, are designed to explain the research program, answer questions, and encourage participation in the Science Collaborative Research Program.

WEBBER SCHOLARSHIPS/SCIENCE OUTREACH PROGRAM

Four Webber scholarships are awarded on an annual basis to women majoring in Chemistry, Biology, Environmental Science, and/or Physics. The $3,000 per-year stipend requires that the Webber scholars participate in the Willamette Science Outreach Program, a community service project in which the scholars serve as role models to elementary school girls, encouraging them to continue their studies in math and science. The goal of the Science Outreach Program is to provide young children with female role models in the sciences while exposing them to the different scientific fields with hands-on projects and experiments. The Webber scholars perform their outreach service by visiting a chosen elementary school classroom for an hour per week for twelve consecutive weeks. To apply for a Webber scholarship, the Willamette student must be a sophomore or junior woman with a declared major in chemistry, biology, environmental science, and/or physics and a minimum g.p.a. of 3.0.

CAREER/GRADUATE/PROFESSIONAL OPPORTUNITIES

A Willamette University undergraduate degree prepares students for a wide variety of careers and professions. The following comments provide a general introduction to the kinds of opportunities open to Willamette graduates. Students should discuss their interests and plans with their academic advisors.

ATKINSON GRADUATE SCHOOL OF MANAGEMENT

The George H. Atkinson Graduate School of Management is a professional school; its purpose is to prepare students for management careers in business, government and not-for-profit organizations. It shares with the College of Liberal Arts the rec-

ognition that the best preparation for any career is the ability to think critically and to develop an understanding of the world around us.

The Atkinson Graduate School offers a well-rounded program that develops managers who know how to get things done; who recognize the importance of understanding other sectors of society; and who are adaptive and innovative. The two-year Master of Business Administration program is one of only two programs in the United States to achieve accreditation from the two most prestigious organizations evaluating management education: AACSB International - The Association to Advance Collegiate Schools of Business and NASPAA — The National Association of Schools of Public Affairs and Administration.

The learning environment emphasizes excellent teaching, teamwork, and the practical application of management theory to real organizations. The Atkinson School PaCE Project, case studies, internships, simulations, and consulting projects provide multiple opportunities to "learn by doing" and build the work experience valued by employers.

During the first year of study, students complete the required core curriculum; a set of twelve courses where students learn the financial, marketing, accounting, human resource, international, organizational, statistical, economic, quantitative, and information technology tools that support managerial decision-making. Students immediately apply what they learn through the Private, Public, and Community Enterprise Project (PaCE) — an intensive hands-on management experience where teams of students provide consulting services to local not-for-profit organizations and write a business plan.

During the second year of study, students use the elective curriculum to design a program that meets their individual career goals. Students may choose to pursue a broad background in general management or develop greater depth of knowledge in one or more career areas of interest including finance, general management, human resources, information technology, international management, marketing, organizational analysis, public management, and quantitative analysis.

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 B.A./M.B.A. degree program in Liberal Arts and Management. Additional information can be obtained by writing directly to the Office of Admission, Atkinson Graduate School of Management, Willamette University, Salem, Oregon 97301, or visiting the Atkinson School's web site at www.willamette.edu/mba.

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 focusing on dispute resolution as an alternate means for resolving conflicts. While some of the coursework offered by the Center is required for students at the College of Law, much of it is elective. The Center also offers a certificate program for students interested exclusively in dispute resolution. 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. A limited number of nonlaw students may be accepted to this program each year. (The course of study is also available to a limited number of law students.)

COLLEGE OF LAW

The Willamette University College of Law was established in 1883, the first in the Northwest. In 1967 the College of Law moved into the Truman Wesley Collins Legal Center, which was substantially expanded and refurbished in 1992. The College of Law has been on the American Bar Association Approved List of Law Schools since 1938 and has been a member of the Association of American Law Schools since 1946. Graduates receive a Doctor of Jurisprudence degree (J.D.) and are eligible to take the bar examination in any of the 50 states and in the District of Columbia. The College of Law also offers an advanced LL.M (Masters of Laws) degree in transnational law.

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, politics, and history. Also recommended are courses in all subject disciplines that require analytical thinking and the application of theory to new situations. The Department of Politics offers several courses directly concerned with the law: Critical Theories of the Law (POLI 306), Law and Public Policy (POLI 334) and Constitutional Law (POLI 337). The Department of History also offers American Legal History (HIST 308). A limited number of undergraduate students have obtained internships in the College of Law Clinical Program.

In the College of Liberal Arts, there is a pre-law society through which students examine different facets of law, meet with current law students, and invite guests speakers to the campus to discuss legal developments. The pre-law advisor, Professor Joe Bowersox of the Politics Department, has pre-law materials (explaining

admission standards at various law schools), and information about the Law School Admission Test (LSAT).

Additional information can be obtained by visiting or writing to the Office of Admission, College of Law, Willamette University, Salem, Oregon 97301 or through its website, www.willamette.edu/wucl/. Prospective students are welcome to visit classes, speak with faculty, and tour the award-winning Truman Wesley Collins Legal Center.

SCHOOL OF EDUCATION

The Willamette University School of Education is a professional school that offers full-time (10-month) and part-time (two-year) Master of Arts in Teaching (MAT) degree programs, designed to prepare teachers to become educational leaders. The purpose of the field-based program is to develop reflective professionals who are student-centered, collaborative and sensitive to issues of diversity and culture.

The School of Education recognizes that a solid liberal arts background is the best preparation for a career in teaching. Students interested in a teaching career are encouraged to select an undergraduate major related to the subject(s) they wish to teach and to gain some experience with youth of an appropriate age. Undergraduate courses and internships are available to help students prepare for the Master of Arts in Teaching program and the teaching profession. See the Education section for a full description of the undergraduate and graduate options.

For specific information about admission to the School of Education, interested students should contact Charlie Bowles, Assistant Director of Admission and Career Services, the School of Education, Willamette University, Salem, OR 97301; call 503-375-5453; e-mail: mat-admission@willamette.edu; or visit the Web site at www.willamette.edu/mat/.

CENTER FOR EXCELLENCE IN TEACHING

The Center for Excellence in Teaching (CET) provides continuing education courses and programs for teachers. There are five components of the Center for Excellence in Teaching: partner workshop courses, professional development courses, a Continuing Teaching License Program, endorsement programs, and administrative license programs. All courses are earned in quarter-hour credits.

Partner workshop courses are sponsored by other entities, and the CET provides university credit for them.

The **professional development courses** are initiated by the CET and address the great variety of interests and needs of the classroom teacher and the school administrator, as they respond to new challenges and regulations. These courses can be used by in-service teachers to meet requirements for Professional Development

Units and Professional Growth Plans, as required by the school districts and the Teachers Standards and Practices Commission/TSPC.

The **Continuing Teaching License Program** serves teachers in Oregon who hold an Oregon Initial License and are working toward their Oregon Continuing License. This program has been approved by the TSPC.

The **endorsement programs** component currently has two TSPC-approved programs: the English Speaker of Other Languages (ESOL) Endorsement Program and the Reading Specialist Endorsement Program. These programs are offered to in-service teachers, as well as pre-service teachers belonging to an endorsement cadre (concurrently enrolled in the School of Education MAT Program.

The **New Directions in Educational Leadership (NDEL) administrative programs** prepare educational leaders to respond positively, creatively and proactively to the increasing demands for school/district achievement; an increasingly diverse population; a greater reliance on technology; and a commitment to learning, research, and ethical administrative practice. The NDEL prepares candidates for an Oregon Initial and/or Continuing Administrator's License.

STUDENT ACADEMIC GRANTS AND AWARDS

The Office of Student Academic Grants and Awards works with students interested in applying for nationally competitive scholarships, fellowships, and awards. The office provides assistance to students as they compete for honors and make plans for their academic careers beyond Willamette. This office also works with the CLA Undergraduate Grants and Awards committee, which administers the Carson Undergraduate Research Grants and the Presidential Scholars Program (sponsored by Willamette), and selects institutional nominees for many of the competitive scholarship programs, such as the Rhodes Scholarship, Truman Scholarship, British Marshall Scholarship, Goldwater Scholarship, and Fulbright Grant programs.

PRESIDENTIAL SCHOLARSHIPS

General Guidelines

Presidential Scholars will be among the top young scholars in the College of Liberal Arts. The Grants and Awards committee will not consider disciplinary distribution in selecting scholars. Scholars may be from any discipline or department. The Undergraduate Awards Committee may select two Presidential Scholars per year. The application deadline is usually in mid-March. The awards include one full semester's tuition to be applied to the student's senior year or as a graduate fellowship; $2,500 stipend for research expenses for the summer preceding the student's senior year. A maximum of 4 credits may be given for the project (no more than

three credits in one semester). Students who have received a Carson Undergraduate Research Grant or Summer Collaborative Research Program Science Grant **MAY NOT** be a Presidential Scholar in the same year. Students who received a Carson Undergraduate Research Grant or an SCRP Science Grant in their sophomore year **ARE ELIGIBLE** for the Presidential Scholarship in their junior year.

Selection Criteria
The principal criteria for evaluation are research design, originality, and contribution to the discipline. Projects should extend beyond the average thesis in both scope and design. Applicants should consult with their advisors and departments regarding their projects' feasibility, departmental thesis requirements, and course credit. Specific criteria include: strength of the proposed project; applicant's academic record of achievement; and applicant's intellectual caliber and independence of character. Applications that propose projects that build on but extend from a student's major may present the most compelling cases for selection.

Application Requirements
An application consists of:

1. A **project proposal** that is no more than four pages, typed in a font no smaller than 11 point, and includes the following: description of the project including rationale, research design and its relationship to contemporary scholarship; statement on the importance of the project for the student's long-term goals; and outline for completion of project.

2. **Current Transcript**

3. **Appendices:** The applicant may attach additional supporting documents such as photographs, artwork, letters of cooperation from agencies or persons necessary to the research.

4. **Letters of support:** The applicant's principal advisor must submit a letter to the Undergraduate Grants & Awards Committee under separate cover in support of the project. The letter will discuss the project's merit and feasibility within the time frame specified in the application.

Questions about the Presidential Scholars program should be directed to the Office of Student Academic Grants and Awards, where reports on past Presidential Scholars' projects are available for review. Application information is available on the SAGA website at: http://www.willamette.edu/dept/saga/presidential/

HEALTHCARE

Willamette University offers students interested in graduate studies in medicine, dentistry and other healthcare professions considerable flexibility in pursuing their goals. Rigorous courses and informed advising provide an excellent foundation for strong applications to post-graduate healthcare-related programs.

Although students may apply to these programs from within any major, administratively initial advising for medical, dental, optometry, and veterinary school is the responsibility of faculty in the Departments of Biology and Chemistry. Faculty in the Department of Exercise Science fulfill the same role for students interested in physical or occupational therapy, athletic training, nursing, physician assistants, pharmacology, podiatry, nutrition, anatomy and physiology, orthopedic and medical technology, and alternative medicine.

However, the departments have a coordinated and reciprocal process to ensure students have continuous guidance as they move toward their post-graduate objectives.

Dentistry

A student planning to enter dental school should follow essentially the same program as outlined under Medicine. Students planning to apply to OHSU must also complete Human Anatomy, Human Physiology, and Biochemistry.

Medicine

A student planning to apply to medical school should consult the Pre-Med website (www.willamette.edu/cla/premed) or Professor Thorsett of the Biology Department. The following are typical minimum requirements for admission to most medical schools: a year sequence in Biology, (BIOL 125 and BIOL 130), four credits in chemistry (CHEM 115, 116, 225 and 226 or 228), one credit in mathematics (MATH 141), and two credits in Physics (PHYS 221 and 222). In addition, many medical schools require one credit of biochemistry (CHEM 351). The courses above should be considered minimum requirements. Additional recommended courses in Biology include Gene Structure and Function (BIOL 333), Microbiology (BIOL 250), Animal Physiology (BIOL 351), Developmental Biology (BIOL 358) and Embryology (BIOL 446).Most medical schools have English, humanities, and social science requirements, but these are typically satisfied by completion of Willamette's General Education Program. Because there can be variations to the typical requirements listed above, students should check the specific requirements of the schools to which they plan to apply.

Nursing

Willamette provides courses for those seeking careers in nursing. A student wishing to attend nursing school should check the specific requirements of the professional school and consult with Professor Cagle of the Exercise Science Department.

Physical Therapy

Specific courses to satisfy requirements for entrance into a physical therapy program vary. Consult with Professor Cagle of the Exercise Science Department.

Veterinary Medicine

A student planning on admission to veterinary school should consult the preveterinary advisor, Professor Sharon Rose of the Biology Department, and admission requirements of the veterinary schools of his or her choice. The preveterinary program at Willamette is essentially the same as the program outlined under medicine.

OTHER CAREER /GRADUATE /PROFESSIONAL PROGRAMS AND OPPORTUNITIES

Business Management

Each year a relatively large number of Willamette graduates enroll in graduate programs in business management at universities in all regions 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 possibility.

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

General Graduate Study

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

A study of undergraduate origins for Ph.D.s, which compared Willamette to approximately 1,000 other liberal arts colleges, showed that Willamette ranked in the top seven percent nationally in terms of alumni who have been awarded Ph.D.s.

Information about graduate education and entrance tests for various professional and graduate programs is available in the Office of Career Services.

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 specialization (such as economics, the sciences, the arts, or politics of third-world countries) 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 internships available with the media. Such experiences have included work with local newspapers and radio stations, internships with Portland television stations covering the state legislature, and employment with Willamette's own campus publications and the University Office of Communications.

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.

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 Bachelor of Arts degree in any of the humanities is recommended.

Social Service and the Helping Professions
Students interested in a career in counseling, social work, or other "helping" professions should plan to complete a program of graduate training. The Departments of Psychology and Sociology offer 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 and experience at these sites while at the same time achieving credit toward graduation.

SECTION II

Academic Disciplines

AMERICAN ETHNIC STUDIES

The American Ethnic Studies minor is an interdisciplinary program focusing on the rich cultural heritage of peoples of color in the United States as well as the body of scholarship and theory that has emerged around global and national issues of race and ethnicity. One focus of the program is the study of the broad historical, social, cultural traditions, and dynamics of race and ethnicity in America as a foundation for the exploration of more specialized topics.

College offerings cover a broad range of topics, primarily in the humanities, but also in contemporary areas of social, political and economic development. These include history, anthropology, art history, rhetoric and communications, politics, religion, sociology, and literature. A major focus of the program is the comparative experiences of various communities of color within the traditional Ethnic Studies categories: American Indians/Alaska Natives, Asian Americans, African Americans, Latinos/Latinas.

REQUIREMENTS FOR THE AMERICAN ETHNIC STUDIES MINOR

Core Courses (2):
- AES 150 Introduction to American Ethnic Studies . . . . . (1)
- AES 330 Methods and Theory in American Ethnic Studies . . . . (1)

Three credits from the following courses, two of which must be 300-level or higher: . . . . . (3)
- ANTH 211 (IT) Folklore
- ANTH 231 (TH; US) Native North American Cultures
- ANTH 303 Museum Studies Seminar
- ANTH 351 (AR) Indigenous Peoples, Human Rights, and the Environment
- ENGL 253 (IT) Diversity in American Literature
- ENGL 337 African American Literature
- ENGL 357 Ethnicity and Race in American Literature
- HIST 361 African American History 1619-1865
- HIST 362 African American Histiry 1865-present
- IDS 343 Field Studies in Chicago
- POLI 303 (AR) Topics in Political Theory: Death in America*
- POLI 379 Latinos in U.S. Politics [Crosslisted with LAS 379]
- REL 214 (TH) Religion in America
- RHET 244 (AR; IT) Latino/Latina Voices in the U.S. [Crosslisted with LAS 244]

RHET 350 Topics in Rhetoric/Media Studies: Race, Gender and the Public Sphere*
SOC 114 (US) Race and Ethnic Relations

**Only when this particular topics is taught.*

FACULTY

Thabiti Lewis, Assistant Professor of English
Sammy Basu, Associate Professor of Politics
Nathaniel Cordova, Assistant Professor of Rhetoric and Media Studies
Seth Cotlar, Assistant Professor of History
Robert Dash, Professor of Politics
Rebecca Dobkins, Associate Professor of Anthropology
Emily Drew, Assistant Professor or Sociology and American Ethnic Studies
Ellen Eisenberg, Dwight and Margaret Lear Professor of American History
Steve Hey, Professor of Sociology
Frann Michel, Associate Professor of English
Pamela Moro, Associate Professor of Anthropology
Charlie Wallace, Chaplain and Associate Professor of Religious Studies

COURSE DESCRIPTIONS

AES 090X Native North American Film (.25) [Crosslisted with ANTH 090X] A study of films and videos about and/or by Native North Americans. It is intended to introduce the cultures of indigenous peoples of Canada and the U.S. through visual media, as well as to explore and critique the conventions employed by the filmmakers. Ideally taken concurrently with ANTH 231. On demand. Dobkins

AES 114 (US) Race and Ethnic Relations (1) [Crosslisted with SOC 114] The nature of majority–minority relations in society are explored with a focus on the causes and consequences of prejudice, discrimination and racism, with special attention on the increasing importance of institutionalized racism in contemporary American society. Attention is also paid to how race relations have changed over time and the differences in the experiences of immigrant and racial minorities. Studies on race relations are explored from a variety of theoretical perspectives. Freshmen and Sophomores only. Understanding Society. Fall. Hey, Drew

AES 150 (US) Introduction to American Ethnic Studies (1)
This course examines the historical, political and social dynamics of race and ethnicity in the United States. It investigates the creation and effects of these social concepts on the experiences, identities and relations of various peoples, as well as

the culture and structures of society. The course will focus on the various ways race and ethnicity are recreated in society, particularly by the media, and the way these "social constructions" perpetuate privilege and social inequality. It will critically investigate the myths and contradictions of race and ethnicity, and will attempt to understand what purposes they serve in a "color-bound" contemporary U.S. society. Understanding Society. Every semester. Drew

AES 231 (TH; US) Native North American Cultures (1) [Crosslisted with ANTH 231]
This course offers a survey of the dynamic, changing cultures of Native North America, from the time of the first peopling of the continent to the present day. The approach emphasizes the diversity of these cultures, as well as the complexity of the relationships between Native American and non-native peoples. Particular attention given to Oregon and the Northwest. Prerequisite: ANTH 150 recommended. Understanding Society, Thinking Historically. Indigenous Peoples and Cultures Cluster. Fall. Dobkins

AES 303 Museum Studies Seminar (1) [Crosslisted with ANTH 303]
This seminar is designed to introduce students to the field of museum anthropology and to the theoretical and practical dimensions of museum studies. As an applied research experience, it offers the opportunity to do hands-on work with the Native American collection and exhibition program at the Hallie Ford Museum of Art. Topics include the application of contemporary anthropological theory to work in museums, particularly in terms of issues of cultural representation, ethics, fieldwork, and museum display. Students will learn and apply skills in collections and archival management, exhibition development, and museum public programming. Prerequisite: ANTH 231 or ANTH 351, and consent of instructor. Spring. Dobkins

AES 330 Theory and Methods in American Ethnic Studies (1)
In this course, students will become familiar with the theoretical and methodological approaches in the interdisciplinary and evolving field of Ethnic Studies. It examines the key theories and methods that give voice to the realities of people of color, as well as group relations and resistance to inequality. This course analyzes the major theoretical paradigms for understanding race and ethnicity, evaluating the strengths and limitations for each framework in helping to bring about social change. It also explores and utilizes the methods of social science, recognizing the role, contribution and imitations of scientific inquiry for interpreting social reality. Other epistemological approaches will be assessed to determine what they bring to bare on empirical realities. Prerequisite: AES 150. Spring. Drew

AES 337 African-American Literature (1) [Crosslisted with ENGL 337]
A study of modern/contemporary literature written by African-Americans. Formal and thematic analysis of the novel with secondary examples from folktale, lyric and drama. Prerequisite: A 100-level Literature course and a minimum of sophomore standing. Alternate years. Staff

AES 351 (AR) Indigenous Peoples, Human Rights and the Environment (1) [Crosslisted with ANTH 351]
This course focuses upon environmental and human rights issues affecting indigenous peoples worldwide. Using the cross-cultural, comparative and field-based perspectives that distinguish anthropology, this course examines some of the most pressing problems facing the world's indigenous peoples, explores strategies used by these groups in facing human rights and environmental violations, and offers students the opportunity to study about and take action on these issues. Case studies of specific indigenous groups will be drawn from different world areas, including North and South America, Africa, Oceania and Asia. Prerequisite: prior course work in Anthropology or Environmental Studies required. Analyzing Arguments, Reasons and Values. Indigenous Peoples and Cultures Cluster, Environmental Cluster. Alternate years. Spring. Dobkins

AES 357 Ethnicity and Race in American Literature (1) [Crosslisted with ENGL 357]
Exploration of traditions in America's multicultural literatures: literary representations of relations between and within different ethnic and racial groups. Texts and emphases will vary. Prerequisite: A 100-level Literature course. Alternate years. Michel

AES 361 African American History 1619-1865 (1) [Crosslisted with HIST 361]
This course examines the experience of African Americans in the United States from 1619 to the end of the Civil War. Course topics will include the Atlantic Slave Trade, the relationship between slavery and racism, the development of free black communities in the North and South, slave religion, patterns of slave resistance and accommodation, the emergence of a shared African-American culture in the 18th century, and the African-American role in both the abolitionist movement and the Civil War. Alternate years. Cotlar

AES 362 African American History 1865-Present (1) [Crosslisted with HIST 362]
This course examines the experience of African Americans in the United States from Reconstruction to the present. Course topics will include Reconstruction, the Jim Crow period, the Great Migration, the urban experience, the Civil Rights Movement, and African American leadership. Alternate years. Eisenberg

AMERICAN STUDIES PROGRAM

The American Studies movement is an expression of lively interest and curiosity in things American. American Studies attempts to set American culture within the context of Western civilization and to establish a broad, interdisciplinary perspective on American culture and society.

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

This is a contract major in which the student and the student's advisors set up a program of interdisciplinary study centering on a problem, idea, area, institution or period in American culture and society. The student and his/her advisors will work out a concentration by the end of the sophomore year and will follow the guidelines set below for required courses.

REQUIREMENTS FOR THE AMERICAN STUDIES MAJOR

Ten courses are required, two of them fixed and the remaining eight to be worked out with two advisors by the end of the sophomore year. One American Studies advisor and one advisor from an academic field chosen by the student from contributing disciplines such as: Art, Economics, English, Environmental Science, History, Music, Politics, Religion, Sociology, Rhetoric and Media Studies, and Theatre.

AMST 250 (W) American Cultural Perspectives (1)

Three 200-level (or higher) courses in various disciplines consistent with a plan worked out with advisors by the end of the sophomore year that engages a problem, idea, area, institution or period (3)

Five 300-level (or higher) courses in various disciplines consistent with a plan worked out with advisors by the end of the sophomore year that engages a problem, idea, area, institution or period (5)

AMST 496 (W) Senior Seminar in American Studies (1)

FACULTY

American Studies Steering Committee:
Michael Strelow, Professor of English, Chair
Ellen Eisenberg, Dwight and Margaret Lear Professor of American History
Roger Hull, Professor of Art History

COURSE DESCRIPTIONS

AMST 250 (W) American Cultural Perspectives (1)
This is the beginning course of the American Studies major but open to non-majors as well. The course will assess American high, popular and folk cultures, addressing issues of race, gender and ethnicity. Discussions of American Studies methodology and theory will inform these investigations. Writing-centered. Fall. Strelow

AMST 496 (W) Senior Seminar in American Studies (1)
Provides a framework for students to develop a research project or other equivalent activity in consultation with faculty. The objective of this Senior Experience will be to consolidate and integrate the student's knowledge of the field of American Studies. Writing-centered. On demand. Staff

ANTHROPOLOGY

Students who are curious about the similarities and differences among cultures around the world often find a fresh analytical perspective in anthropology. This program emphasizes sociocultural anthropology, which is the study of contemporary peoples as investigated directly by anthropologists through field research. Departmental offerings also provide exposure to particular cultural areas in which the faculty hold expertise: Asia, Latin America, Africa, and Native North America. For majors and minors in anthropology, the sequence of courses in theory and methods seeks to encourage analytical skills, provide a foundation in anthropological theory and develop practical skills in observation, interviewing, ethics and interpersonal rapport. The study of anthropology contributes to the liberal arts education of students by providing new tools for understanding and analyzing the diversity of world cultures, as well as our own.

Career Opportunities in Anthropology
With its emphasis on non-Western cultures and its integration of perspectives from

the humanities and sciences, anthropology offers versatile training for students in our increasingly interconnected world. A major or minor in anthropology provides excellent preparation for careers in research, education and human services, especially those which involve contact with international and/or multicultural communities. Students of anthropology find employment in both the public and private sectors, in fields as diverse as international development, refugee resettlement, hospital administration, museums and cultural resource management, and tourism. Facilities and equipment available to the department include classrooms, offices and instructional aids in Eaton Hall, Native American art collections in the Hallie Ford Museum of Art and library holdings.

REQUIREMENTS FOR THE ANTHROPOLOGY MAJOR
(9 credits)

ANTH 150 (US) Controversies and Issues in Cultural Anthropology . . . . . (1)
ANTH 361 (W) Ethnographic Methods . . . . . (1)
ANTH 371 Survey of Anthropological Theory . . . . . (1)

One course in a geographic area: . . . . . (1)
- ANTH 210 (IT) Oral Tradition and Performance in African Literature (1) [Crosslisted with FREN 210 and CLHI 210]
- ANTH 231 (TH; US) Native North American Cultures (1)
- ANTH 233 (US) Peoples and Cultures of Asia (1)
- ANTH 251 Latin American Cultures [Crosslisted with LAS 251] (1)
- ANTH 252 (US) Rites of Passage (1)
- ANTH 358 Special Topics in Anthropology (1)

One topical course: . . . . . (1)
- ANTH 211 (IT) Folklore (1)
- ANTH 303 Museum Studies Seminar (1)
- ANTH 335 Visual Anthropology (1)
- ANTH 341 Anthropology of Art (1)
- ANTH 343 Ethnomusicology (1)
- ANTH 345 Gender Issues in Anthropology (1)
- ANTH 351 (AR) Indigenous Peoples, Human Rights, and the Environment (1)
- ANTH 353 Myth, Ritual, and Religion (1)
- ANTH 355 Warfare, Violence, and Peace (1)
- ANTH 356 (W) Language and Culture (1)
- ANTH 357 Writing Culture: The Crafting of the Anthropological Texts (1)
- ANTH 358 Special Topics in Anthropology (1)
- ANTH 394 Internship in Anthropology (1)

Three additional courses chosen from geographical and topical categories, and/or departmentally approved courses taken during off-campus programs . . . . . (3)

Senior Year Experience: . . . . . (1)
ANTH 499 (W) Senior Seminar (1)

REQUIREMENTS FOR THE ANTHROPOLOGY MINOR
(5 credits)

ANTH 150 (US) Controversies and Issues in Cultural Anthropology . . . . . (1)
ANTH 361 (W) Ethnographic Methods . . . . . (1)
ANTH 371 Survey of Anthropological Theory . . . . . (1)

One area course from the following: . . . . . (1)
ANTH 231 (TH; US) Native North American Cultures (1)
ANTH 233 (US) Peoples and Cultures of Asia (1)
ANTH 251 Latin American Cultures (1) [Crosslisted with LAS 251]
ANTH 252 (US) Rites of Passage (1)
ANTH 358 Special Topics in Anthropology (1)

One topical course: . . . . . (1)
ANTH 303 Museum Studies Seminar (1)
ANTH 335 Visual Anthropology (1)
ANTH 341 Anthropology of Art (1)
ANTH 343 Ethnomusicology (1)
ANTH 345 Gender Issues in Anthropology (1)
ANTH 351 (AR) Indigenous Peoples, Human Rights, and the Environment (1)
ANTH 353 Myth, Ritual, and Religion (1)
ANTH 355 Warfare, Violence, and Peace (1)
ANTH 356 (W) Language and Culture (1)
ANTH 357 Writing Culture: The Crafting of the Anthropological Texts (1)
ANTH 358 Special Topics in Anthropology (1)
ANTH 394 Internship in Anthropology (1)

FACULTY

Pamela Moro, Associate Professor of Anthropology, Chair
Alicia DeNicola, Visiting Assistant Professor of Anthropology
Rebecca J. Dobkins, Associate Professor of Anthropology

Joyce Millen, Assistant Professor of Anthropology
Peter Wogan, Associate Professor of Anthropology

COURSE DESCRIPTIONS

ANTH 090X Native North American Film (.25) [Crosslisted with AES 090X] A study of films and videos about and/or by Native North Americans. It is intended to introduce the cultures of indigenous peoples of Canada and the U.S. through visual media, as well as to explore and critique the conventions employed by the filmmakers. Ideally taken concurrently with ANTH 231. On demand. Dobkins

ANTH 150 (US) Controversies and Issues in Cultural Anthropology (1) Introduces students to cultural anthropology, the study of cultures from various parts of the world, including the U.S. Through debates, close readings of cultural case studies, and problem-solving, students critically evaluate anthropologists' approaches to topics such as gender, ecology, power, and ritual. Possible questions: How to explain gender inequalities? Are universal morals and cultural relativism at odds? Is human behavior learned or inherited? Prerequisite: 1st and 2nd year students only. Understanding Society. Every semester. Staff

ANTH 210 (IT) Oral Tradition and Performance in African Literature (1) [Crosslisted with FREN 210 and CLHI 210] This course explores how contemporary written literature in Africa continues to derive a great deal of its vitality from older traditions of verbal art. Initially the course will examine sample texts from the oral tradition. It will next focus on representative texts by major African writers whose works have made use of said oral tradition as well as examine their social and political contexts. The principal concern of the course will be the analysis of the aesthetic implications of the transposition of oral techniques and structural features into the medium of the written/printed word. Conducted in English. Interpreting Texts. Annually. Fofana

ANTH 211 (IT) Folklore (1) Considers the major forms, functions, origins, methods of transmission and performance of folklore, as well as the collection and analysis of folklore. Introduces a variety of folklore genres (such as myth, joke, riddle, proverb, ballad), drawing upon cross-cultural as well as U.S. examples. Students will carry out independent research and analysis projects. Interpreting Texts. Annually. Moro

ANTH 231 (TH; US) Native North American Cultures (1) [Crosslisted with AES 231] This course offers a survey of the dynamic, changing cultures of Native North America, from the time of the first peopling of the continent to the present day.

The approach emphasizes the diversity of these cultures, as well as the complexity of the relationships between Native American and non-native peoples. Particular attention given to Oregon and the Northwest. Prerequisite: ANTH 150 recommended. Understanding Society, Thinking Historically. Indigenous Peoples and Cultures Cluster. Fall. Dobkins

ANTH 233 (US) Peoples and Cultures of Asia (1)
This course represents an application of the anthropological perspective (an emphasis on field-collected data and the common patterns of culture and social life) to the study of the development and contemporary life of societies in Asia, including India, China and Thailand. Specific topics include kinship and family structures, adaptations to the natural environment, political and economic structures, religion, expressive culture and the arts, processes of urbanization and industrialization, and issues of social change in the late 20th century. Understanding Society. Asia Cluster. Fall. Moro

ANTH 251 Latin American Cultures (1) [Crosslisted with LAS 251]
This course provides an introduction to major aspects of Latin American cultures (especially indigenous cultures), including the following: conquest history, ethnicity, national identity, religion, healing, politics, gender, media representations, Lations in the U.S., and language. A service-learning component involves work with a local community agency serving Latinos. Spring. Wogan

ANTH 252 (US) Rites of Passage in Chinese Societies (1) [Crosslisted with CHNSE 252]
This course surveys the life-cycle rituals of birth, marriage, and death in Chinese societies from folkloristic, anthropological, philosophical, and historical perspectives. By reading the text, understanding the context, observing the performance, and reenacting the rituals, the participants learn the subject as a disciplinary field and as a body of knowledge in Chinese culture, and examine the rituals through such topics as gender role, ethnic identity, symbolism, belief and behavior, folklore and tradition, and continuity of culture. Understanding Society. Asian Cluster. Death Cluster. Fall. Zhang

ANTH 303 Museum Studies Seminar (1) [Crosslisted with AES 303]
This seminar is designed to introduce students to the field of museum anthropology and to the theoretical and practical dimensions of museum studies. As an applied research experience, it offers the opportunity to do hands-on work with the Native American collection and exhibition program at the Hallie Ford Museum of Art. Topics include the application of contemporary anthropological theory to work in museums, particularly in terms of issues of cultural representation, ethics, fieldwork, and museum display. Students will learn and apply skills in collections and archival management, exhibition development, and museum public program-

ming. Prerequisite: ANTH 231 or ANTH 351, and consent of instructor. Spring. Dobkins

ANTH 335 Visual Anthropology (1)
This course focuses on a variety of visual texts, from documentary films about non-Western cultures to fiction films made in the U.S. Special emphasis is placed on questions about visual representations of other cultures, and the way audience responses to visual texts reflect cultural values. Students will carry out independent fieldwork projects, in some cases making use of video-recording technologies. Prerequisite: One previous anthropology course; preference given to Anthropology Majors and Minors. Every third semester. Wogan

ANTH 341 Anthropology of Art (1)
This course focuses upon art as a dynamic process involving not only the human creation of objects, but the circulation of these objects within the various social, cultural and historical contexts which give them meaning. Provides a foundation in the anthropological study of art, aesthetics, museums and material culture. Special attention will be given to the arts of Native North America, Africa and Oceania. No prerequisites, though ANTH 150 or 231 or a background in Art is recommended. On demand. Dobkins

ANTH 343 Ethnomusicology (1)
This course considers music in social and cultural context, with attention to the functions, forms and meanings of music as an aspect of human behavior. Introduces techniques for the cross-cultural study of music. Examples are drawn from a number of musical traditions, primarily from the non-Western world. No prerequisites, though ANTH 150 or training in Music is recommended. Alternate years. Moro

ANTH 345 Gender Issues in Anthropology (1)
An examination of gender and sex cross-culturally and in evolutionary perspective, with emphasis on the non-industrialized world. Some of the topics we will consider include women and men in prehistory; notions of masculinity, femininity and sexuality; the sexual divisions of labor and economic organization; women's involvement in ritual and religion; and impact of sociocultural change on gender issues. No prerequisites, though ANTH 150 or courses in Women's Studies are recommended. Alternate years. Moro

ANTH 351 (AR) Indigenous Peoples, Human Rights and the Environment (1)
[Crosslisted with AES 351]
This course focuses upon environmental and human rights issues affecting indigenous peoples worldwide. Using the cross-cultural, comparative and field-based perspectives that distinguish anthropology, this course examines some of the most pressing problems facing the world's indigenous peoples, explores strategies used by these groups in facing human rights and environmental violations, and offers

students the opportunity to study about and take action on these issues. Case studies of specific indigenous groups will be drawn from different world areas, including North and South America, Africa, Oceania and Asia. Prerequisite: prior course work in Anthropology or Environmental Studies required. Analyzing Arguments, Reasons and Values. Indigenous Peoples and Cultures Cluster, Environmental Cluster. Alternate years. Spring. Dobkins

ANTH 353 Myth, Ritual and Religion (1)
Religion is found in some form in every culture and the discipline of anthropology has been much concerned with exploring and understanding the global diversity of religious expression. This course introduces the cross-cultural study of myth, ritual and religion through case studies drawn from around the world. Prior course work in Anthropology or Religion recommended. Alternate years. Dobkins, Moro

ANTH 355 Warfare, Violence and Peace (1)
This course will critically examine anthropological theories about the causes, functions, and meanings of warfare, violence, and peace. In particular, the following topics will be addressed: 1) the causes and nature of warfare according to competing theories from materialist, functionalist, symbolic, and biological perspectives; 2) the function and meaning of headhunting, cannibalism, human sacrifice, torture, gang violence, and organized crime; 3) changes from violent to peaceful practices. Various case studies will be examined, with special emphasis on small-scale societies. Prerequisite: One previous course in anthropology. Taught 2003-2004 academic year. Wogan

ANTH 356 (W) Language and Culture (1)
This course introduces students to the major issues and methodologies in the study of language in its cultural context. In particular, the course focuses on linguistic questions related to the following: 1) gender; 2) power; 3) ethnic, racial, and national identifies; 4) literacy; 5) poetic, verbal performance; and 6) intercultural communication. Analysis often centers on video and cassette texts from films, conversations, and the students' own fieldwork data. Prerequisite: Previous coursework in Anthropology recommended. Writing-centered. Every third semester. Wogan

ANTH 357 Writing Culture: The Crafting of Anthropological Texts (1)
How do anthropologists represent other cultures? This course examines the most significant mode of writing within anthropology: the ethnography. Students will read a selection of ethnographies representing a variety of issues, theoretical approaches, and styles of crafting ethnographic text. Topics to be explored will include the establishment of authorial voice, the integration of data into text, contemporary experimentation with and critique of the ethnographic format. Specific content and reading lists will rotate depending on instructor. Prerequisite: At least one prior course in Anthropology. On demand. Staff

ANTH 358 Special Topics in Anthropology (1)
This course provides the flexibility to offer special topics of interest in anthropology. The course may study a particular subfield of anthropology, or a particular anthropological problem in depth. Prerequisite: ANTH 150 or consent of instructor. On demand. Staff

ANTH 361 (W) Ethnographic Methods (1)
A practical writing-centered introduction to the field techniques of anthropology, with an emphasis on student-conducted research. Topics include ethics, rapport, gathering and recording data (focusing upon techniques of participant-observation and interviewing), writing description and qualitative analysis. Each student will design and carry out an independent, semester-long research project. This course is intended for anthropology minors and majors. Prerequisite: ANTH 371. Spring. Moro

ANTH 371 Survey of Anthropological Theory (1)
This course surveys the history of anthropological theory, with an emphasis upon contemporary schools and movements within the discipline. Topics range from the nineteenth-century intellectual history of the discipline to current trends and critiques in anthropology. Appropriate for students of anthropology and others interested in cultural studies or theory in the social sciences. Prerequisite: ANTH 150 or permission of instructor; not open to 1st year students. Fall. Dobkins, Wogan

ANTH 394 Internship in Anthropology (1)
This course provides an opportunity for practical experience (minimum 12 hours per week) in an off-campus setting related to the study of anthropology and to the student's emerging research and professional interests. The student will be supervised by an on-site professional as well as a faculty member. A paper, journal, and periodic consultations with the faculty member are required. The internship is open to advanced majors in anthropology only; completion of ANTH 371 and ANTH 361 are recommended. The course does not fulfill the senior experience requirement. Fall/Spring. Staff

ANTH 490 Independent Study (.5 or 1)
This course provides the opportunity to conduct a major research project which cannot otherwise be pursued through any existing course in the department's curriculum. Students must have standing in anthropology and will work under faculty supervision. This course cannot replace ANTH 499 (W), Senior Seminar. Prerequisite: Consent of instructor. On demand. Staff

ANTH 499 (W) Senior Seminar (1)
Students will read and discuss current research in anthropology. Each student will write and present a major paper. Writing-centered. Prerequisite: ANTH 371 and senior standing. Spring. Staff

ART AND ART HISTORY

The program in Art encompasses the closely related pursuits of creative studio art and art history. Both emphasize the rich diversity of human experience as it is expressed in visual form. The transmission of personal and cultural values through objects is a phenomenon that can be observed around us constantly in daily life; it is also something that happens over time, through space and across cultures. Indeed, our need to make, experience and comprehend art is as old and as profound as our need to speak. It is through art that we can understand ourselves and our potential and it is through art that we will be understood and remembered by those who will come after us.

The Department of Art and Art History offers two majors: one with a concentration in creative studio art and one with a concentration in art history. Both majors, as part of the broad liberal arts tradition, foster the development of analytical skills, engagement with ideas and the exploration of social and personal values. Consequently, students majoring in Art and Art History have found their study a good point of departure for careers in education, professional art, advertising, communications, architecture, art criticism and museum work, as well as law, business and government.

Through creative work, Studio Art courses develop skills that emphasize visual perception and articulation, conceptual and practical problems, and technical skills in a variety of media and processes. Foundation courses in basic design and composition prepare students for creative work in courses dealing with particular media or processes, such as painting, sculpture, ceramics, jewelry-making, printmaking, drawing, mixed media and photography.

The courses in Art History survey all periods from the Stone Age to the present in the Ancient Mediterranean region, Europe and North America, with limited offerings in the art of China and Japan. Some of these courses range widely over a broad region and through a long period (Monuments and Themes of Western Art History, for instance), while others are more focused on a special art form or tradition (like Ancient Greek Painting or Photography in America), a unique locale (as in Roman Art and Architecture, or Northern Renaissance and Baroque Art) or a single individual or monument (Major Artists). In many of these courses, the University's art collections provide special opportunities both for class research proj-

ects and for individual study. Art History students are also strongly advised to study French or German as their foreign language. Further, they are encouraged to work in disciplines closely related to Art History (e.g., Classics, English and Comparative Literature, History, Religious Studies and Anthropology). 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, Greece, Germany, Italy, Japan, England and Spain.

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 for use by the Department of Art and Art History in 1977, and remodeled with a 6,600 square foot addition in 2002-2003. The building includes studios for ceramics, drawing and design, painting, printmaking, photography, and digital imaging; an Art History seminar room and classroom; a student gallery; and faculty and administrative offices. The sculpture and jewelry studios are located in a nearby building. The department is well equipped with a large slide collection and studio equipment needed to make works of art in a variety of media. The Germaine Fuller Japanese Garden adjacent to the building is another educational and aesthetic resource.

Integral to the program in Art and Art History is the Hallie Ford Museum of Art, one block from the Art Building. The museum enriches both the Art History and Studio Art programs, offering opportunities to study, firsthand, works of American, European, Asian and Native American art, to conduct research projects on particular objects or groups of objects in the University's growing collection and to study curatorial practices in anticipation of possible careers in museum work. Many Art History classes meet in the Roger Hull Lecture Hall at the museum.

The Department of Art and Art History offers two majors, one in Studio Art and one in Art History. While students may not double major in Studio Art and Art History, they may have a major in one and a minor in the other.

REQUIREMENTS FOR THE STUDIO ART MAJOR
(12 credits)

One course from the following FOUNDATION COURSES (to be completed in first semester of major): . . . . . (1)
- ARTS 112 (CA) Color and Composition (1)
- ARTS 113 (CA) Fundamentals of Design (1)
- ARTS 115 (CA) The Language of Visual Art (1)
- ARTS 116 (CA) Ways of Drawing (1)
- ARTS 117 (CA) Exploring Visual Art (1)

One course from the following FOUNDATION COURSES: . . . . (1)
ARTS 240 Life Drawing (1)
ARTS 241 Figure Drawing (1)

One course from the following ART HISTORY COURSES:. . . . . (1)
ARTH 215 (IT; TH) Monuments and Themes of Western Art History I (1)
ARTH 216 (IT; TH) Monuments and Themes of Western Art History II (1)

One course from the following TWO DIMENSIONAL MEDIA: PAINTING COURSES: . . . . . (1)
ARTS 235 Painting (1)
ARTS 236 Contemporary Painting Techniques and Concepts (1)

One course from the following TWO DIMENSIONAL MEDIA: PRINT MAKING COURSES:. . . . . (1)
ARTS 131 Etching I (1)
ARTS 211 Digital Media (1)
ARTS 216 Video Art I
ARTS 232 Black and White Photography I (1)
ARTS 242 Woodcuts and Collagraphs (1)
ARTS 243 Monoprinting (1)

One course from the following THREE DIMENSIONAL MEDIA COURSES: . . . . . (1)
ARTS 245 Introduction to Ceramics (1)
ARTS 261 Sculpture: Modeling and Casting (1)
ARTS 262 Sculpture: Stone Carving (1)
ARTS 214 (CA) Structural Design (1)
ARTS 348 Contemporary Sculpture (1)

Additional ADVANCED STUDIO ART AND ART HISTORY COURSES Required:
ARTH 357 Twentieth Century Art . . . . . (1)
ARTS 381 Advanced Media and Design . . . . . (1)
ARTS/ARTH 496 (W) Senior Seminar and Thesis . . . . . (1)
One full credit, writing-centered Studio Art Course . . . . . (1)
Two additional credits in Studio Art above 100-level courses . . . (2)
(Both credits to be in either Two Dimensional Media or Three Dimensional Media)

REQUIREMENTS FOR STUDIO ART MINOR
(5 credits)

1 credit in an introductory Studio Art course ..... (1)
(ARTS 112, 113, 115, 116, 117 or 221)

3 credits in Studio Art at the 200 or 300 level ..... (3)

1 credit in introductory Art History ..... (1)
(ARTH 213, 214, 215, 216 or 217)

REQUIREMENTS FOR ART HISTORY MAJOR
(10 credits)

ARTH 215 (IT; TH) Monuments and Themes of
Western Art History I: Prehistoric to Gothic ..... (1)
ARTH 216 (IT; TH) Monuments and Themes of
Western Art History II: 1300 - 1900. ..... (1)
ARTH 217 (IT; TH) Monuments and Themes of
Western Art History III: 1750 - 1900 ..... (1)

One course from the following: ..... (1)
ARTH 213 (IT; TH) History of the Art of China (1)
ARTH 214 (IT; TH) History of the Art of Japan (1)
ANTH 341 Anthropology of Art (1)
IDS 332 Mysticism and Creativity (1)
IDS 421 Studies in Florence (1)
PHIL 242 (AR) What is Art? (1)
PHIL 343 Philosophy and the Arts (1)
REL 237 (W) Introduction to Syro-Palestinian Archaeology (1)
REL 337 Archaeological Methodology (1)

One course from the following: ..... (1)
ARTS 131 Etching I (1)
ARTS 214 Structural Design (1)
ARTS 232 Black and White Photography (1)
ARTS 235 Painting (1)
ARTS 236 Contemporary Painting Techniques and Concepts (1)
ARTS 240 Life Drawing (1)
ARTS 241 Figure Drawing (1)
ARTS 242 Woodcuts and Collagraphs (1)
ARTS 245 Introduction to Ceramics (1)

ARTS 261 Sculpture: Modeling and Casting (1)
ARTS 262 Sculpture: Stone Carving (1)

Additional courses required:
Three credits in upper level Art History courses (numbered above 250), including a full credit, writing-centered Art History course. (At least one of these courses must be in Ancient or Medieval Art History, and one must be in Renaissance, Modern, or American Art History.) . . . . . (3)

One elective credit in Art History or Studio Art . . . . . (1)

ARTH 496 (W) Senior Seminar and Thesis . . . . . (1)

REQUIREMENTS FOR ART HISTORY MINOR
(5 credits)

2 credits in upper level Art History courses (numbered above 250) . (2)

3 additional credits in Art History . . . . . (3)

Of these 5 credits, at least 1 must be in Ancient or Medieval Art History and 1 must be in Renaissance, Modern, or American Art History.

Of these 5 credits, 1 may be taken from the following: ANTH 341, IDS 332, IDS 421, PHIL 242, PHIL 343, REL 237, or REL 337

FACULTY

James B. Thompson, Professor of Art, Chair
Kevin Greenwood, Instructor of Art History
Heidi Grew, Associate Professor of Art
Robert H. Hess, Professor of Art
Elizabeth Hudson, Visiting Assistant Professor of Art History
Roger P. Hull, Professor of Art History
Kristin Kuhns, Instructor of Art
Ann M. Nicgorski, Associate Professor of Art History
Don Olsen, Visiting Assistant Professor of Art
Alexandra Opie, Visiting Assistant Professor of Art

COURSE DESCRIPTIONS

STUDIO ART

ARTS 112 (CA) Color and Composition (1)

Studio demonstrations are given concerning the processes used to produce two-dimensional images which utilize color as the primary visual medium. A series of studio problems is used to provide direct experience with the instruments and materials employed to produce color surfaces. Creating in the Arts. Spring. Thompson

ARTS 113 (CA) Fundamentals of Design (1)

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

ARTS 115 (CA) Picasso: An Introduction to Studio Arts (1)

This course is designed to introduce beginning students to the concepts and practices of studio art such as painting, printmaking, sculpture, and cardboard models, by using the life, paintings, prints and sculptures of Pablo Picasso as its dynamic centerpiece. Pablo Picasso was one of the most brilliant and influential artists of the twentieth century. He, along with Braque and the early modernists, formed the "language" of art that has been used by most contemporary artists. Creating in the Arts. For freshmen only. Fall. Hess

ARTS 116 (CA) Ways of Drawing (1)

Studio demonstrations are given concerning the processes used to produce drawings on two-dimensional surfaces. A series of studio problems is used to provide direct experience with the instruments and materials employed to produce drawing surfaces. Demonstrations and lectures. Creating in the Arts. Triennially, fall. Thompson

ARTS 117 (CA) Exploring Visual Art (1)

Students will create works of art utilizing a variety of techniques. They will begin with two-dimensional media such as drawing, painting, and/or collage, and progress to three-dimensional media including clay and other materials. Independent research, visits to the Hallie Ford Museum of Art, and occasional lectures by guest artists or art historians outside of class required. Creating in the Arts. Spring. Grew

ARTS 131 Etching I (1)

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

ARTS 145 (CA) Creating with Clay (1)
An introduction to clay using construction techniques such as slab, coil, pinch and wheel throwing. Students are encouraged to explore ideas and concepts once comprehension of basic construction techniques is achieved. Restricted to non-Art majors. Creating in the Arts. Every semester. Zeek

ARTS 211 Digital Media (1)
This class surveys and exposes the basic concepts of two dimensional image making in the electronic realm. A central theme of the course is the use of computer technology to generate visual points of view and to express precise thoughts through image and text. Students will be instructed in the basic operation of software programs and encouraged to go beyond the traditional applications of each software package. Prerequisite: ARTS 112, 113, 115, 116, or 117 or consent of instructor. Spring. Staff

ARTS 214 (CA) Structural Design (1)
Structure not only speaks to us about usefulness, economics, energy and safety, it also asks us to appreciate creativity and beauty. This studio course will focus on design in the 20th century and three masters of the modern movement in architecture: LeCorbusier, Mies van der Rohe, and Frank Lloyd Wright. Its purpose is to train the eye to analyze the three-dimensional reality of visual experience and to translate this awareness into model buildings and an understanding of how creativity happens. Prerequisite: Consent of instructor. Creating in the Arts. Alternate falls. Hess

ARTS 216 Video Art I (1)
This class explores the communicative and expressive potentials of single camera digital video production and editing. Students will gain a basic theoretical understanding of video as an art form and its relationship to film as an image making apparatus. Technical aspects of the course include lighting, sound, digital editing and the organization and planning involved in a video project. Prerequisite: ARTS 112, 113, 115, 116, or 117 consent of instructor. Spring. Staff

ARTS 221 (CA) Architectural Design Principles: The Chicago School (1)
This studio course presents an array of architectural design principles that arose from the Chicago School of Architecture in the 19th and 20th centuries. Students will integrate these principles in the making of drawings, plans, and three-dimensional models of their own design. The class will focus on producing design solutions to the problems of single-family and multi-family dwellings in an urban environment. Chicago Cluster. Creating in the Arts. Triennially, fall. Thompson

ARTS 231 Etching II (1)
Studio demonstrations are given in the use of tools and materials needed to produce etchings. Color printing techniques are introduced with an emphasis on modern and contemporary techniques. Prerequisite: ART 131 or consent of instructor. Alternate springs. Thompson

ARTS 232 Black and White Photography I (1)
Technical and visual aspects of shooting and developing black and white film will be pursued. Darkroom printing will address technique and composition. Periodic student presentations and critiques of work will occur. Prerequisites: ARTS 112, 113, 115, 116, and 117 or consent of instructor. A 35mm SLR camera with a 50mm lens is required. Every semester. Staff

ARTS 233 Black and White Photography II (1)
Technical and visual aspects of shooting, developing and printing black and white film will continue to be pursued. Emphasis will be on experimentation with altered images that may occur in both shooting and printing. Infrared and Technical Pan films will be explored. Experimentation with printing techniques will be with contact, photograms, altered images by collage, drawing on negatives, sandwiching negatives and toning. Prerequisites: ARTS 232 and/or consent of instructor. Spring. Staff

ARTS 235 Painting (1)
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

ARTS 236 Contemporary Painting Techniques and Concepts (1)
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

ARTS 240 Life Drawing (1)
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 civilization. Various media: pencil, ink, pastel. Recommended prerequisite: ARTS 100 level course. Annually. Hess, Grew

ARTS 241 Figure Drawing (1)
Lectures and creative work in drawing from the human figure for beginning students. Various media: charcoal, ink, pastel, oil. Recommended prerequisite: ARTS 100 level course or 240. Annually. Hess, Grew

ARTS 242 Woodcuts and Collagraphs (1)
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

ARTS 243 Monoprinting (1)
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

ARTS 245 Introduction to Ceramics (1)
The use of various clays will be explored in two-dimensional and three-dimensional design. Handbuilding, wheel work, glaze application and firing techniques will be pursued. Every semester. Grew

ARTS 253 Beginning Jewelry: Metalsmithing (1)
Small, three-dimensional designs with nonferrous metals and metalsmithing procedures. Discussion of jewelry's role in various historical cultures. Alternate falls. Hess

ARTS 261 Sculpture: Modeling and Casting (1)
This studio course focuses on the art of modeling with clay, as observed from Augustus Saint-Gaudens to Giacomo Manzu, and introduces several mold-making systems for casting into plaster and bronze. Fall. Hess

ARTS 262 Sculpture: Stone Carving (1)
This course will concentrate on the practice, aesthetics, and history of stone carving from Egyptian art to the art of Henry Moore (20th Century). Spring. Hess

ARTS 311 Web Art and New Media (1)
This course investigates the conceptual and technical potential of electronic media and how it might extend other areas of art making. Topics covered include how the machine might extend what the artist and historian already know and do, the strengths of the machine and how they may be applied to enhance the individual's approaches, and how an idea transcends technique. Projects/exercises are designed to aid in answering such questions by exploring various techniques and concepts pertinent to new technologies and the computer as an image driving tool. Image manipulation, the computer and time based issues, internet art and web publishing, as well as the necessary software needed for these investigations, will be presented.

Prerequisite: ARTS 211. Fall. Staff

ARTS 316 (CA) Video Art II (1)
This course introduces students to advanced single-camera video production. The processes of signal testing, audio lighting, digital editing, pre-production are investigated. Students explore a theoretical understanding of video as an art form and investigate its relationship to television art, culture, history, and film as an image-making apparatus. The conceptual springboard for this course is that of structure--how information is structured through the medium of video, tv, film. A series of conceptual frameworks will provide a more sophisticated understanding of ways to research a personal language for building meaningful expression. Creating in the Arts. Prerequisites: ARTS 216. Alternate years. Staff

ARTS 346 (CA) Ceramic Vessel Construction (1)
This studio course will devote equal time to handbuilding and wheel throwing as methods of vessel construction. The course will focus on form, design, function, and craftsmanship. Prerequisite: ARTS 245. Creating in the Arts. Alternate springs. Grew

ARTS 347 (CA) Ceramic Sculpture (1)
This course introduces students to sculptural ideas executed in various hand construction techniques including slab, coil, press mold, etc. Students will explore how the unique physical characteristics of clay can contribute to the content of the work. Emphasis will be on process, exploration, and discussion, Prerequisite: ARTS 245. Creating in the Arts. Alternate falls. Grew

ARTS 348 Contemporary Sculpture (1)
After World War II, American sculptors centered their attention to the attempt to translate the spirit and imagery of Abstract Expressionism into three dimensions. This studio course will explore how this action played out into a new vision of sculpture for succeeding generations as they worked with new materials and different ideas. Prerequisites: One of the following: ARTH 215, 216, 217, 257, 335, or 344. Alternate falls. Hess

ARTS 349 (CA) Ceramic Surface Techniques (1)
This course provides a variety of approaches to surface techniques including relief, drawing, printing, slip painting, texturing, and advanced glaze application. The course is open to students interested in vessels or sculpture. Prerequisite: ARTS 245. Creating in the Arts. Alternate springs. Grew

ARTS 360–377 Independent Projects (1)
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), Design (370 and 371), Jewelry (372 and 373), Photography (374 and 375), and Electronic Media (376 and 377). On demand. Staff

ARTS 381 Advanced Media and Design (1)
Advanced studio work to permit the student to achieve a high level of competence in a selected area of interest. The student is expected, in consultation with the instructor, to identify and solve specific problems which will develop in depth an understanding and appreciation of the tools, materials and ideas used. Prerequisite: Art Studio majors with junior standing, or consent of instructor. Spring. Staff

ARTS 440 (W) Writing for Artists (1)
This writing-centered course explores the variety of ways that artists need to communicate verbally for success as a developing professional. Topics will include writing an artist statement, reviews of work, grant and project proposals, research and discussion of issues directly relating to artists, and personal reflection upon the creative process. Emphasis will be placed on contemporary issues in the arts. Special topics will develop from guest artists and professionals in art administration, museums, galleries, and non-profit organizations. Prerequisite: Senior Art Studio Majors Only. Writing-Centered. Spring. Grew

ARTS 496 Senior Seminar and Thesis (1)
Required for senior Art majors. Group seminars as well as advanced independent work with an individual major professor. Includes preparation of a senior project. Prerequisites: Courses leading to the status of senior Art major. Fall. Staff

ART HISTORY

ARTH 212 (IT; TH) History of the Arts of Asia (1)
A selective survey of the visual arts of Asia, with an emphasis on major monuments and themes. The course includes broad developments in the arts of South Asia (India, Nepal, Pakistan, Afghanistan), Southeast Asia (Myanamar, Thailand, Cambodia, Indonesia), Central Asia (Tibet, Mongolia), and East Asia (China, Korea and Japan) from prehistory of the present, with an emphasis on the influential artistic traditions of India, China and Japan. The arts in Asia will be examined and discussed from various perspectives in order to understand their significance in their cultural contexts. Interpreting Texts. Thinking Historically. Fall. Staff

ARTH 213 (IT; TH) History of the Art of China (1)
This course is the first in a two-semester study intended to introduce the major monuments and themes of Asian art. History of the Art of China covers the period from approximately 6000 BCE to about 1800 CE. Special attention will be paid to how the art of China was created and viewed, how art functioned in relation to

society and religion and how meaning is inherent in both style and subject matter. Interpreting Texts, Thinking Historically. Asia Cluster. Alternate Springs. Staff

ARTH 214 (IT; TH) History of the Art of Japan (1)
This course is the second in a two-semester study intended to introduce the major monuments and themes of Asian art. It covers the period from approximately 10,000 BCE to about 1900 CE in Japan. Special attention will be paid to how the art of Japan was created and viewed; how art functioned in relation to society and religion and how meaning is inherent in both style and subject matter. Interpreting Texts, Thinking Historically. Asia Cluster. Alternate Springs. Staff

ARTH 215 (IT; TH) Monuments and Themes of Western Art History I: Prehistoric to Gothic (1)
This course is the first part of a three-semester study intended to introduce the major monuments and themes of Western art and architecture. It covers the period from approximately 25,000 BCE to about 1300 CE and explores the cultures of Prehistoric Europe, the Ancient Near East, Egypt, Greece, Etruria, Rome and Byzantium, as well as Early Christian and Medieval Europe. Special attention will be paid to how art was created and viewed; how art functioned in relation to society and religion; how meaning is inherent in both style and subject matter; how power is invested in painting, sculpture and architecture; and how these important monuments affect us today. Interpreting Texts, Thinking Historically. Fall. Nicgorski

ARTH 216 (IT; TH) Monuments and Themes of Western Art History II: 1300–1750 (1)
This course is the second part of a three-semester study intended to introduce the major monuments and themes of Western art and architecture. It explores the cultures of late Gothic and Renaissance Europe, with an emphasis on contrasts between Italian and Northern European art of this period. Special attention will be paid to how art was created and viewed; how art functioned in relation to society and religion; how meaning is inherent in both style and subject matter; how power is invested in painting, sculpture and architecture; and how these important monuments affect us today. Interpreting Texts, Thinking Historically. Fall. Hull

ARTH 217 (IT; TH) Monuments and Themes of Western Art History III: 1750–1900 (1)
This course is the third part of a three-semester study intended to introduce the major monuments and themes of Western art and architecture. It explores the cultures of Western Europe and the United States from the Rococo period to the twentieth century with a focus on painting. Special attention will be paid to how art of this broad period was created and viewed; how it functioned in relation to society, politics and (though less persistently than before) religion; how meaning is inherent in both style and subject matter; how power is invested in painting; and

how these important monuments affect us today. Interpreting Texts, Thinking Historically. Spring. Hull

ARTH 245 (TH) Prints and Printmakers (1)
This course is an introduction to the history of printmaking in the West. Works of art by master printmakers such as Durer, Rembrandt, Piranesi, Goya, Meryon, Kollwitz and others will be addressed in relation to their influence of the art of their periods, as well as the influence of contemporary developments in religion, politics, economics and society that is reflected in their works of art. The class will also examine developments in the various printing techniques of relief, intaglio, lithography, screen printing and other experimental processes. Co-requisite: ARTH 245Y. Thinking Historically. Spring 2003 and 2004. Staff

ARTH 251 Leonardo da Vinci (1)
This course will cover all major areas of Leonardo's interests and activity from the time of his apprenticeship in Verrocchio's workshop to his last years in France, focusing on the way the artist infused traditional iconography with new ideas and philosophical concepts, creating a style which later flourished in the work of such artists as Raphael and Michelangelo. It will also explore issues of methodology concerning the relationship between Leonardo's personality and his creativity. Alternate years, Spring. Scavizzi

ARTH 252 Michelangelo (1)
This course is an introduction to the work of Michelangelo, one of the major artists of the 16th century. The activity of the artist will be surveyed from his beginnings in Ghirlandaio's workshop in Florence to the late frescoes of the Pauline Chapel in the Vatican. Special attention will be given to his most important cycles, namely the frescoes of the Sistine Chapel and the sculptures of the Medici Tombs. Although the focus of the course will be on the paintings, sculptures, and drawings by the artist, other areas of creativity such as architecture, poetry, and aesthetics will be touched upon. The course will also provide students with an understanding of major historical movements, like the artistic world of the High Renaissance and the spirituality of the Catholic Reformation. Alternate years, spring. Scavizzi

ARTH 257 (TH) Architecture in America (1)
This course presents a history of the development of American architecture from Colonial times to the present. Emphasis is placed on architectural styles and the relationship of style of historical periods and cultural assumptions. Focus is on the interplay of European architectural history with New World developments and transformations. The second half of the course heavily emphasizes late 19th and 20th century developments in Chicago, one of this nation's great architectural centers. Thinking Historically. Chicago Cluster. Alternate springs. Hull

ARTH 258 Photography in America (.5)
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.) Periodically, second-half semester. Hull

ARTH 259 (W; TH) Western Medieval Art and Architecture (1)
This writing-centered course explores the development of the mostly Christian art and architecture of Western Europe during the Medieval period from its beginnings in the last Roman Empire to its most grandiose expression in the great Gothic cathedrals. Emphasis will be placed on the social and political context of this artistic development, and important related issues, such as the role of women, patronage, and the development of the monastery and the university, will be discussed. Special topics that will be covered include Early Christian and Hiberno-Saxon manuscript illumination, the Bayeux Tapestry, the pilgrimage church of St. Pierre at Moissac, and the sculptural program of Chartres Cathedral. Thinking Historically. Alternate years. Nicgorski

ARTH 265 (TH) Baroque Art and Architecture in Europe (1)
This course offers to the general student a comprehensive picture of the most important artistic trends and personalities in Europe during the seventeenth and early eighteenth centuries. Bernini, Borromini, Caravaggio, Rubens, Velazquez, Rembrandt, Vermeer, J.H. Mansard and Watteau are among the great Baroque and Rococo artists and architects who will be introduced in this course. Special topics that will also be explored include the new art and architecture created by the Catholic Church in Rome at the time of the Counter Reformation, the development of Realism in Italy and the new secular art in Holland, the completion of the Louvre and Versailles palaces in France and the beginning of the Rococo style. Thinking Historically. Alternate springs. Staff

ARTH 270 (TH; 4th Sem Lang Req) Roman Art and Architecture (1)
This course offers a comprehensive study of Roman civilization through its artistic and architectural monuments beginning with its roots in the Etruscan and Greek past, through the varied stylistic idioms of the Empire, to its gradual transformation in the Constantinian era, the prelude to the new Christian civilization of Byzantium. Topics include the Villa of the Mysteries, the Ara Pacis Augustae, the column of Trajan, Hadrian's Villa at Tivoli and the Arch of Constantine. A special emphasis will also be placed on art historical methodology (i.e., which questions are posed, what evidence is cited and how meaning is construed) and on exploring issues of gender and private patronage as well as imperial propaganda and social policy. Thinking Historically. Fourth Semester Language Requirement. Alternate springs. Nicgorski

ARTH 335 Major Artists/Monuments (.5 or 1)
This course explores the works of a major artist (or artistic group) or a major art-historical monument in the context of the appropriate period and milieu. Artists and monuments that are studied will vary with the interests of students and faculty. Prerequisite: ARTH 215, 216 or 217 or consent of instructor. On demand. Staff

ARTH 344 (W) American Art and Culture (1)
This museum-centered course explores the development of art and its changing significance in American culture from colonial times to the mid-twentieth century. Emphasis is on painting and prints (and to a lesser extent sculpture) as these 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 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. Writing-centered. Alternate springs. Hull

ARTH 349 (W; 4th Sem Lang Req) History of Ancient Greek Painting (1)
This writing-centered course explores the development of vase-painting, fresco and mosaic during the historical Greek period. Unlike the expensive and public art of sculpture, these less costly arts were largely created for a more private audience. Consequently, the mythological scenes and genre subjects depicted in these art-works offer a different perspective on Greek religion and society that can deepen our knowledge and understanding of Classical antiquity. Some of the topics that will be covered include Greek black-figured, red-figured and white-ground painted pottery, the paintings from the Royal Tombs at Vergina and the oeuvres of out-standing artists such as the Greek vase-painters Exekias and Euphronios. Prerequi-site: ARTH 215 or consent of instructor. Fourth Semester Language Requirement. Spring. Nicgorski

ARTH 353 (4th Sem Lang Req) History of Greek Sculpture (1)
This course explores the development of large-scale Greek sculpture from its begin-nings ca. 1200 BCE to the age of Augustus. Relevant archaeological information and ancient literary sources will also be considered in order to place this sculpture in its full social and political context. Prerequisite: ARTH 215 or consent of instructor. Fourth Semester Language Requirement. Fall. Nicgorski

ARTH 355 Italian Renaissance Art (1)
Painting, sculpture and architecture of the Italian Renaissance, with emphasis on 15th-century Florence. Recommended prerequisite: ARTH 216. Alternate falls. Hull

ARTH 356 Northern Renaissance and Baroque Art (1)
Painting and sculpture of the 15th through the 17th centuries primarily in Flanders, France, Germany, Spain and Holland. Recommended prerequisite: ARTH 216. Alternate falls. Hull

ARTH 357 Twentieth Century Art (1)
Painting and sculpture of the 20th century in Europe and America. Emphasis on the nature of modernism and the role of the avant garde in Europe. American developments after 1940. Fall. Hull

ARTH 372–373 Independent Study in Art History I and II (.5 or 1)
Reading and conference for advanced students in art history. On demand. Staff

ARTH 496 (W) Senior Seminar and Thesis (1)
Required for senior Art majors. Group seminars as well as advanced independent work with an individual major professor. Includes preparation of a senior project. Writing-Centered. Prerequisites: Courses leading to the status of senior Art major. Fall. Staff

ASIAN STUDIES

The Asian Studies Program fosters interdisciplinary knowledge and understanding of the rich cultural heritage of Asia, particularly East Asia but also South and Southeast Asia as well. Course offerings cover a broad range of topics in the humanities, including traditional and modern history, anthropology, art history, philosophy, politics, religion, and literature. Many of these courses also compliment other programs within the University, particularly the study of Chinese and Japanese language.

The minor in Asian Studies focuses on the study of the broad historical and cultural traditions of Asia as a foundation for the exploration of more specialized topics, both in the humanities and in contemporary areas of social, political and economic development. Sister University relationships with Tokyo International University, Kawagoe, Japan, and Beijing University, Beijing, China, provide opportunities for overseas study and for faculty exchanges which enrich the program offerings.

REQUIREMENTS FOR THE ASIAN STUDIES MINOR
(5 credits)

Five credits are required for the Asian Studies minor. Credits to be earned abroad should be approved by the Asian Studies faculty before the foreign study program begins.

HIST 117 (TH) East Asian Civilization to 1800 (1) OR
HIST 118 (TH) East Asian Civilization Since 1800 . . . . . (1)

AND
Four courses from the following list, two of which must be 300 or 400 level courses . . . . . (4)

ANTH 233 (US) Peoples and Cultures of Asia (1)
ARTH 212 (IT; TH) History of the Arts of Asia (1)
ARTH 213 (IT; TH) History of the Art of China (1)
ARTH 214 (IT; TH) History of the Art of Japan (1)
HIST 233 (TH) History and Culture Along the Silk Road (1) [Crosslisted with REL 233]
HIST 265 (TH) Late Imperial China (1)
HIST 282 (TH) Twentieth-Century China (1)
HIST 380 History of Traditional Japan (1)
HIST 381 (TH) History of Modern Japan (1)
HIST 383 Mao's China 1949-1979 (1)
HIST 384 History of Chinese Medicine (1)
HIST 445 Postwar Japan (1)
JAPN 201 (W) Modern Japanese Society and Culture (1)
JAPN 240 Japanese Language and Culture (Intercultural Communications) (1)
JAPN 314 (W; IT; 4th Sem Lang Req) Japanese Literature in Translation (1)
JAPN 340 The Japanese Cinema (1)
POLI 374 Asia and the International System (1)
REL 135 Religions of Asia (1)
REL 239 Introduction to Chinese Religions (1)
REL 262 Japanese Religions (1)
REL 348 Buddhism (1)
REL 354 Topics in Asian Religion (1)
REL 356 Taoism(1)

Note: Where scheduling difficulties resulting from participation in an overseas study program may arise, some course substitutions, including independent study courses, may be allowed, subject to faculty approval. For advising or information, contact one of the program faculty.

FACULTY

Carol Doolittle, Professor of Sociology
Greg Felker, Assistant Professor of Politics
Miho Fujiwara, Assistant Professor of Japanese
Kevin Greenwood, Instructor of Art History
Kumiko Koishi, Instructor of Japanese
Ronald Loftus, Professor of Japanese Language and East Asian History
Pamela Moro, Associate Professor of Anthropology
Juwen Zhang, Luce Junior Professor of Chinese
Xijuan Zhou, Associate Professor of Religious Studies

COURSE DESCRIPTIONS

ASIA 390 and 391 Independent Study (.5 or 1)
Intensive study of a selected topic. Normally for juniors or seniors who are majors in Asian Studies. Requires program faculty approval. May be repeated with different content. Offered on demand. Staff

ASIA 499 (W) Senior Seminar (1) [Crosslisted with JAPN 499 and CHNSE 499]
Provides a framework for students to develop a research project or other equivalent activity in consultation with faculty. The objective of the Senior Year Experience will be to consolidate and integrate the student's knowledge of Japan, China, and/or Asia more generally and the fields of Japanese, Chinese, and/or Asian Studies. Majors in Japanese, Chinese, or Asian Studies. Conducted in English. Writing Centered. Spring. 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 Biology program captures these qualities by focusing on three curricular patterns.

First, the department offers contemporary course work that mirrors the rapid changes in biology and defines the mechanistic forces operating at the cellular and molecular levels of organization. Second, courses are offered that emphasize phylogenetic relationships, evolutionary concepts and functional qualities of living

things. Third, the historical, social and ethical dimensions of biology are interwoven in the fabric of all courses to provide a sense of perspective and to impart the impact biological discovery has had on our understanding of what it is to be human in a complex world of differing views and expectations.

The Biology program emphasizes active participation and investigative learning in classroom, laboratory and field settings. Students have the opportunity to use the latest technologies including transmission and scanning electron microscopy, x-ray microanalysis, ultracentrifugation, scintillation counting, protein electrophoresis, video image analysis, and DNA manipulations in the new Olin Science Center. Students who major in Biology may do collaborative research with the faculty or independent research in spacious and superbly equipped laboratories. The department maintains a reference collection of local flora and fauna for student use and a departmental computer lab provides student access to personal computers for classroom instruction and independent projects. Furthermore, field-oriented courses take advantage of the tremendous biodiversity in proximity to Salem. Numerous nature preserves, wildlife refuges, coastal tide pools, sand dunes, grasslands, and montane forests are all within an hour's drive of campus and serve as field laboratories. The University also is a charter member of the Malheur Field Station consortium and maintains an active relationship with the station located on the Malheur National Wildlife Refuge in the high desert country of southeast Oregon.

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

REQUIREMENTS FOR THE BIOLOGY MAJOR

(9 credits in Biology, 3 credits in Chemistry and 1 additional credit in Physical Science, Mathematics or Statistics)

CORE COURSES: Required of all majors
BIOL 125 Ecology, Evolution and Diversity ..... (1)
BIOL 130 Cell Biology and Genetics..... (1)
BIOL 244 Physiological Dynamics in Animals and Plants ..... (1)
CHEM 115 (NW) Introductory Chemistry I ..... (1)
CHEM 116 (QA) Introductory Chemistry II ..... (1)
CHEM 225 Organic Chemistry I (1) OR
CHEM 230 Environmental Chemistry ..... (1)

INTERMEDIATE-LEVEL COURSES
One credit emphasizing Diversity, Ecology, and Evolution..... (1)

BIOL 255 General Ecology (1)
BIOL 257 Plant Ecology and Conservation (1)
BIOL 376 Evolutionary Biology (1)

One credit emphasizing Molecular and Cellular Biology, Physiology . . . . . (1)
BIOL 250 Microbiology (1)
BIOL 333 Gene Structure and Function (1)
BIOL 360 Molecular Cell Biology (1)
BIOL 440 Electron Microscopy (1)
BIOL 446 Embryology (1)

RESEARCH METHODS COURSES:
One credit from the following . . . . . (1)
BIOL 350 (W) Molecular Genetics (1)
BIOL 351 (W) Animal Physiology (1)
BIOL 352 (W) Plant Systematics and Evolution (1)
BIOL 354 (W) Advanced Microbiology (1)
BIOL 356 (W) Plant Molecular Biology (1)
BIOL 358 (W) Developmental Biology (1)

Two additional elective credits . . . . . (2)
These may include additional courses from those listed above or other Biology offerings including research courses (BIOL 297, 497).
(See note below on excluded courses.)

CAPSTONE EXPERIENCE
1 credit in BIOL 498 Biology Colloquim
(.5 each over 2 semesters) . . . . . (1)
Includes completion of a comprehensive written assessment examination.

One credit in Physical Science, Mathematics, or Statistics . . . . . (1)
ERTH 110 (NW) Physical Geology (1)
ERTH 112 (NW) Physical Geography (1)
PHYS 221 (QA; NW) Introductory Physics I (1)
MATH level 141 or higher
Statistics (ECON 230 (QA*), MATH 138 (QA*))

NOTE: BIOL 246 (Human Anatomy) does not count toward a major in Biology. Students cannot apply more than one biology MOI course toward the major, and typically these are taken during the first two undergraduate years. Credit cannot be earned in both BIOL 250 (Microbiology) and BIOL 221 (Microbes and Infectious Diseases), and for both BIOL 333 (Gene Structure and Function) and BIOL 112 (Human Heredity). Students enrolling in both BIOL 210 (Biodiversity: Discovering Life) and BIOL 125 (Ecology, Evolution, and Diversity) will earn only .5 credits toward the second course.

Those students planning to apply for admission to graduate or professional schools in science are strongly urged to complete the following courses:

CHEM 225, 226 Organic Chemistry I, II ..... (2)

PHYS 221, 236 Introductory Physics I, II ..... (2)

MATH 141 Calculus I ..... (1)

REQUIREMENTS FOR THE BIOLOGY MINOR

Cellular/Molecular Biology Emphasis (5 credits in Biology, 2 in Chemistry)

CHEM 115 (NW) Introductory Chemistry I ..... (1)
CHEM 116 (QA) Introductory Chemistry II ..... (1)
BIOL 125 Ecology, Evolution and Diversity ..... (1)
BIOL 130 Cell Biology and Genetics ..... (1)

Three credits from the following: ..... (3)
BIOL 244 Physiological Dynamics in Animals and Plants (1)
BIOL 250 Microbiology (1)
BIOL 333 Gene Structure and Function (1)
BIOL 350 (W) Molecular Genetics (1)
BIOL 358 (W) Developmental Biology (1)
BIOL 360 Advanced Cell Biology (1)
BIOL 440 Electron Microscopy (1)
BIOL 446 Embryology (1)

ECOLOGY/EVOLUTIONARY BIOLOGY EMPHASIS

(5 credits in Biology, 2 in Chemistry)

CHEM 115 (NW) Introductory Chemistry I (1)
CHEM 116 (QA) Introductory Chemistry II (1)
BIOL 125 Ecology, Evolution and Diversity (1)
BIOL 130 Cell Biology and Genetics (1)

Three credits from the following: ..... (3)
BIOL 250 Microbiology (1)
BIOL 255 General Ecology (1)
BIOL 257 Plant Ecology and Conservation (1)
BIOL 352 (W) Plant Systematics and Evolution (1)
BIOL 354 (W) Advanced MIcrobiology (1)
BIOL 376 Evolutionary Biology (1)

FACULTY

Grant O. Thorsett, Professor of Biology, Chair
Jennifer Butler, Instructor of Biology
Ben Crabtree, Assistant Professor of Biology
David Craig, Assistant Professor of Biology
Scott D. Hawke, Professor of Biology
Susan Kephart, Professor of Biology
Kristin Latham, Visiting Instructor of Biology
Brianna Lindh, Assistant Professor of Biology
Sharon L. Rose, Professor of Biology
Barbara Stebbins-Boaz, Associate Professor of Biology
Gary Tallman, Professor, Taul Watanabe Endowed Chair in Science

COURSE DESCRIPTIONS

BIOL 110 (NW) Principles of Biology (1)
Introduces principles and concepts which apply to all living organisms with special emphasis on humans and their societies, including bioethical concerns and the applications and limits of scientific method. Topics considered are: physical-chemical background, scientific theories as to the origin of life, organization from cell to organism to populations, major groups of living organisms, biological energetics, principles and environmental problems. Historical acquisition of scientific knowledge and questioning of "scientific facts" are discussed. Non-majors course. Laboratory required. Understanding Natural World. Every semester. Staff

BIOL 112 (NW) Human Heredity: Principles and Issues (1)
This course deals with aspects of genetics having special relevance to human life and human society. Topics include mechanisms of genetic transmission and expression; genetic aspects of human development, behavior, and aging; genetic counseling; genetic screening; in vitro fertilization; gene therapy; genes in the market place; the human genome project; cloning; and genetic technology and the law. Included in the course will be discussions of the moral and ethical issues associated with many of these topics. Laboratory required. Note: Credit may not be earned for both this course and BIOL 333: Gene Structure and Function. Understanding the Natural World. Death Cluster. Fall. Thorsett

BIOL 125 Ecology, Evolution and Diversity (1)
An introduction to biological diversity with emphasis on the origins of diversity, the phylogenetic relationships or organisms, and the ways in which these organisms interact and function in ecological communities. Topics to be covered include the origin of life, evolutionary change, phylogeny and classification, diversity in form

and function, and the adaptations and interactions of organisms within communities and populations. Lecture, discussion, field, and laboratory experience. Every semester. Craig, Kephart, Rose

BIOL 130 Cell Biology and Genetics (1)
An integrated study of cellular biology including the role of biomolecules; enzyme action; energy transformations; cellular organelles with special emphasis on the nucleus and its role in the storage and expression of genetic information at the molecular level; Mendelian genetics; multiple alleles; gene interactions; gene mapping; extra-chromosomal inheritance; and population genetics. Laboratory. Prerequisite: CHEM 115 or consent of instructor. Every semester. Stebbins-Boaz, Thorsett, Tallman

BIOL 210 (W; NW) Biodiversity: Discovering Life (1)
An inquiry-based course that investigates the fundamental properties of living organisms and their surroundings, but focuses on the overall theme of diversity. We will explore diversity at varied organizational levels ranging from genes, molecules and single cells to entire ecosystems. The course introduces concepts of functional ecological diversity and genetic diversity and the impact of humans in the natural world. We will employ case studies that emphasize tropical biology and the interactions between indigenous cultures and natural ecosystems in tropical and temperate regions. Lectures, discussions, labs and field trips. Part of the Environmental and Indigenous clusters. This is a paired course; students must enroll concurrently in the RHET 210: Media and the Environment course. Together these courses fulfill two course credits and two writing-centered credits. Understanding the Natural World. Environmental Cluster, Indigenous Peoples and Cultures Cluster. Spring. Kephart

BIOL 221 (W; NW) Microbes and Infectious Diseases (1)
An integrative study of microorganisms that cause diseases. Students will learn about how infectious agents cause disease and how hosts respond to these diseases. In both laboratory and lecture sections students will learn how to identify infectious agents, how these agents are spread and what diseases they cause. Writing-centered. Understanding the Natural World. Death Cluster. Fall. Rose

BIOL 244 Physiological Dynamics in Animals and Plants (1)
This course explores the commonalities in animal and plant physiology ranging from the roles of hormones and solute transport to exchange of respiratory gases. Lecture and laboratory activities focus attention on the integration of functional qualities from the molecular to the organ-system levels of organization. Prerequisites: CHEM 115 and BIOL 125 or 130. Closed to freshmen. Annually. Hawke, Tallman

BIOL 246 Human Anatomy (1)
Introduction to the structural characteristics of the human body and the interrelationships among its systems. Clinical terminology and applications are stressed. Laboratory. Closed to first-semester freshmen. Every semester. Cagle, Harmer

BIOL 250 Microbiology (1)
A study of bacteria and viruses: their structure, physiology, taxonomy, growth and reproduction. The relationship of microbes to disease: modes of pathogenicity, host defense mechanisms and immunological responses. Ecological roles of bacteria. Industrial uses of microbes. One laboratory meeting each week which deals with bacterial isolation, culturing and identification techniques, selected immunological procedures and standard water analysis. Prerequisite: BIOL 125 or 130. Fall. Rose

BIOL 255 General Ecology (1)
Organisms in the natural environment; plant and animal populations; the community concept; and methods of description and analysis of ecological communities. Laboratory or field trip. Prerequisite: BIOL 125 or consent of instructor. Fall. Staff

BIOL 256 Field Zoology (1)
Laboratory and field course: methods of seeking, collecting and identifying animals. Covers taxonomic and ecological principles with application to local forms. Prerequisite: BIOL 125 or consent of instructor. On demand. Staff

BIOL 257 Plant Ecology and Conservation (1)
A natural history-based, investigative approach to plant ecology and conservation, emphasizing the dynamic interactions of plants in relation to biotic and abiotic environments. Explores the life histories and interrelationships of plant populations within ecological communities. Includes case studies of plant adaptations and interactions within grassland, savanna, and forest habitats. Covers ecological sampling techniques and tree identification. Lecture, discussion, field, and laboratory experiences. Prerequisite: BIOL 125 or consent of instructor. Fall. Kephart

BIOL 260 Human Physiology (1)
Course focuses on cellular mechanisms and body systems and the relationship between them that dictates the physiological functions of the human body. Emphasis is placed on the homeostatic control of the human body. The required laboratory component examines the specific details of each physiological system, and prepares students for independent research. Writing skills and familiarization with digital data acquisition techniques are also emphasized. Prerequisite: BIOL 246 or consent of instructor. Every semester. Stavrianeas

BIOL 261 Biology of Plants: Form, Function and Ecology (1)
Explores the biology of plants with respect to their anatomy and physiology and the relationship of form and function to the environment. Course will emphasize vascular plant structure and function, but will cover mosses, ferns and related plants with respect to the colonization of terrestrial environments. Labs, lecture-discussions and field trips will also highlight important evolutionary patterns, links between plants, microbes and animals and the significance of plants to humans and to the biosphere. Prerequisite: BIOL 125 or 130 or consent of instructor. Fall or Spring, annually. Kephart, Tallman

BIOL 262 Form, Function and Ecology of the Vertebrates (1)
Laboratory and field course with an intensive focus on writing an original scientific paper based on data collected during the class. A variety of collecting, capturing, marking, identification and recording methods are taught with an emphasis on vertebrate animals. Taxonomic and ecological principles which apply to local forms. Laboratory or field trips weekly with an expectation of additional field time outside of classes. Prerequisite: BIOL 125. Spring. Craig

BIOL 297 Research Exploration in Biology (.25 - 1)
Course allows exploration of a research interest in the area of expertise of a member of the biology faculty. Nature of participation varies from learning new techniques to collaborative research with the faculty mentor and advanced students. Course provides hands-on experience in literature search, data collection, and synthesis of results in a final paper and oral presentation. May be repeated for credit. Prerequisite: Consent of biology faculty. On demand. Staff

BIOL 333 Gene Structure and Function (1)
Study of the principles of heredity in microbes, plants and animals. An integrated course in classical and molecular genetics dealing with such topics as: Mendelian genetics, mapping, gene interaction, extrachromosomal inheritance, DNA, gene action, gene regulation, mutagenesis, recombinant DNA technology. Prerequisites: BIOL 130 and CHEM 115. Laboratory. Fall. Thorsett

BIOL 350 (W) Molecular Genetics (1)
A study of the structure and function of genetic material at the molecular level. Topics to be discussed include: DNA, RNA, proteins and their interrelationships through the "Central Dogma" of information transfer; genetic regulation; recombinant DNA and genetic engineering; genetic screening. Special emphasis will be on the primary literature and research methods employed in this sub-discipline of biology. Laboratory. Prerequisites: BIOL 333 and CHEM 225. Writing-centered. Spring. Thorsett

BIOL 351 (W) Animal Physiology (1)
A course designed to examine the intimate relationship between form and function from the cellular to the organismal level of organization in animals. Topics reviewed focus on how the animal body engages physiological controls to regulate such processes as salt/water levels, temperature, muscle action, hormonal release and nerve communication. Special attention is devoted to the methodology of physiology with emphasis on the primary literature. Laboratory. Prerequisites: BIOL 125 and CHEM 115. Writing-centered. Fall. Hawke

BIOL 352 (W) Plant Systematics and Evolution (1)
Field and laboratory course emphasizing research techniques and primary literature in plant systematics and evolution. An investigative approach to the study of plant diversity including the classification, probable relations and genetic variability of vascular and nonvascular plants. Special emphasis is placed on the Oregon flora and the relationship of plant morphology and breeding systems to habitat and distribution. Laboratory. Prerequisites: BIOL 125 required; BIOL 130 recommended. Writing-centered. Spring. Kephart

BIOL 353 (W) Behavioral Ecology (1)
An introduction to the principles and investigative techniques of behavioral ecology. The ecological influence and evolutionary implications of animal behavior will be investigated through field studies, laboratory exercises and computer simulations. Lectures, discussions and readings in the primary literature and research projects will introduce the student to all stages of the investigative process. Topics to be examined include: social interactions, mating systems, foraging behavior, orientation/navigation, communication and reproductive success. Writing-centered. Laboratory. Prerequisites: BIOL 125 required; BIOL 130 and 255 recommended. Fall. Staff

BIOL 354 (W) Advanced Microbiology (1)
An introduction to the principles and investigative techniques of Microbial Ecology. Students will study microbial processes in soil, water and in hosts to better understand the distribution and biochemistry of microorganisms in respective habitats. Each student will become familiar with the primary literature, modern laboratory techniques and the instrumentation central to this field of biological inquiry. Laboratory. Prerequisites: BIOL 250 or consent of instructor. Writing-centered. Spring. Rose

BIOL 356 (W) Plant Molecular Biology (1)
Investigation of plant responses to environmental signals using methods of DNA manipulation and reverse genetics. The course will include exposure to primary literature and experimental methods of the discipline. Topics include plant responses to light, hormones, water, nutrients, and temperature at the cellular and molecular

levels. Laboratory will require an independent project using DNA manipulation to investigate model organisms such as Arabidopsis and tobacco. Prerequisites: BIOL130 and BIOL 244, or consent of instructor. Writing-centered. Fall. Tallman

BIOL 358 (W) Developmental Biology (1)
A survey of mechanisms that regulate animal development. Topics include genetic and biochemical control of cell division and differentiation, cell-cell communication and cell movement. Various animal model systems will be used to illustrate these mechanisms and to highlight their many evolutionarily conserved features. The course includes lectures, readings, and discussions of relevant primary literature, maintenance of a Developmental Biology Website and independent research. Laboratory. Prerequisites: BIOL 130, BIOL 125 recommended. Writing-Centered. Spring. Stebbins-Boaz

BIOL 360 Molecular Cell Biology (1)
A description of signal transduction mechanisms that govern major cell processes: Cell survival, cell differentiation, cell division, and inter- and intracellular communication. Topics include regulation of the cell cycle and tumor biology, hormonal signaling, motile and motor processes, nerve impulse transmission, and pharmaceutical action. Examples drawn from yeast, animal, and plant models. Laboratory focuses on molecular and biochemical methods used to investigate signal transduction. Prerequisites: BIOL 130 and CHEM 225, or concurrent. Closed to freshmen. Spring. Tallman

BIOL 376 Evolutionary Biology (1)
Historical review of evolutionary theories, mechanisms of speciation, macroevolution, biogeographic evidences, examples of evolutionary trends of selected groups including a review of evidences currently known to elucidate the evolutionary development of humans. Prerequisites: Three courses in Biology or consent of instructor. Odd-numbered springs. Staff

BIOL 440 Electron Microscopy (1)
Theory and practice of transmission electron microscopy are introduced to understand the fine structural details of cells. Preparatory techniques and the use of the electron microscope to view biological materials are emphasized. Laboratory. Prerequisites: BIOL 125 and CHEM 116 and consent of instructor. Spring. Hawke

BIOL 446 Embryology (1)
An investigation of the basic morphological processes involved in the ontogenetic development of vertebrate and invertebrate animals, including a presentation of physiological, genetic and biochemical evidence for the mechanisms controlling development. Laboratories. Prerequisite: BIOL 125. Odd-numbered falls. Hawke

BIOL 470 Special Topics in Biology (.5 or 1)
This course is designed to allow in-depth study of topics of interest to students in biology. The flexibility of the seminar format permits a timely focus on one of a variety of newly emerging and/or significant areas relevant to biology. Prerequisites: Three courses in biology or consent of instructor. On demand. Staff

BIOL 490 Independent Study (.5 or 1)
Individual programs in which a student can pursue research or 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. On demand. Staff

BIOL 497 Research in Biology (.25 - 1)
Individualized program of investigative research in which student works directly with a biology faculty member in his or her area of research expertise. Nature of participation varies from collaborative research to the design and execution of an independent project equivalent to a thesis. For all students, course provides hands-on experience in literature search, data collection, and the synthesis of results in a formal paper and oral presentation. Upon completion faculty may nominate students with outstanding projects for credit in Honors Research in Biology (BIOL 499) in lieu of BIOL 497. May be repeated for credit. Prerequisite: Consent of instructor. Every semester. Staff

BIOL 498 Biology Colloquium (.5)
An immersion in the literature of biology forms the capstone experience in the major. Engages advanced students in current scholarship and discussions with peers and professional scientists. Students critique and synthesize readings on current research, ethics, and history, and they evaluate journal articles written by invited speakers. Each colloquium culminates in a formal symposium during which students who have completed a research thesis present their results. Designed to deepen student understanding of the many forms of inquiry and research in biology. To be repeated once for a total of 1 credit. Prerequisite: Junior or senior biology majors, or consent of instructor. Every semester. Staff

BIOL 499 Honors Research in Biology (.5 to 1)
Granted in lieu of BIOL 497 upon recommendation of two members of the biology faculty for outstanding achievement upon completion of a substantive independent research investigation. Student develops and completes a research project culminating in a thesis, prepares a written document in the form and style of a scientific publication, and presents the results orally in a formal symposium. Prerequisite: Consent of biology faculty. On demand. Staff

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 in order 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 schoolteaching 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. All majors will acquire a background in mathematics and physics; biochemistry track students will have, in addition, experience in biology and Biochemistry. Students will also gain experience in conducting individual laboratory research projects and may study Quantum Chemistry or other advanced topics. The chemistry major provides a level of training in chemistry meeting recognized national standards.

Numerous post-graduate and professional opportunities exist for individuals who major in chemistry. Possibilities include research and development or management careers in industry, government or business; teaching at the secondary school, college, or university level; medically-oriented professions such as medicine, dentistry, veterinary medicine, nursing, clinical chemistry, pharmacology, public health, and forensic chemistry. Even more applications of chemistry occur in such fields as oceanography, space exploration, environment quality, industrial toxicology, and patent law. In many such cases advanced study beyond the baccalaureate degree is advisable or required.

The Chemistry Department is housed in the Olin Science Center. Modern laboratories for 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 fume hoods for each student have been installed. A wide selection of chemistry periodicals and monographs is available to students in the University Library. Students have access to SciFinder Scholar, a chemical literature research tool, through the University Library as well.

REQUIREMENTS FOR THE CHEMISTRY MAJOR

The usual first course in the chemistry program is Introductory Chemistry I, although well-qualified students may begin at a higher level. Well-qualified students should consult with the department before registration.

CHEMISTRY TRACK

(10 credits in Chemistry, 2 in Mathematics, 2 in Physics)

CHEM 115 (NW) Introductory Chemistry I . . . . . (1)
CHEM 116 (QA) Introductory Chemistry II . . . . . (1)
CHEM 225 Organic Chemistry I. . . . . (1)
CHEM 226 Organic Chemistry II (1) OR
CHEM 228 Organic Chemistry II: Bioorganic Emphasis . . . . . (1)
CHEM 321 Physical Chemistry I. . . . . (1)
CHEM 322 Physical Chemistry II . . . . . (1)
CHEM 342 Instrumental and Experimental Chemistry I . . . . . (1)
CHEM 343 Instrumental and Experimental Chemistry II . . . . . (1)
CHEM 362 Inorganic Chemistry. . . . . (1)
CHEM 495 (W) Senior Research Projects I . . . . . .(.5)
CHEM 496 (W) Senior Research Projects II . . . . . .(.5)

MATH 141 (QA*) Calculus I . . . . . (1)
MATH 142 (QA*) Calculus II . . . . . (1)

PHYS 221 (NW; QA) Introductory Physics I . . . . . (1)
PHYS 222 (NW; QA) Introductory Physics II . . . . . (1)

BIOCHEMISTRY TRACK

(9 credits in Chemistry, 2 in Mathematics, 2 in Biology, 1 in Physics)

CHEM 115 (NW) Introductory Chemistry I . . . . . (1)
CHEM 116 (QA) Introductory Chemistry II . . . . . (1)
CHEM 225 Organic Chemistry I. . . . . (1)
CHEM 226 Organic Chemistry II (1) OR
CHEM 228 Organic Chemistry II: Bioorganic Emphasis . . . . . (1)
CHEM 321 Physical Chemistry I. . . . . (1)
CHEM 342 Instrumental and Experimental Chemistry I . . . . . .(.5)
CHEM 343 Instrumental and Experimental Chemistry II . . . . . .(.5)
CHEM 351 Biochemistry . . . . . (1)
CHEM 362 Inorganic Chemistry. . . . . (1)
CHEM 495 (W) Senior Research Projects I . . . . . .(.5)
CHEM 496 (W) Senior Research Projects II . . . . . .(.5)

BIOL 130 Cell Biology and Genetics . . . . . (1)
BIOL 333 Gene Structure and Function (1) OR
BIOL 358 (W) Developmental Biology (1) OR
BIOL 360 Molecular Cell Biology (1) OR
CHEM 431 Advanced Topics in Biochemistry . . . . . (1)
MATH 141 (QA*) Calculus I . . . . . (1)
MATH 142 (QA*) Calculus II . . . . . (1)
PHYS 221 Introductory Physics I . . . . . (1)

REQUIREMENTS FOR THE CHEMISTRY MINOR

(5 credits)

CHEM 115 (NW) Introductory Chemistry I . . . . . (1)
CHEM 116 (QA) Introductory Chemistry II . . . . . (1)
CHEM 225 Organic Chemistry I . . . . . (1)
CHEM 226 Organic Chemistry II (1) OR
CHEM 228 Organic Chemistry II: Bioorganic Emphasis . . . . . (1)
Any one-credit Chemistry course numbered above 300 . . . . . (1)

FACULTY

J. Charles Williamson, Associate Professor of Chemistry, Chair
Ronald Backus, Visiting Instructor of Chemistry
David E. Goodney, Professor of Chemistry
Karen McFarlane Holman, Associate Professor of Chemistry
James A. Hoobler, Visiting Assistant Professor of Chemistry
Sarah R. Kirk, Assistant Professor of Chemistry
Arthur D. Payton, Research Professor of Chemistry
Harry E. Rice, Instructor of Chemistry
Todd P. Silverstein, Professor of Chemistry

COURSE DESCRIPTIONS

CHEM 110 (NW) Chemical Concepts and Applications (1)
Chemical Concepts is a course designed for nonscience majors. The course exposes students to the ways scientists think, to the power and the limitations of the scientific methods, and to the implications of our findings in political, social, economic, international, and ethical contexts. Relevant issues are used to introduce the chemistry rather than the other way around. Chemical concepts and facts are not introduced in a linear fashion but on a "need-to-know " basis to help students analyze complex issues from a chemical perspective. Topics covered may include studies of

the ozone layer, global warming, nuclear energy, acid rain, and traditional and alternative energy sources. Laboratory required. Understanding the Natural World. Fall and/or Spring. Staff

CHEM 115 (NW) Introductory Chemistry I (1)
A comprehensive, one-semester introduction to the field of chemistry, stressing concepts and a semiquantitative understanding rather than detailed theory. Discussions include: chemical reactions, equations, and stoichiometry; atomic and molecular structure, chemical bonding, and molecular polarity; reactions in solutions, especially acid/base, redox, and solubility; chemical energy including heat and enthalpy, entropy, free energy, and chemical equilibrium; electrochemical cells; chemical reaction rates; the gas laws, liquids, intermolecular forces, and phase changes. Laboratory required. Understanding the Natural World. Fall. Staff

CHEM 116 (QA) Introductory Chemistry II (1)
An in-depth look at the chemical phenomena that are at work in the world around us. Case studies (e.g., lasers, fossil fuels, air pollution, blood chemistry) are used to explore in further detail concepts first introduced in CHEM 115. Discussions include: light, energy, and energy levels; electron configuration and the periodic table; bonding and bond energies; kinetics and reaction mechanisms; solubility and colligative properties; acid/base equilibria; and redox reactions as biological energy sources. These chemical principles will be discussed in relation to such modern phenomena as smog, acid rain, the greenhouse effect, the ozone hole, and other aspects of everyday life. Prerequisite: CHEM 115 or equivalent. Laboratory required. Quantitative and Analytical Reasoning. Spring. Staff

CHEM 225-226 Organic Chemistry I and II (1 each)
Integration of aliphatic, alicyclic, and aromatic chemistry by means of a mechanistic approach. Nomenclature, stereochemistry, structure and reactivity, elementary theoretical organic chemistry, and substitution, elimination, addition, condensation, and rearrangement reactions. Laboratory: Isolation and purification techniques, synthesis, and qualitative organic analysis. Prerequisite for CHEM 225: CHEM 116. Prerequisite for CHEM 226: CHEM 225. Laboratory required. 225 Fall; 226 Spring. Kirk, Staff

NOTE: Either CHEM 226 OR CHEM 228 may be taken for credit, but not both.

CHEM 228 Organic Chemistry II: Bioorganic Emphasis (1)
An introduction to the study of organic reactions, syntheses, mechanisms, nomenclature, and structure as it relates to function and reactivity with an emphasis on bioorganic molecules. Organic chemistry as applied to biological and biochemical processes. Reactions to be examined include acid/base, substitution, elimination,

oxidation and reduction, as well as addition and rearrangements. Both synthetic and retrosynthetic techniques will be utilized in the design of molecules with biological applications. Prerequisite: CHEM 225. Laboratory required. Spring. Kirk

NOTE: Either CHEM 226 OR CHEM 228 may be taken for credit, but not both.

CHEM 230 Environmental Chemistry (1)
Basic chemical concepts are applied to environmental issues, including the quality of air, quality of water, use of natural resources, availability of energy in various forms, feasibility of alternate energy sources, and toxic chemicals. Some chemical, hydrological, and meteorological cycles are covered. Changes in our perception of the environment because of advances in chemistry are considered. Environmental issues of topical interest including environmental legislation and societal impact are discussed. Laboratory required. Prerequisite: CHEM 115. Alternate years, Spring. Goodney

CHEM 321 Physical Chemistry I (1)
This course presents a theoretical basis for the equilibrium behavior of bulk chemical systems. Topics include: mathematical tools; equations of state; Laws of Thermodynamics; derivation and application of thermodynamic functions; physical behavior of single- and multi-component systems; colligative properties; phase diagrams; chemical reactions and equilibrium; and thermodynamics of electrolyte solutions. Laboratory required. Prerequisites: CHEM 116, MATH 142. Fall. Williamson

CHEM 322 Physical Chemistry II (1)
Quantum mechanics, a theoretical description of the microscopic world, is developed and connected to the equilibrium behavior of macroscopic systems through statistical mechanics. Topics include: mathematical tools; the failure of classical mechanics; the postulates of quantum mechanics; prototype microscopic systems; hydrogen-like atoms; multi-electron atoms; molecular orbitals; rotational, vibrational, and electronic spectroscopy; the Boltzmann distribution; introductory statistical mechanics; chemical equilibrium; and chemical kinetics. Prerequisites: CHEM 321, PHYS 221. Spring. Williamson

CHEM 342 Instrumental and Experimental Chemistry I (.5 or 1)
Lecture and laboratory stressing instrumental methods for qualitative and quantitative chemical analysis. Topics include experimental design, analytical figures of merit, molecular spectroscopy (UV-Visible, IR, NMR, fluorescence), and atomic spectroscopy. Two laboratories per week required for 1 credit. Prerequisite: CHEM 321. Spring. Goodney

CHEM 343 Instrumental and Experimental Chemistry II (.5 or 1)
Lecture and laboratory stressing instrumental methods for qualitative and quantitative chemical analysis. Topics include chromatography (GC, HPLC, SFC), direct potentiometry, voltammetric techniques, radiochemical analysis, special topics. Two laboratories per week required for 1 credit. Prerequisite: CHEM 342. Fall. Goodney

CHEM 351 Biochemistry (1)
A comprehensive introduction to biochemistry, stressing a chemical understanding of life processes and how molecules interact in cells and organisms. We will discuss important biomolecules (e.g., proteins, lipids, carbohydrates) and their dynamic interactions: how enzymes speed up reactions, how muscles contract, how cells use and transduce energy, how cells receive and transmit signals, and how flaws in these processes can lead to disease. We will examine closely the underlying chemistry (organic mechanisms, thermodynamics) involved in these molecular interactions. Laboratory required. Prerequisites: CHEM 226 or CHEM 228. Recommended: BIOL 130. Spring. Silverstein

CHEM 362 Inorganic Chemistry (1)
Atomic structures; chemical bonding; periodicity and the chemistry of the elements; coordination chemistry; theory, structures, and reactions, kinetics and mechanisms, organometallic chemistry; acid-base concepts; special types of inorganic structures, inorganic nomenclature. Prerequisite: CHEM 321. Fall. Holman

CHEM 430 Advanced Topics in Chemistry (.5 or 1)
An in-depth study of topics selected for their interest and relevance to modern Chemistry. Topics may be chosen from the areas of analytical, physical, inorganic, organic, biological, polymer chemistry, computational chemistry, or history and philosophy of chemistry. Taught in a seminar format. Fall or Spring. Staff

CHEM 431 Advanced Topics in Biochemistry (1)
An in-depth study of selected topics in modern biochemistry. Topics will be chosen from the areas of bioinorganic, bioorganic, biophysical, or bioenergetic chemistry, and may include heavy metal toxicity, bioinorganic electron transfer, photosynthetic electron transfer, nucleic acid or carbohydrate chemistry, drug design, membrane transport, neurochemistry, or cell signaling. Prerequisite: CHEM 342, CHEM 351, and consent of instructor. Laboratory required. Annually. Holman, Kirk, Silverstein

CHEM 480 Applied Group Theory (.5)
Symmetry in quantum chemistry. Definitions and theorems of group theory, chemically important point groups, irreducible representations, molecular vibrations, molecular orbital theory, and ligand field theory. Prerequisite: MATH 141 and consent of instructor. Every semester. Payton

CHEM 481 Quantum Chemistry (1)
Quantum mechanics applied to chemical systems including theories of valence, wave mechanics, atomic orbitals, molecular orbitals, diatomic molecules, polyatomic molecules, carbon compounds, and transition metal compounds. Prerequisites: MATH 141 and/or 142. Fall. Payton

CHEM 482 Statistical Mechanics (1)
Canonical ensemble, probabilities, partition function and thermodynamic properties, entropy and information theory, Boltzmann, Fermi-Dirac and Bose-Einstein statistics, metals, perfect crystals, and dense fluids. Prerequisite: MATH 141 and consent of instructor. Spring. Payton

CHEM 483 Thermodynamics (1)
Use of exact differentials, line integrals, and partial derivatives. Equations of state, internal energy, the first law, Joule and Joule-Kelvin experiments and enthalpy. The second law according to Kelvin and Caratheodory, entropy, Helmholtz function, Gibbs function, equilibrium conditions, the third law, the phase equation, the phase rule. Prerequisite: MATH 141 and consent of instructor. Fall. Payton

CHEM 491–492 Independent Projects I and II (.5)
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

CHEM 495 (W) Senior Research Projects I (.5)
Introduction to chemical research for senior chemistry majors. Weekly meetings include discussions of research methods, experimental design, and ethical issues in chemistry. Each student prepares an independent research proposal, an oral presentation, and a poster. Prerequisite: Senior standing. Writing-centered. Fall. Staff

CHEM 496 (W) Senior Research Projects II (.5)
Students carry out an independent research project under the supervision of a research advisor. The course culminates with a written senior thesis and a formal oral presentation. Prerequisite: CHEM 495. Writing-centered. Spring. Staff

JAPANESE AND CHINESE

The Department of Japanese and Chinese offers a major in Japanese Studies, a minor in Japanese and Chinese language courses.

The Japanese Studies major is an interdisciplinary major combining language study with related courses on the history, literature, art, religion, and culture of Japan. Because of the significant linguistic and cultural links between China and Japan, the study of Chinese history, culture and language may also serve as a significant component of the Japanese Studies major. Students majoring in Japanese Studies are encouraged to take advantage of the Semester-in-Japan Program offered at our Sister Institution, Tokyo International University, in Kawagoe, Japan, as well as the opportunities for cultural exchange offered by the presence of Tokyo International University of America (TIUA) adjacent to our campus.

The Japanese Studies major is structured to include: (1) a broad introduction to East Asian civilization (one credit); (2) the study of Japanese language through the fourth year (four credits); (3) courses on Japanese literature, culture and history (three credits); (4) an elective concentration consisting of courses on history, religion, art and culture of Japan and/or China (three credits); and 5) a Senior Year Experience (one credit) involving a writing project which will integrate and consolidate knowledge and understanding of Japan which the student has gained through the program's course of studies.

A variety of career opportunities are available to students who graduate with a strong grounding in the study of Japanese. These include the JET program, foreign service, international trade, graduate study, and teaching of English as a second language.

REQUIREMENTS FOR THE JAPANESE STUDIES MAJOR

(12 credits)

HIST 117 (TH) East Asian Civilization to 1800 (1) OR
HIST 118 (TH) East Asian Civilization Since 1800 . . . . . (1)
JAPN 201 (W) Modern Japanese Society and Culture. . . . . (1)
JAPN 499 (W) Senior Seminar . . . . . (1)

Four credits from the following: . . . . . (4)
JAPN 331-332 Third Year Japanese I and II (1)
JAPN 430-431 Japanese Reading and Composition I and II (1)
JAPN 432 and 434 Conversational Japanese I and II (1)

JAPN 490-491 Reading and Conference (.5 or 1)

Two credits from the following:. . . . . (2)
JAPN 314 (IT; W; 4th Sem Lang Req) Japanese Literature in Translation (1)
JAPN 340 The Japanese Cinema (1)
HIST 380 History of Traditional Japan (1)
HIST 381 (TH) History of Modern Japan (1)
HIST 445 Postwar Japan (1)

Three credits from the following: . . . . . (3)
ARTH 213 (IT; TH) History of the Art of China (1)
ARTH 214 (IT; TH) History of the Art of Japan (1)
CHNSE 232* Intermediate Chinese II (1)
CHNSE 254 Language, Ethnicity, and Folklore in China (1)
CHNSE 332* Advanced Chinese: Reading the Humanities (1)
HIST 383 Mao's China (1)
JAPN 340 The Japanese Cinema (1)
REL 135 Religions of Asia (1)
REL 262 Japanese Religions (1)

*Only one of these Chinese courses may be used.

REQUIREMENTS FOR THE JAPANESE MINOR
(5 credits)

JAPN 232 Intermediate Japanese II . . . . . (1)
JAPN 331 Third Year Japanese I. . . . . (1)
JAPN 332 Third Year Japanese II . . . . . (1)
JAPN 430 Japanese Reading and Composition I . . . . . (1)

One credit from the following: . . . . . (1)
JAPN 431 Japanese Reading and Composition II (1)
JAPN 490, 491 Reading and Conference (.5 or 1)
An intermediate or advanced Japanese course at TIUA

REQUIREMENT FOR CHINESE STUDIES MINOR
(5 credits)

Three credits from the following: . . . . . (3)
CHNSE 231 Intermediate Chinese I (1)
CHNSE 232 Intermediate Chinese II (1)
CHNSE 331 (IT) Advanced Chinese: Reading the Media (1)

CHNSE 332 (IT) Advanced Chinese: Reading the Humanities (1)
*CHNSE 490-491 Reading and Conference (.5 or 1)

Two credits from the following from at least two different departments: . . . . . (2)
ANTH 233 (US) Peoples and Cultures of Asia (1)
ARTH 212 (IT; TH) History of the Arts of Asia (1)
ARTH 213 (IT; TH) History of the Art in China (1)
ARTH 214 (IT; TH) History of the Art of Japan (1)
CHNSE 252 (US) Rites of Passage in Chinese Societies (1)
[Crosslisted with ANTH 252]
CHNSE 254 Language, Ethnicity, and Folklore in China (1)
CHNSE 256 Chinese Folklore in Films (1)
HIST 233 History and Cultures/Silk Road (1) [Crosslisted with REL 233]
HIST 265 (TH) Late Imperial China (1)
HIST 282 (TH) Twentieth-Century China (1)
HIST 383 Mao's China 1949-1979 (1)
HIST 445 Postwar Japan (1)
JAPN 240 Japanese Language and Culture (1)
JAPN 314 Japanese Literature in Translation (1)
JAPN 340 The Japanese Cinema (1)
REL 239 Introduction to Chinese Religion (1)
REL 356 Taoism (1)

FACULTY

Ronald P. Loftus, Professor of Japanese and East Asian History, Chair
Yue Jay Chen, Instructor of Chinese
Miho Fujiwara, Assistant Professor of Japanese
Kumiko Koishi, Instructor of Japanese
Juwen Zhang, Luce Junior Professor of Chinese

JAPANESE

JAPN 131 and 132 Elementary Japanese I and II (1 each)
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 midterm and the final exam. 131, Fall; 132, Spring. Koishi, Loftus

JAPN 201 (W) Modern Japanese Society and Culture (1)
An introduction to modern Japan through its social institutions, beliefs and cultural practices. Representative topics include: marriage and family life, child-rearing, education, religion, the role of women, attitude toward work and leisure, organization of the workplace, and social issues such as crime and delinquency. Writing-centered. Conducted in English. Alternate years, spring. Staff

JAPN 231 and 232 Intermediate Japanese I and II (1 each)
Improvement of the basic skills acquired in Elementary Japanese. Three hundred new kanji will be introduced. The emphasis is primarily on speaking, but reading and writing will also be included. A systematic review of the fundamental structure of the Japanese language will be made. Periodic quizzes, tests and the final exam will be expected. Prerequisites: JAPN 131 and 132 or consent of instructor. 231, Fall; 232, Spring. Koishi, Loftus

JAPN 240 Japanese Language and Culture (Intercultural Communication) (1)
This course explores how Japanese language and communication styles offer insights which enhance our understanding of Japanese culture, society, and the Japanese way of thinking. What are the key aspects of the structure of Japanese language and the accompanying communication style which affect intercultural communication? What does it mean to say that Japanese is a high-context language or features a socially oriented mode of communication? Why do some attempts to communicate between cultures turn out successfully while others do not? In exploring Japanese language, this course will draw on examples of cross-cultural misunderstandings between Japanese and non-Japanese in social, political, and economic contexts. Taught in English. Spring. Fujiwara

JAPN 314 (IT; W; 4th Sem Lang Req) Japanese Literature in Translation (1)
The course examines selected works in novels, essays, drama and poetry from the classical and modern periods. Emphasis will be on 19th- and 20th-century novels, novellas and short stories. The works are viewed in their historical context so that the unique aspects of Japanese literature can be appreciated. Writing-centered. Interpreting Texts. Satisfies Fourth Semester Language Requirement. Asia Cluster. Alternate years, fall. Loftus

JAPN 331 and 332 Third Year Japanese I and II (1 each)
Third Year Japanese I begins with a comprehensive pattern review with an emphasis on speaking. Chinese characters are learned, approximately 20 per week, and students are tested regularly. In Third Year Japanese II, more attention will be given to reading. Students will be expected to read materials in Japanese and discuss them in class in Japanese. Students should be able to read and recognize approximately 900 Chinese characters by the end of the year. 331, Fall; 332, Spring. Loftus, Fujiwara

JAPN 340 The Japanese Cinema (1)
A survey of major Japanese films and film directors from the "golden age" of Japanese cinema in the 1950s - 1960s to the present. Emphasis will be on the style and feel of Japanese films, and how stylistic elements embody and reflect traditional aesthetics, the social and political contexts of the films and aspects of their production and consumption will be examined as well. Conducted in English. Prerequisite: Introductory Literature of Film course, or a course on Japanese History, Society, or Literature. Alternate springs. Loftus

JAPN 380 Practicum in Japanese Language Facilitation (.25–.50)
Open to native speakers or advanced students of Japanese. Native/advanced speakers will attend some class sessions and work under the supervision of a faculty member, assisting students enrolled in Japanese language classes. Native/advanced speakers will keep a journal of their observations and their application of pedagogical principles as they assist students in developing their language skills. A weekly session with the instructor will be an integral part of this course. Prerequisite: Consent of instructor. Credit/NC only. Every semester. Loftus

JAPN 430 Japanese Reading and Composition I (1)
Emphasis on vocabulary, reading, writing and kanji expansion. Grammar will be reviewed through various short formal and informal writing assignments and readings will be selected from a variety of materials including authentic texts. Prerequisite: JAPN 332 or consent of instructor. Fall. Loftus, Fujiwara

JAPN 431 Japanese Reading and Composition II (1)
Emphasis on vocabulary, reading, writing and kanji expansion. Grammar will be reviewed through various short formal and informal writing assignments and readings will be selected from a variety of materials including authentic texts. Prerequisite: JAPN 430 or consent of instructor. Spring. Loftus, Fujiwara

JAPN 432 Conversational Japanese I (1)
Emphasis on development of practical conversational proficiency in a culturally and linguistically appropriate way in both formal and informal styles. Intensive training in oral expression and listening comprehension exercises, including authentic listening materials and vocabulary enlargement. Prerequisite: JAPN 332 or consent of instructor. Fall. Loftus, Fujiwara

JAPN 434 Conversational Japanese II (1)
Emphasis on development of practical conversational proficiency in a culturally and linguistically appropriate way in both formal and informal styles. Intensive training in oral expression and listening comprehension exercises, including authentic listening materials and vocabulary enlargement. Prerequisite: JAPN 432 or consent of instructor. Spring. Loftus, Fujiwara

JAPN 490 and 491 Reading and Conference (.5 or 1 each)
Designed to enable students who have a sound grasp of Japanese grammar to develop reading skills and to extend their knowledge of Chinese characters. Students must have completed two years of college Japanese and/or studied Japanese in Japan. Prerequisite: consent of instructor. On demand. Loftus, Fujiwara

JAPN 499 (W) Senior Seminar (1) [Crosslisted with CHNSE 499]
Provides a framework for students to develop a research project or other equivalent activity in consultation with faculty. The objective of the Senior Year Experience will be to consolidate and integrate the student's knowledge of Japan and/or China and the fields of Japanese Studies and/or Chinese Studies. Conducted in English. Writing-centered. Spring. Staff

CHINESE

CHNSE 131 and 132 Elementary Chinese I and II (1 each)
Introduction to the fundamentals of spoken and written modern Mandarin Chinese. Classroom activity will center on oral-aural pattern drilling with student participation required. Emphasis will be on spoken Chinese but a romanized writing system and Chinese characters will also be introduced. Language tapes will be available in the language lab and their regular use by students will be required. Annually. Zhang

CHNSE 231 and 232 Intermediate Chinese I and II (1 each)
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 tape work and written assignments outside of the class as well as in-class presentations in Chinese. Prerequisites: CHNSE 131 and 132 or consent of instructor. Annually. Zhang

CHNSE 235 Chinese Language Practicum (.25)
This class has a two-fold purpose: to continue to develop proficient language skills in all aspects and to practice these skills through teaching or tutoring. In learning, we emphasize proficiency, and in teaching or tutoring, we stress accuracy and pedagogy. Various pedagogical approaches will be studied. Practice is carried out through various teaching opportunities on and off campus. Prerequisite: CHNSE 232 or consent of instructor. Alternate years. Zhang

CHNSE 252 (US) Rites of Passage in Chinese Societies (1) [Crosslisted with ANTH 252]
This course surveys the life-cycle rituals of birth, marriage, and death in Chinese societies from folkloristic, anthropological, philosophical, and historical perspec-

tives. By reading the text, understanding the context, observing the performance, and reenacting the rituals, the participants learn the subject as a disciplinary field and as a body of knowledge in Chinese culture, and examine the rituals through such topics as gender role, ethnic identity, symbolism, belief and behavior, folklore and tradition, and continuity of culture. Understanding Society. Asian Cluster. Death Cluster. Fall. Zhang

CHNSE 254 Language, Ethnicity, and Folklore in China (1)
This course examines the formation and development of Chinese language, ethnicity, and culture as well as their interactive relations throughout Chinese history. By surveying the topics, analyzing the key texts and realities, the participants will learn to understand ethnicity and culture within its social contexts as expressed through the language. Topics range from the formation of the language, standardization, dialects, identity, ethnicity, ethnic identification, ethnic customs, to the use of language in today's popular culture. The course will also include discussion about overseas Chinese and their sense of ethnic identity. Different disciplinary perspectives and historical contexts will be introduced and discussed. Alternate years. Zhang

CHNSE 256 Chinese Folklore in Films (1)
The increasingly popular Chinese films have provided a special lens to look at Chinese culture. But how can people imagine these films without the rich folklore in them? This course examines local customs, folk beliefs and behaviors, vernacular architecture, festival dramas, and various ritual practices from historical, anthropological, and folkloristic perspectives. Through analysis of text and performance, this course helps develop a better understanding of the transition and transformation of Chinese culture. Alternate years. Zhang

CHNSE 331 (IT) Advanced Chinese: Reading the Media (1)
Continued development of proficient language skills in speaking, listening, reading, writing, and translating. In addition, interpreting and analyzing text from cultural studies and media studies perspectives are strongly emphasized. Comparative analysis of translations will be integrated in the interpretation of text. Rapid vocabulary expansion, correct use of grammar points, proficient use of the language in spoken and written forms, critical views in understanding the content and means of media, and cultural analysis of the text are the major goals. Prerequisites: CHNSE 232 or consent of instructor. Interpreting Texts. Fall. Zhang

CHNSE 332 (IT) Advanced Chinese: Reading the Humanities (1)
By reading the selections from Chinese classics of different philosophical and literary schools, and by translating and comparing translations, participants will continue improving their language proficiency, meanwhile learning to read the original text, understand the interpretation, gain their own perspectives, and analyze the

interpretation of the text through historical and social context. Readings include texts of such ideas a confucianism, Daoism, Legalism, classic poetry, and modern fictions and non-fictions. Prerequisites: CHNSE 331 or consent. Interpreting Texts. Alternate springs. Zhang

CHNSE 490-491 (W) Reading and Conference (.5 or 1 each)
Designed to enable the participants to function with modern Chinese in various areas, and to introduce classic Chinese. The in-depth reading, discussion, conference, and composition cover topics such as literature, history, philosophy, religion, and folklore. In addition to the textbooks, materials from the media on current issues as well as films will also be included. Prerequisite: CHNSE 331 or consent. Alternate years. Zhang

CHNSE 499 (W) Senior Seminar (1) [Crosslisted with JAPN 499]
Provides a framework for students to develop a research project or other equivalent activity in consultation with faculty. The objective of the Senior Year Experience will be to consolidate and integrate the student's knowledge of Japan and/or China and the fields of Japanese Studies and/or Chinese Studies. Conducted in English. Writing-centered. Spring. Staff

CLASSICAL STUDIES

The roots of Western civilization can be traced to the various classical cultures of the ancient Mediterranean world. Our forms of government, education, religion, and artistic and literary expression all have their beginnings in ancient Greece, Rome and the Near East. Classical Studies thus serves two purposes: it introduces us to the languages, literatures and cultures of the ancient Mediterranean world and it provides insights into our contemporary world by exploring the roots of Western civilization.

REQUIREMENTS FOR THE CLASSICAL STUDIES MAJOR

(12 credits)

Seven credits in two of three classical language (4 credits in one language, 3 in the other) from the following: . . . . . (7)

GREEK 131 Elementary Ancient Greek I(1)
GREEK 132 Elementary Ancient Greek II (1)
GREEK 231 Ancient Greek Prose (1)
GREEK 232 Ancient Greek Poetry (1)
HEBR 131 Elementary Classical Hebrew I (1)
HEBR 132 Elementary Classical Hebrew II (1)
HEBR 231 Intermediate Classical Hebrew I (1)
HEBR 232 Intermediate Classical Hebrew II (1)

LATIN 131 Elementary Latin I (1)
LATIN 132 Elementary Latin II (1)
LATIN 231 Latin Prose (1)
LATIN 232 Latin Poetry (1)
LATIN 350 Readings in Caesar and Tacitus: Greeks, Romans and Barbarians (1)
LATIN 391 Advanced Reading in Latin Literature (1)
GREEK, HEBR or LATIN 390: Independent Study (.5 or 1)

Four additional credits in courses related to the ancient Mediterranean selected in consultation with the student's advisor . . . . . (4)
*At least 1 of which must be a course in material culture (marked with an *)*
ARTH 270* (TH; 4th Sem Lang Req) Roman Art and Architecture (1)
ARTH 349* (W; 4th Sem Lang Req) History of Ancient Greek Painting (1)
ARTH 353* (4th Sem Lang Req) History of Greek Sculpture (1)
CLAS 171 (IT; 4th Sem Lang Req) Love and War, Gods and Heroes: Greek and Roman Epic Poetry (1)
CLAS 221 (IT) Greek and Roman Lives (1)
CLAS 244 (IT; W; 4th Sem Lang Req) The Greek and Roman Stage (1)
CLAS 247 (IT; 4th Sem Lang Req) Women in Roman Literature and Life (1)
CLAS 250 (TH; 4th Sem Lang Req) Greeks, Romans, and Barbarians (1)
HIST 251 Rome: Republic, Empire and Memory to A.D. 600
HIST 313 Greece and the Hellenistic World (.5)
HIST 314 Ancient Rome (.5)
IDS 351* (W) Culture of Ancient Greece (1)
PHIL 230 History of Philosophy: Ancient and Medieval (1)
REL 113 (TH) Introduction to Old Testament/Hebrew Bible (1)
REL 221 Hellenistic Mystery Religions (.5)
REL 237* (W; 4th Sem Lang Req) Introduction to Syro-Palestinian Archaeology (1)
REL 340 Hebrew Torah/Pentateuch (1)
REL 341 Religions of the Ancient World (1)
RHET 231 Classical Rhetoric (1)

CLAS 496 (W) Senior Seminar in Classical Studies . . . . . (1)

Student majors will choose a topic in consultation with the Classics faculty and will read an ancient text appropriate to that topic in the original language(s) and write a substantial research paper.

REQUIREMENTS FOR THE CLASSICAL STUDIES MINOR
(5 credits)

Two or three credits in one of the three classical languages: Greek, Hebrew, or Latin . . . . . (2 or 3)

Two or three credits from the following to result in 5 total credits for the minor . . . . . (2 or 3)

ARTH 270 (TH; 4th Sem Lang Req) Roman Art and Architecture (1)
ARTH 349 (W; 4th Sem Lang Req) History of Ancient Greek Painting (1)
ARTH 353 (4th Sem Lang Req) History of Greek Sculpture (1)
CLAS 171 (IT; 4th Sem Lang Req) Love and War, Gods and Heroes: Greek and Roman Epic Poetry (1)
CLAS 221 (IT; Greek and Roman Lives (1)
CLAS 244 (IT; W; 4th Sem Lang Req) The Greek and Roman Stage (1)
CLAS 247 (IT; 4th Sem Lang Req) The Greek and Roman Stage (1)
CLAS 250 (TH; 4th Sem Lang Req) Greeks, Romans, and Barbarians (1)
CLAS 351 (US; 4th Sem Lang Req) Greek and Near Eastern Religion (1)
HIST 251 Rome: Republic, Empire and Memory to A.D. 600 (1)
IDS 351 (W) Culture of Ancient Greece (1)
PHIL 230 History of Philosophy: Ancient and Medieval (1)
REL 113 (TH) Introduction to Old Testament/Hebrew Bible (1)
REL 221 Hellenistic Mystery Religions (.5)
REL 237 (W; 4th Sem Lang Req) Introduction to Syro-Palestinian Archaeology (1)
REL 340 Hebrew Torah/Pentateuch (1)
REL 341 Religions of the Ancient World (1)
RHET 231 Classical Rhetoric (1)

FACULTY

Mary R. Bachvarova, Assistant Professor of Classical Studies
Ortwin Knorr, Associate Professor of Classical Studies
Michael S. Williams, Visiting Assistant Professor of Classical Studies

Contributing Faculty
David W. McCreery, Professor of Religious Studies, Chair
Catherine A. Collins, Professor of Rhetoric and Media Studies
Louis F. Goble, Professor of Philosophy
Lane C. McGaughy, George H. Atkinson Professor of Religious and Ethical Studies
Ann M. Nicgorski, Associate Professor of Art History

COURSE DESCRIPTIONS

CLAS 171 (IT; 4th Sem Lang Req) Love and War, Gods and Heroes: Greek and Roman Epic Poetry (1)
The great stories of Greek and Roman epic poetry continue to inspire modern literature, art, and film. In this course, Homer's Iliad and Odyssey, Hesiod's Theogony, and Vergil's Aeneid will be read and discussed in English translation. Emphasis will be on plot and narrative technique, genre characteristics, changes in world view, and the reception of these poems in later periods. Interpreting Texts. 4th Semester Language Requirement. Alternate springs. Knorr
(4th Semester Language Requirement applies for both Latin and Greek.)

CLAS 221 (IT) Greek and Roman Lives (1)
An introduction to some of the most famous and infamous personalities of the classical world through the ancient literary form of biography. Interpreting Texts. Alternate years, spring. Knorr

CLAS 244 (IT; W; 4th Sem Lang Req) The Greek and Roman Stage (1)
Tragedy and comedy are among the most important genres of ancient literature. The study of major plays by writers such as Aeschylus, Sophocles, Euripides, Seneca, Aristophanes, Menander, Plautus, and Terence will illustrate the development of ancient theater and the immense influence these dramatic creations still exert on modern Western literature and film. Emphasis will be laid on the historical context of these works, their structure and generic conventions (and the conscious play with them), and on practical issues of staging and performance. Writing-Centered. Interpreting Texts. Fourth Semester Language Requirement (Greek and Latin). Alternate years, spring. Knorr

CLAS 247 (IT; 4th Sem Lang Req) Women in Roman Literature and Life (1)
Through the study of ancient Roman Texts in translation, this course explores the life experience of women in ancient Rome and the way their lives are reflected in 500 years of Roman literature. Since most Roman authors were men, students will try to reconstruct women's voices and their human experience by exploring both literary and non-literary sources, such as laws, grave inscriptions, and graffiti. In addition, students will examine artistic representations of women in the form of portrait sculptures and funerary monuments. Interpreting Texts. Fourth Semester Language Requirement. Alternate springs. Knorr

CLAS 250 (TH; 4th Sem Lang Req) Greeks, Romans and Barbarians (1) [Cross-listed with HIST 250]
Herodotus, Caesar and Tacitus will be consulted, along with comedy, tragedy, fragments of ethnographers and passages from other primary sources to see how perceptions of barbarians changed over time, affected by the ways that Greeks and

Romans interaction with them changed. In order to better understand how recent history shapes our interpretation of ancient culture, we will study post-colonialist, Afro centric, and "anti-anti-Semitic" approaches. Egyptians, Persians, Indians, Scythians, Libyans, Ethiopians, Phrygians, Lydians, Gauls, Britons, Germans. Credit may not be earned for both LATIN 350 and CLASS/HIST 250. Thinking Historically. Fourth Semester Language Requirement. Triennially, spring. Bachvarova

CLAS 351 (US; 4th Sem Lang Req) Greek and Near Eastern Religion (1)
Ancient Eastern Mediterranean religion cannot be understood without taking into account the interplay between economic, political and religious spheres, and the key role it played in justifying social structures, and coercing individuals to play their proper part in upholding social institutions. A variety of sociological and anthropological theories and approaches will be applied to the following topics within ancient Eastern Mediterranean religion: divination, Aphrodite, Apollo, cosmogony, festivals, and worship of the dead. The course will end with a reading of a Greek tragedy, Aeschylus' Eumenides, situating it in its religious and ritual context. Throughout students will constantly be confronted with the question, why are Greek and Near Eastern religions so similar? Can specific similarities be attributed to a common source, borrowing, membership in a single cultural area, or is this "how humans think?" Understanding Society. 4th Semester Language Alternative. Spring, every three years. Bachvarova

CLAS 496 (W) Senior Seminar in Classical Studies (1)
Required course for Classical Studies majors. Students will choose a topic in consultation with Classics faculty, read a text appropriate to that topic in the ancient language(s) and write a substantial research paper. Writing-Centered. Prerequisite: Senior standing in Classical Studies or consent of instructor. Spring. Staff

GREEK 131–132 Elementary Ancient Greek I and II (1 each)
Introduction to the morphology and syntax of ancient Greek. Alternate years. Knorr, McGaughy

GREEK 231 Ancient Greek Prose (1)
Reading and translation of selected ancient Greek prose texts, including works by Herodotus, Plato, Lysias and others. Prerequisite: GREEK 131 and 132 or equivalent. Alternate years. Knorr

GREEK 232 Ancient Greek Poetry (1)
Selections from Greek epic poetry or a complete Greek tragedy will be read and discussed. Prerequisites: GREEK 131 and 132 or equivalent. Alternate years. Knorr

GREEK 232a Hellenistic Greek Texts (1)
Reading and translation of selected Greek texts from the Greco-Roman period, including the New Testament, the Septuagint, Josephus, Philo, and the Apostolic Fathers; some attention to Hellenistic grammar, papyrology, and textual criticism. Prerequisite: Greek 132. Alternate years. McGaughy

GREEK 351 (US) The Religious and Ritual Context of Aeschylus' Eumenides (1)
This course will be taught concurrently with Greek and Near Eastern Religions. We will meet one extra hour per week to read the Eumenides in Greek. Attention will be paid to dialectal forms, meter, and the formal components of tragedy. Understanding Society. 4th Semester Language Alternative. Prerequisite: Greek 232 or consent of instructor. Spring, every three years. Bachvarova

GREEK 390 Independent Study (.5–1)
Advanced study of selected Greek texts. Every semester. Knorr, McGaughy

HEBR 131–132: Elementary Classical Hebrew I and II (1 each)
An introduction to the original language of the Hebrew Bible/Old Testament. Using the inductive methods, students will be introduced to the morphology and syntax of ancient Hebrew by translating selected passages from the Hebrew Bible. Alternate years. McCreery

HEBR 231–232: Intermediate Classical Hebrew I and II (1 each)
Reading and translation of selected passages from the Hebrew Bible and the Dead Sea Scrolls. Some of the finer points of Hebrew grammar, poetry and orthography will be examined. Prerequisites: Elementary Classical Hebrew I and II (open to freshmen with good Hebrew background). Alternate years. McCreery

HEBR 390 Independent Study (.5-1)
Advanced study of selected Hebrew texts. Every semester. McCreery

LATIN 131 and 132 Elementary Latin I and II (1 each)
Introduction to the morphology, syntax and style of classical Latin. Alternate years. Knorr

LATIN 231 Latin Prose (1)
Close reading of classical Latin prose authors. Texts by Cicero, Sallust, Livy, Suetonius, Seneca and/or Apuleius will be translated and discussed. Prerequisite: LATIN 132. Alternate years, fall. Knorr

LATIN 232 Latin Poetry (1)
Close reading of classical Latin poetry. Works by Catullus, Propertius, Vergil, Horace, Ovid and others will be translated and discussed. Prerequisite: LATIN 132. Alternate years, spring. Knorr

LATIN 350 (TH) Readings in Caesar and Tacitus: Greeks, Romans and Barbarians (1)
Taught 3 hours a week in conjunction with CLAS 250/HIST 250 (Greeks, Romans and Barbarians) one hour per week translating Caesar and Tacitus. Herodotus, Caesar and Tacitus will be consulted, along with comedy, tragedy, fragments of ethnographers and passages from other primary sources to see how perceptions of barbarians changed over time, affected by the ways that Greeks and Romans interacted with them changed. In order to better understand how recent history shapes our interpretation of ancient culture, we will study post-colonialist, Afro centric, and "anti-anti-Semitic" approaches. Egyptians, Persians, Indians, Scythians, Libyans, Ethiopians, Phrygians, Lydians, Gauls, Britons, Germans. Credit may not be earned from both LATIN 350 and CLAS/HIST 250. Prerequisite: LATIN 232. Triennially, Spring. Bachvarova

LATIN 390 Independent Study (.5–1)
Advanced study of selected Latin texts. Every semester. Knorr

LATIN 391 Advanced Reading in Latin Literature (1)
This course allows for intensive study at the third-year level of a text or texts in a single genre or time-period of Latin literature. The primary focus remains translation, but secondary readings will be incorporated and discussed. Prerequisite: Completion of LATIN 232, or equivalent, or permission of instructor. May be repeated for credit. Fall. Bachvarova, Knorr

COMPARATIVE LITERATURE AND THE HISTORY OF IDEAS

The program in Comparative Literature and the History of Ideas provides an opportunity for interdisciplinary and comparative study. Like the Humanities major, it brings together courses from many departments, but here the student will choose courses which center in at least two literary, cultural and intellectual traditions and which seek to get at the underlying assumptions and attitudes of different literary and intellectual worlds. The goals of the program are to enable students to see from a variety of viewpoints and perspectives and to encourage independent, critical thinking. Further, by emphasizing the critical analysis of primary texts and cultural comparison, the program seeks to foster a sense of the importance of rigorous methodology in investigation, while revealing the inherent limitations of any particular system of inquiry. As a unique approach to liberal and humanistic studies, the program provides a solid basis for post-graduate study in, for example, law, education, journalism, administration, comparative literature, or discipline-based area studies.

REQUIREMENTS FOR THE COMPARATIVE LITERATURE AND THE HISTORY OF IDEAS MAJOR

This program is a contract major in which the student and his/her advisor(s) together establish a program that closely meets the student's needs. Students are strongly encouraged to ground their studies in the literature and thought of a particular foreign language area and to work out their entire program by the end of their sophomore year.

Twelve courses are required for completion of the major, including:
CLHI 250 Introduction to Comparative Literature . . . . . (1)
CLHI 497 (W) Humanities Senior Seminar . . . . . (1)

Ten additional courses . . . . . (10)

Stipulations
The student will take four courses in each of two language/culture areas.
At least one area must be from a non-English speaking tradition (e.g., Chinese, French, German, Greek, Japanese, Latin, Russian, or Spanish). The student should attempt, in so far as possible, to enroll in parallel courses in the different areas (i.e., courses that cover the same time period or that have a similar thematic focus). Of the four courses in a non-English area, one can be a course taught in translation. All courses, whether in English or the target language, must cover literary and/or

intellectual traditions; upper division language courses (such as Composition and Discussion) will not satisfy the language/culture area requirements.
The student will take two electives, related to either the language/culture areas, or time period, or theme of specialization. These electives will include the history courses most appropriate to the areas.

No more than five courses in the major may be below the 300 level.

FACULTY

Gaetano DeLeonibus, Associate Professor of French
Sammy Basu, Associate Professor of Politics
Maria Blanco-Arnejo, Professor of Spanish
Mark Conliffe, Assistant Professor of Russian
Seth Cotlar, Assistant Professor of History
Bill Duvall, Professor of History
Ludwig Fischer, Professor of German
Amadou Fofana, Assistant Professor of French
Ronald Loftus, Professor of Japanese Language and East Asian History
Carol Long, Professor of English and Dean of College of Liberal Arts
Sally Markowitz, Professor of Philosophy
Frann Michel, Associate Professor of English
Claudia Nogueira, Instructor of English
Ken Nolley, Professor of English
April Overstreet, Assistant Professor of Spanish
Patricia Varas, Professor of Spanish

COURSE DESCRIPTIONS

CLHI 210 (IT) Oral Tradition and Performance in African Literature (1) [Cross-listed with ANTH 210 and FREN 210]
This course explores how contemporary written literature in Africa continues to derive a great deal of its vitality from older traditions of verbal art. Initially the course will examine sample texts from the oral tradition. It will next focus on representative texts by major African writers whose works have made use of said oral tradition as well as examine their social and political contexts. The principal concern of the course will be the analysis of the aesthetic implications of the transposition of oral techniques and structural features into the medium of the written/printed word. Conducted in English. Interpreting Texts. Annually. Fofana

CLHI 250 Introduction to Comparative Literature and the History of Ideas (1)
This course will introduce students to the nature of inquiry in comparative literature and intellectual history, emphasizing modes of textual criticism, reading texts in historical and cultural contexts, and reading texts across national, cultural and linguistic boundaries. Students will be encouraged to read works in the original language whenever possible. Alternate years, spring. Staff

CLHI 491 Independent Study in Comparative Literature and the History of Ideas (1)
Directed reading and/or research in Comparative Literature and the History of Ideas. Open only to juniors or seniors, and designated specifically as an alternative means for completion of the senior experience in Comparative Literature and History of Ideas when Humanities Senior Seminars useful to a student are unavailable. Annually. Staff

CLHI 497 (W) Humanities Senior Seminar (1) [Crosslisted with HUM 497(W)]
A comparative study of the thought and artistry of major writers, artists, and monuments 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. A visiting scholar enhances each seminar. Variable content. Writing Centered. Every Semester. Staff

COMPUTER SCIENCE

The computing revolution is transforming our world in ways we are only beginning to understand, but it is clear that a knowledge of computing is invaluable to any 21st-century citizen. Computer science is the study of the principles of computing: it is founded in the basic skills of programming and problem-solving, but a university education in the subject requires the development of deeper insights into the nature of algorithms, the languages we use to describe them and the machines on which we realize them. In addition to these subjects, students at Willamette have the opportunity to explore advanced topics ranging from 3D graphics to artificial intelligence, from genetic algorithms (in which populations of programs are "bred" for success) to the theoretical foundations of language and computation. Whichever topics they pursue, the Willamette curriculum is designed to provide students with a principled education that will support their goals of life-long learning in a constantly-changing field.

Introductory computing classes at Willamette provide non-majors and pre-majors with a broader perspective on computing, build basic skills which can be applied to other fields and foster the creative use of graphics and animation in collaboration with music and the arts. These classes are designed to synergize with other studies

and thus to contribute to a broad liberal-arts education.

The study of computer science opens up a number of options in later life: many graduates with a computer science major or minor find careers in programming, design, consulting or system support. Other choose to deepen their studies in graduate school, ultimately providing contributions to basic research in the field or pursuing influential development opportunities in industry. Finally, some students combine these options, first building up practical work experience in a business or industrial setting and then consolidating these experiences through graduate study.

The University has excellent computing facilities open to students, including both general-access labs with Windows and Macintosh computers and a number of labs with specially-selected equipment to support graphics or laboratory use. Wired access in dorm rooms and a campus-wide wireless network allow students great flexibility in the pursuit of their studies, in communication with family and friends and in general access to the resources of the Internet.

Entering students with a score of five on the Computer Science Advanced Placement exam are awarded credit for CS 231, Introduction to Programming. Students with scores of four should confer with the department about possible credit.

REQUIREMENTS FOR THE COMPUTER SCIENCE MAJOR

(8 credits in Computer Science, 4 in Mathematics)

CS 231 (QA*) Introduction to Programming . . . . . (1)
CS 241 (QA) Introduction to Computer Science: Data Structures . . . . . (1)
CS 343 Analysis of Algorithms . . . . . (1)
CS 353 Architecture and Compilers . . . . . (1)
CS 496 (W) Senior Seminar in Computer Science . . . . . (1)

MATH 142 (QA*) Calculus II . . . . . (1)
MATH 251 (W) Foundations of Advanced Mathematics . . . . . (1)
MATH 263 (QA) Discrete Mathematics . . . . . (1)

Three additional credits in courses numbered CS 440 through CS 459 . . . . . (3)

One credit from the following: . . . . . (1)
MATH 253 (QA) Linear Algebra (1)
MATH 349 (QA) Numerical Analysis (1)
MATH 366 (QA) Applied Mathematics: Optimization (1)
MATH 466 Probability and Statistics I (1)

REQUIREMENTS FOR THE COMPUTER SCIENCE MINOR

(5 credits)

CS 231 (QA*) Introduction to Programming (1)
CS 241 Introduction to Computer Science: Data Structures (1)
CS 343 Analysis of Algorithms (1) OR
CS 353 Architecture and Compilers (1)
Two additional Computer Science credits at the 300 or 400 level (2)
(Excluding CS 391 and CS 392)

FACULTY

Karl Fritz Ruehr, Associate Professor of Computer Science, Chair
Genevieve B. Orr, Associate Professor of Computer Science
Sahnny Johnson, Associate Professor of Computer Science
James R. Levenick, Associate Professor of Computer Science

COURSE DESCRIPTIONS

CS 130 (QA) Computing Concepts and Problem Solving (1)
This course introduces the computer as a tool to solve everyday problems. Students' problem-solving abilities are enhanced by use of practical computer applications and by programming. Topics include: problem-solving by computer, program structure, use of computer applications software and computer networks, and discussions of the impact of computers on our society. Quantitative and Analytical Reasoning. Every semester. Staff

CS 140 (CA) Computer Graphics: The Art of Ray Tracing (1)
Ray tracing is a technique for creating realistic 3D computer-generated images by tracing the rays of light that start at a light source, bounce off objects and ultimately make their way into the eyes of the viewer. Each time a ray hits an object, the colors present in the ray are absorbed and/or reflected depending on the physical properties of the object's surface. The interaction is modeled using simple rules of physics and geometry. In this course, students will learn how ray tracing works and will use the ray tracing program POV-Ray to create a portfolio of images. A primary focus will be to learn about creative design in the context of computer graphics. Prerequisite: MATH 130 or equivalent or consent of instructor. Creating in the Arts. Spring. Orr

CS 231 (QA*) Introduction to Programming (1)
This course includes a study of problem-solving principles, computer programming, some of the principles behind programming languages and the structure of a computer. Prerequisite: MATH 141 (may be taken concurrently). The course is

normally taken for a full credit, but students who have credit for CS 130 receive only one-half credit for CS 231. Quantitative and Analytical Reasoning starred. Every semester. Staff

CS 241 (QA) Introduction to Computer Science: Data Structures (1)
Theoretical and practical study of programming and abstract data types in Java including lists, stacks, queues, trees and algorithms used on these data structures. The course includes object implementation of structures and sharpens programming skills learned in previous courses. Prerequisite: Programming experience in some higher-level programming language. Quantitative and Analytical Reasoning. Every semester. Staff

CS 293 Individual Study of a Programming Language (.25)
This course enables students who already know some high-level structured programming language to extend their capabilities in another language. It is self-paced for individual study; a student does not register for the course in advance but gets the materials and does the work on whatever schedule is appropriate; credit is awarded by examination. The course may be offered in different languages; a student may earn credit for at most two offerings for a maximum of .5 credit. Prerequisite: CS 241 or equivalent. On demand. Staff

CS 330 (CA) Computer Animation Production (1)
Students learn and experience the process of computer animation production while also examining the work of professional animators (computer and traditional). Topics include story development, storyboarding, timing using story-reels, post-production, and computer modeling and animation using professional 3D animation software. Students work in teams to produce a complete computer animation. A key component of this course includes interactive work with students in MUSC 339 Digital Music Techniques to combine animation with original music. Prerequisite: Students should be very comfortable working on the computer and learning new software. Creating in the Arts. Fall. Orr

CS 343 Analysis of Algorithms (1)
This course examines traditional and adaptive algorithms, formal methods of analyzing their efficiency and the empirical verification thereof. Topics include asymptotic analysis, recursion, mathematical induction, greedy algorithms, and dynamic-programming, Students study several problem domains such as sorting, searching and graphs. Prerequisites: CS 241, MATH 251 (may be taken concurrently). Spring. Staff

CS 348 Programming Languages (1)
This course introduces students to the issues involved with the design and evaluation of modern programming languages. These issues are presented in the context

of a survey of high-level programming languages such as Icon, Scheme and Prolog. Students learn about the underlying paradigms and structures used by these and other modern programming languages. Prerequisite: CS 241. Every third semester. Staff

CS 353 Architecture and Compilers (1)
An investigation into how computers and programs work, from the lower levels of internal logic to the higher levels of programming languages designed for human use. Topics covered include: digital representation and digital logic; the internal structure and organization of computers; the hierarchy of programming languages; and techniques used to translate computer programs into machine-readable form. Includes a significant lab component in which students implement the concepts developed in the course. Prerequisite: CS 241. Annually. Johnson, Ruehr

CS 391 Independent Study (.5 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. Prerequisite: CS 241. Every semester. Staff

CS 392 Independent Project (.5 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. Prerequisite: CS 241. Every semester. Staff

CS 441 Operating Systems (1)
Introduction to operating systems principles, including processes, input/output, memory management, file systems and concurrency. The course will have a strong implementation component, with required programming exercises. Prerequisite: CS 241 recommended. Alternate years, Spring. Staff

CS 444 Simulation Using Graphical User Interfaces (1)
Design and implementation of graphical user interfaces (GUIs) to simulations of models of natural systems. Students (individually and in teams) will utilize object-oriented programming techniques to create graphical user interfaces to both existing simulations and simulations of their own design. Prerequisite: CS 343. Alternate years. Levenick

CS 445 Computer Graphics (1)
This course is an introduction to computer graphics with an emphasis on 3D mod-

eling, shading and rendering. Topics include color representation, geometric transformations, culling, hidden line elimination, clipping, anti-aliasing, texturing, global illumination models, and the 3D rendering pipeline. Extensive programming will be required. Prerequisite: CS 343. Alternate years. Orr

CS 446 Automata Theory (1)
This course introduces formal models of computation such as finite state machines, pushdown automata and Turing machines. We study classes of problems that can be solved on each model, intractable classes of problems for which no efficient algorithms are likely to exist and problems with well-defined solutions that are inaccessible to any computational process. Prerequisite: CS 241. Every third semester. Staff

CS 448 Machine Learning (1)
A survey of machine learning techniques and philosophical issues concerning artificial intelligence. Learning techniques include perceptrons, PDP back-propagation and induction of environmental regularities via Holland's genetic algorithm. Philosophical issues include "Can a machine be intelligent?" and "How could intelligence in a machine be verified?" Prerequisite: CS 343. Alternate years. Levenick

CS 451 Topics in Computer Science (1)
This course provides the flexibility to offer special topics of interest in computer science. Topics will generally not be repeated within a two-year period in order to provide a variety of offerings. The prerequisite usually will be CS 241. May be repeated for up to three credits. Every semester. Staff

CS 454 Functional Programming (1)
This course provides a broad introduction to functional programming, including motivations, history, programming techniques and language implementation issues. Functional programming allows concise and elegant solutions to many problems and offers a fresh perspective on computer science. Programming in traditional languages is often improved by exposure to the functional style. The study of functional languages also provides a useful foundation for research topics in programming languages and computer science theory. Prerequisites: CS 241 and MATH 251 OR consent of the instructor. Alternate years, fall. Ruehr

CS 496 (W) Senior Seminar in Computer Science (1)
Each student undertakes a substantial project that integrates the student's knowledge in computer science and supporting areas. The seminar also meets weekly to discuss methodologies and participate in presentations on computer science areas. Required for majors in Computer Science. This is a year-long course, but students may enroll in either Spring or Fall. Prerequisite: Senior standing. Writing-centered. Every semester. Staff

ECONOMICS

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

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

The Economics major is structured to progressively build the skills and tools of economic analysis. Students in the major begin with a two-semester principles sequence (ECON 122 Principles of Microeconomics, typically followed by ECON 123 Principles of Macroeconomics) which introduces students to the discipline and lays the foundation for subsequent study. ECON 230 Economic Statistics and MATH 141 Calculus can be taken concurrent with or subsequent to the Principles courses. Calculus is a prerequisite for intermediate microeconomics, and both Calculus and Economic Statistics are required for ECON 470. To complete the major in the proper sequence students should complete the intermediate theory courses by the end of the junior year. ECON 470 Advanced Topics in Economics is the penultimate course in the major. The Advanced Topics course applies the analytical and empirical tools developed in intermediate economic theory to a contemporary public policy issue and prepares students for an independent research project in the capstone course in the major: ECON 496 Senior Research Seminar.

REQUIREMENTS FOR THE ECONOMICS MAJOR

(9 in Economics, 1 in Mathematics)

ECON 122 (US) Principles of Microeconomics . . . . . (1)
ECON 123 Principles of Macroeconomics . . . . . (1)
A Calculus course (MATH 141 or equivalent) . . . . . (1)
ECON 230 (QA*) Economic Statistics . . . . . (1)
ECON 357 Intermediate Microeconomics . . . . . (1)
ECON 358 Intermediate Macroeconomics . . . . . (1)
ECON 470 (W) Advanced Topics in Economics . . . . . (1)
ECON 496 (W) Senior Research Seminar . . . . . (1)
Two elective credits in Economics . . . . . (2)

REQUIREMENTS FOR THE ECONOMICS MINOR

(5 credits)

ECON 122 Principles of Microeconomics . . . . . (1)
ECON 123 Principles of Macroeconomics . . . . . (1)
ECON 357 Intermediate Microeconomics (1) OR
ECON 358: Intermediate Macroeconomics . . . . . (1)
Two elective course in Economics . . . . . (2)

For students opting to take Intermediate Microeconomics, a Calculus course, MATH 141 or equivalent, also is required as a prerequisite.

FACULTY

James S. Hanson, The Peter C. and Bonnie S. Kremer Professor of Economics, Chair
Alison Butler, Assistant Professor of Economics
Aaron Finkle, Visiting Assistant Professor of Economics
James R. Frew, Associate Professor of Economics
Jerry Gray, Professor of Economics
Donald H. Negri, Professor of Economics
Nathan Sivers Boyce, Assistant Professor of Economics
Laura Taylor, Assistant Professor of Economics
Cathleen L. Whiting, Associate Professor of Economics

COURSE DESCRIPTIONS

ECON 122 (US) Principles of Microeconomics (1)

This course is a basic introduction to microeconomic analysis and its applications for public policy. Tools, concepts and models of economic analysis will be developed and applied to public policy issues. The course will explore the philosophy and values inherent in economic analysis and examine empirical methods to test the validity of economic models. Topics include: consumer and producer behavior, pricing and the forces of supply and demand, market allocation of scarce resources, the distribution of wealth and market failure. Understanding Society. Every semester. Staff

ECON 123 Principles of Macroeconomics (1)

This course is an introduction to macroeconomics analysis and its public policy applications. Macroeconomics develops the analytical tools for examining how such aggregate economic variables as national output, the unemployment rate, the price level, inflation, interest rates, exchange rates, budget deficits, the money supply and economic growth are determined. The models developed will be applied to consider

how international trade and fiscal and monetary policy influence economic activity. Recommended prerequisite: ECON 122. Every semester. Staff

ECON 230 (QA*) Economic Statistics (1)
This course is an introduction to the statistical techniques used in economics. It covers descriptive statistics, probability, statistical estimation and inference, hypothesis testing, analysis of variance, and simple and multiple regression. ECON 230 counts for only one half credit if the student has completed MATH 138 or similar Statistics courses. Quantitative and Analytical Reasoning starred. Every semester. Gray, Negri

ECON 331 Corporate Finance (1)
This course examines financial decision making and business and corporate finance and investments as related to the business structure and the institution. It examines corporate financial policies and structure, the capital markets and the mechanisms of investment. Prerequisite: ECON 122. Annually. Frew

ECON 332 Money and Banking (1)
This course examines the banking system and the relationship between financial intermediaries, the Federal Reserve System, depositor behavior and monetary policy. Specific topics include the determination and structure of interest rates, banking regulation, money supply creation and macroeconomic policy. Prerequisite: ECON 122. Fall. Butler

ECON 340 Labor Economics (1)
This course examines competing views concerning the fundamental determinants of labor market outcomes. The course explores the role of the labor market and other institutional factors in determining wages, employment and the distribution of income. Special consideration will be devoted to topics of poverty, underemployment and labor market discrimination. Prerequisite: ECON 122. Spring. Gray

ECON 341 Industrial Organization and Public Policy (1)
This course examines the relationship between market structure, conduct of firms, and market performance. Emphasis is on determining optimal public policy toward mergers, concentrated markets, and anticompetitive practices. Conflicting schools of thought and their implications for public policy are examined. Topics include specific monopoly and oligopoly behaviors, cartel theory, public policy toward merges among large corporations, and antitrust case history. Prerequisite: ECON 122. Alternate years. Whiting

ECON 345 Environmental Economics (1)
The economic paradigm can make important contributions to understanding and alleviating environmental problems. This course examines the shortcomings of the

market mechanism for allocating environmental resources and of public policies for mitigating environmental degradation. Topics include externalities, common property resources, public goods, property rights and cost-benefit analysis. Special consideration will be given to several contemporary environmental problems. Prerequisite: ECON 122. Fall. Negri, Sivers-Boyce

ECON 347 Public Finance (1)
The course focuses on government provision of goods and services. Economic analysis is used to explore why governments provide goods and services, how governments select particular projects and programs, and why various taxes, user fees, debt and intergovernmental transfers are used to finance government expenditures. Generally offered when the Oregon Legislature is in session, this course draws on current issues and personnel from state government to clarify and illustrate abstract concepts. Prerequisite: ECON 122. Staff

ECON 351 Comparative Economic Systems (1)
This course examines the nature and performance of different economic systems in theory and practice. Included are capitalist market economies, centrally planned economies, socialist market economies and the economic systems utilized in various utopian writings and experimental communities. The challenges of reforming the economies of the People's Republic of China, East European countries and the republics of the former Soviet Union serve as a contemporary theme for this course. Prerequisite: ECON 122. Alternate years. Staff

ECON 352 The Economics of Developing Countries (1)
This course examines the structural characteristics of developing countries and major theories of economic development. Specific topics will include land reform, agriculture and industrialization, population and employment policies, the role of money and capital markets in development, trade and development, the impact of aid and foreign investment, and strategies for development planning. Prerequisite: ECON 122. Alternate years. Hanson

ECON 353 International Economics (1)
This course examines the workings of the international economy with an emphasis on current policy issues. Economic theory will be used to study the effects of trade among nations, the factors which influence trading patterns and the effects of trade restrictions such as tariffs. Financial relationships among nations and the functioning of the international monetary system will also be explored. Other topics include the role of trade in economic growth and development and the impact of foreign investment and the multinational corporation in both advanced and developing nations. Prerequisite: ECON 122 required and ECON 123 preferred. Every fall. Hanson

ECON 357 Intermediate Microeconomics (1)
This course explores modern theories of the behavior of households and business firms in determining prices, the mix of goods and services produced in the economy, the allocation of scarce resources and the distribution of income and wealth among the participants in a market economy. The successes and failures of different types of markets are considered along with public policies aimed at improving the performance of markets. Prerequisites: ECON 122, 141 or equivalent. Every semester. Frew, Whiting

ECON 358 Intermediate Macroeconomics (1)
This course examines theories of how consumption, investment and government spending behavior influence the total level of economic activity in an economic system and the impact of foreign trade on the national economy. Also explored are the ways in which government spending, taxation and monetary policies influence unemployment, inflation and the rate of economic growth. Prerequisites: ECON 123. Every semester. Hanson, Butler, Taylor

ECON 362 Health Care Economics (1)
This course examines the supply and demand for health care services and the technology used in health care production. It examines social insurance, HMOs, health care reform and advertising about health care. It also looks at labor markets and professional training in health care. Prerequisite: ECON 122. Alternate years. Frew

ECON 394–395 Major Program Internship (1 or 2)
Supervised interns apply and extend principles developed in the Economics and Business Economics majors in public and private sector placements. Students accepted for this course will normally have second-semester Junior or Senior standing and will have completed most of the courses required for the Economics major. Interns work 10–12 hours a week at the internship site, complete an analytical paper based on a project under the guidance of the instructor and the off-campus internship supervisor, and attend periodic class meetings with other interns. Two credits are granted only in exceptional circumstances. Prerequisite: consent of instructor. Every semester. Staff

ECON 444 (W) Urban Economics (1)
Economic theory is used to determine land valuation and site location and to explain the creation of real estate. This course will also explore transportation routes and urban amenities, as well as zoning laws, congestion and pollution. Prerequisite: ECON 357. Writing-centered. Annually. Frew

ECON 448 History of Economic Thought (1)
This course will trace the development of economic thought from the decline of feudalism to the present, investigating Classical, Marxist, Neoclassical, Keynesian and Modern Heterodox theories. The goal will be to understand the various theories as well as the historical context in which they became important. Prerequisites: ECON 122 and 123. Alternate years. Gray

ECON 451 Economic Simulation (.5)
Students enrolled in this course participate in the International Business Policy Competition. This course provides students with a hands-on understanding of economic analysis and business management through business simulation models. Students in this course will manage a business in a computer-simulated industry. Participation in the course requires that students put into practice the tools of economic analysis they have acquired in other courses. Prerequisites: ECON 357 and consent of instructor. This course does not count toward the Economics major or minor. Spring. Negri

ECON 452 (QA) Introduction to Econometrics and Forecasting (1)
This course examines advanced statistical methods used to quantify economic and business phenomena. Topics include regression, regression specification and functional form, multicolinearity, serial correlation, heteroskedasticity, exponential smoothing, seasonal adjustment and simultaneous equations. Skill in combining economic theory and available data to produce estimates using computer statistical routines will be developed. Prerequisites: ECON 122, 123 and 230, MATH 141 or equivalent. Quantitative and Analytical Reasoning nonstarred. Spring. Frew, Negri. Sivers-Boyce

ECON 458 Mathematical Economics (.5)
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. Prerequisite: ECON 357. Alternate years. Sivers-Boyce

ECON 470 (W) Advanced Topics in Economics (1)
This course examines an economic theme or topic using the analytical and empirical skills developed at the intermediate theory level. The course culminates in a project proposal for the Economics Senior Seminar course and in a major paper which develops core components of the proposal. Assignments include written and oral evaluation of the work of both peers and professionals, multiple drafts of the research paper and classroom presentation of principal methods and conclusions. Prerequisites: ECON 230, 357 or 358 (determined by instructor) and MATH 141 or equivalent. Writing Centered. Every semester. Staff

ECON 490 Independent Study (.5 or 1)
This offering is designed to enable a qualified student to engage in supervised study in topics not covered in other departmental courses. Approval of instructor. On demand. Staff

ECON 496 (W) Senior Research Seminar (1)
Each student completes a research paper that builds on analytical methods from the required courses in the major. Other activities include written and oral evaluation of the work of both peers and professionals, development and presentation of a research paper and presentation of principal methods and conclusions. Prerequisites: ECON 357, 358 and 470. Writing-centered. Every semester. Staff

EDUCATION

The Willamette University School of Education provides full-time, 10-month and part-time, two-year professional programs for the preparation of early childhood, elementary, middle, and secondary school teachers. Willamette is authorized to recommend for licensing in the following subject areas: art, biology, business, chemistry, English, family and consumer science, French, general science, German, health, Japanese, Latin, mathematics, music, physical education, physics, reading, social studies, Spanish, speech, and theatre. The completion of this program meets the requirements for the initial teaching license and the Master of Arts in Teaching (MAT).

Undergraduate students interested in pursuing a career in teaching are encouraged to choose a major related to their intended teaching field. Several courses and internships are available to undergraduates to help students determine if education is a desirable career choice.

All interested students should personally contact the School of Education Admissions Office for admission criteria and general information concerning the MAT program.

PROGRAM FOR UNDERGRADUATES

Students may take any of the following courses, none of which are required for admission to the School of Education, to gain knowledge of and experience in the field of education.

EDUC 280 Education Topics . . . . . (.25 or .5)
EDUC 305 (W) Introduction to Teaching . . . . . .(.5)
EDUC 335 (W) The School, Teacher, and Student . . . . . .(.5)

EDUC 350 Foundations of Reading.....(.5)
EDUC 390 Pre-Practicum Internship..... (.25 or .5)
EDUC 450 Management of Reading Systems .....(.25)
EDUC 451 Administration of Reading Programs .....(.25)
EDUC 452 Diagnosis and Correction of Reading Difficulties.....(.5)
EDUC 490 Research and Independent Study .....(.5 or 1)

PROGRAM FOR GRADUATES

The Willamette University School of Education is a professional school that offers full-time, 10-month and part-time, two-year Master of Arts in Teaching (MAT) degree programs for the preparation of early childhood, elementary, middle and secondary school teachers. In most cases, students will qualify for two authorization levels.

- The Early Childhood Authorization is valid for teaching children age three through grade four.
- The Elementary Authorization prepares the graduate to teach children in grades 3–8 in an elementary school.
- The Middle Level Authorization is valid for teaching grades 5–10 in a middle school or junior high.
- The High School Authorization is valid for teaching grades 7–12 in a high school. Within the high school program, Willamette is able to recommend for endorsement in the following subject areas: art, biology, business, chemistry, English, family and consumer science, French, general science, German, health, Japanese, Latin, mathematics, music, physical education, physics, reading, social studies, Spanish, speech and theatre. All students are encouraged to work toward endorsements in multiple subject areas.

Both MAT programs parallel the traditional public school year. The full-time, 10-month program begins in mid-August (two weeks prior to the beginning of public school) and ends with the last day most area public schools are in session (mid-June). The first week of classes is intended to prepare MAT students for their introduction to the public school setting. The second week coincides with the public schools' teacher in-service week, and at this time all MAT students begin year-long placements in public schools. Throughout the fall, students spend approximately half their time in the public schools and half their time at Willamette attending graduate level classes. MAT students spend more than 1,000 hours working with students and mentor teachers in public school classrooms. The full-time student teaching experience begins the second week in January and is completed in mid-June, the last day the area public schools are in session. Student teaching seminars, professional seminars, and methods courses are scheduled after the public school day.

The part-time, two-year Aspire program is designed with Instructional Assistants, current unlicensed teachers, and other working people in mind. Classes take place Monday evenings and one Saturday a month during the first year of the program, beginning in September. Field experiences in the schools during the first year and a half of the program are flexible, adapting to students' work schedules. A waiver of some field experience is possible for those people with significant prior experience in schools. In the second year, students add methods classes and seminars one additional night per week. During the final spring semester, beginning in late January, students work in full-time placements for their student teaching until mid-June, the last day the area public schools are in session.

These two programs not only prepare MAT students to become effective classroom teachers, but also allow them to assume leadership roles in the education profession. Small grant programs are available to support students' innovation with technology integration in their student teaching.

Action research is an important part of both MAT programs. In this two-semester course, students learn the key elements of practitioner research and how the research process can lead to effective and dynamic teaching. In the fall, students select and research an educational topic to focus on during spring student teaching. Once they select a topic of interest, they identify a research question, develop curriculum and instruction around that question, and collect data. In May and June, students write about their research findings and present their projects at an all-day action research symposium to their peers, the faculty, and other members of the educational community.

PROGRAMS AT THE CENTER FOR EXCELLENCE IN TEACHING (CET)

Willamette University's Center for Excellence in Teaching offers endorsement programs in Reading and ESOL for pre-service teachers who are concurrently students in either the full-time MAT or the Aspire program, and for in-service teachers. Both TSPC-approved programs are based on scientific research of successful practices to prepare and train high-quality teachers.

Reading and ESOL classes will be offered starting in mid-June before the MAT program begins. For further information, contact Cheryl K. Brown at 503-370-6954 or email: cet@willamette.edu.

READING

MAT Reading Cadre Program

Candidates admitted to the full-time MAT Initial Teaching License program take additional coursework prior to and during the program and will be given an oppor-

tunity to meet the practicum requirements within the MAT program. Candidates admitted to the Aspire program can take their coursework before and during their second year in the program. Upon completion of the program, MAT graduates will qualify for an Initial Teaching License, a Master's degree, and a Reading endorsement.

Reading Endorsement Comprehensive Program

For those interested in providing reading program leadership within their building or district, this 19-quarter-hour program leads to WU recommendation and TSPC endorsement in reading.

ENGLISH SPEAKERS OF OTHER LANGUAGES (ESOL)

MAT ESOL Cadre Program

Candidates admitted to the full-time MAT Initial Teaching License program take additional coursework prior to and during the program and can be placed in ESOL practicum placements. Candidates admitted to the Aspire program can take their coursework before and during their second year in the program. Upon completion of the program, MAT graduates will qualify for an Initial Teaching License, a Master's degree, and an ESOL endorsement.

ESOL Comprehensive Program

For those interested in providing ESOL leadership within their building or district, this 18-quarter-hour program leads to WU recommendation and TSPC endorsement in ESOL.

FACULTY

Karen D. Hamlin, Professor of Education, Director
Cheryl K. Brown, Assistant Professor of Education, Director of Center for Excellence in Teaching
Jill Bryant, Associate Professor of Education
Esperanza De La Vega, Visiting Assistant Professor of Education
Robin Fromherz, Assistant Professor of Education
Heather Miller, Visiting Assistant Professor of Education
Maureen Musser, Associate Professor of Education
Angela Obery, Instructor of Education
Steven M. Rhine, Associate Professor of Education, Associate Director of MAT Aspire
Loran Sell, Instructor of Education
Debbi Sember, Instructor of Education
Bonnie Staebler, Visiting Professor of Education
Linda G. Tamura, Professor of Education
Hank Weddington, Assistant Professor of Education

COURSE DESCRIPTIONS

EDUC 106 College Learning Skills (.25)
This class is open to all students and deals with helping individuals advance their knowledge and skills in the following areas: aggressive reading, paper writing, study skills and applying principles of learning. Staff

EDUC 280 Education Topics (.25 or .5)
Specific and timely topics in the field of education. In-depth exploration of current and important issues in education, of interest to both those in general studies and those considering education as a career. Prerequisite: Sophomore standing. Every semester. Staff.

EDUC 305 (W) Introduction to Teaching (.5)
A writing-centered study of teaching through classroom field experiences, service learning, simulations, readings, and written reflections and critiques. Lesson presentations and evaluations by the student, peers and faculty on the student's potential as a teacher. Includes 24 hours of practicum in public school classrooms. (Weekly 2-3 hour blocks recommended.) Not open to first-semester freshmen. Every semester. Hamlin, Tamura, Staff

EDUC 335 (W) The School, Teacher and Student (.5)
This writing-centered course deals with 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. Staff

EDUC 350 Foundations of Reading (.5)
A study of the process of developmental reading, appropriate methods of instruction, critical selection of materials and usable management systems and techniques. Prerequisite: EDUC 305 or consent of instructor. Spring. Staff

EDUC 390 Pre-Practicum Internship (.25 or .5)
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 305. Prerequisite: EDUC 305. Every semester. Staff

EDUC 450 Management of Reading Systems (.25)
A study of management of reading systems, including assessment organization, space and time management, and record keeping. The systems include basal readers,

language experience, individualized instruction and the eclectic approach. Prerequisite: EDUC 305 and 350 or consent of instructor. Spring. Staff

EDUC 451 Administration of Reading Programs (.25)
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 federally funded programs. Prerequisites: EDUC 305 and 350 or consent of instructor. Spring. Staff

EDUC 452 Diagnosis and Correction of Reading Difficulties (.5)
A study of the diagnosis and correction of reading difficulties. Course includes topics applicable to both the reading specialist and the classroom teacher. A practicum competency is included. Prerequisites: EDUC 305 and 350. Fall. Staff

EDUC 490 Research and Independent Study (.5 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 intensive research or advanced independent study in an area not covered by the present departmental course offerings. By departmental approval. Every semester. Staff

THE FOLLOWING COURSES ARE FOR MASTER OF ARTS IN TEACHING (MAT) CANDIDATES ONLY

Course Loads
Full-time MAT students are required to carry the following course loads for each semester in order to obtain the degree. It should be noted that due to the nature of a 10-month program, the course load for each semester is very demanding.

Fall Course Load:
EDUC 510 The Professional Educator
EDUC 520 Educational Technology
EDUC 522 Assessment of Teaching and Learning
EDUC 545 Educational and Developmental Psychology
EDUC 546 Special Populations
EDUC 547 Educating for Equity in a Diverse Society
EDUC 548 Introduction to the Foundations of Reading
EDUC 550 Graduate Seminar I
EDUC 555 Planning and Implementation of Instruction
EDUC 556 Classroom Management
EDUC 558 Field Studies in Education: Action Research in the Classroom I
EDUC 591 Pre-Student Teaching
EDUC 592 Practicum
EDUC 529-543 Methods (will vary; courses begin fall semester)

Spring Course Load:
EDUC 525 Literacy Methods
EDUC 551 Graduate Seminar II
EDUC 559 Field Studies in Education: Action Research in the Classroom II
EDUC 560 Professional Development: The 21st Century Teacher
EDUC 595 Supervised Internship
EDUC 529-543 Methods (will vary; continued from fall)

Part-time MAT Aspire students are required to carry the following course loads for each semester over a two-year period in order to obtain the degree.

Fall, Year 1 Course Load:
EDUC 510 The Professional Educator
EDUC 520 Educational Technology
EDUC 545 Educational and Developmental Psychology
EDUC 546 Special Populations
EDUC 550 Graduate Seminar I
EDUC 591 Pre-Student Teaching Practicum I

Spring, Year 1 Course Load:
EDUC 525 Literacy Methods
EDUC 547 Educating for Equity in a Diverse Society
EDUC 548 Introduction to Reading
EDUC 550 Graduate Seminar I
EDUC 556 Classroom Management
EDUC 558 Field Studies in Education: Action Research I
EDUC 591 Pre-Student Teaching Practicum I

Fall, Year 2 Course Load:
EDUC 522 Assessment of Teaching and Learning
EDUC 551 Graduate Seminar II
EDUC 555 Planning and Implementation of Instruction
EDUC 592 Practicum
EDUC 595 Supervised Internship
EDUC 529-543 Methods

Spring, Year 2 Course Load:
EDUC 551 Graduate Seminar II
EDUC 559 Field Studies in Education: Action Research II
EDUC 560 Professional Development: The 21st Century Teacher
EDUC 595 Supervised Internship
EDUC 529-543 Methods (will vary; continued from fall)

COURSE DESCRIPTIONS

The semesters and instructors for each course are listed as MAT full-time program/ Aspire program.

EDUC 510 The Professional Educator (.25)
An orientation to the teaching profession, the MAT program, and professional ethics of teachers. An examination of professional readings, analysis of educational issues, and participation in cooperative group exercises. Assessment of students' potential for success as teachers, examination of their roles as student teachers, and preparation for visits/interviews with administrators and teachers at their school sites. Fall/Fall. Staff/Staff

EDUC 520 Educational Technology (.25)
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/Fall. Staebler, Miller, Rhine/Staff

EDUC 522 Assessment of Teaching and Learning (.5)
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. Fall/Fall. Fromherz, Staff, Bryant/Miller

EDUC 525 Literacy Methods (.25)
Strategies for integrating the instruction of reading. This course follows up on Introduction to the Foundations of Reading. Fall (Str. I); (Str. II); Spring (Str. III)/ Year 1 Spring. Staff/Staff

EDUC 529 Middle Level Methods (.5)
Intensive examination of methods and materials critical to establishing a positive learning environment and implementing effective instruction of early adolescents. This course will assist students in developing a repertoire of skills and strategies to address issues of cognitive and affective development appropriate to the middle grades. Every semester/Year 2. Staff/Staff

EDUC 530 Methods and Research in Art Education (.5)
District, unit, and daily goal development based upon research within art education. Special emphasis upon instructional materials, activities, physical space constraints, and evaluative techniques. Every semester/Year 2. Staff/Staff

EDUC 531 Methods and Research in English Education (.5)
District, unit, and daily goal development based upon research within English education. Special emphasis upon instructional materials, activities, physical space constraints, and evaluative techniques. Every semester/Every semester. Staff/Staff

EDUC 532 Methods and Research in Foreign Language (.5)
District, unit, and daily goal development based upon research within foreign language education. Special emphasis on instructional materials, activities, physical space constraints, and evaluative techniques. Every semester/Every semester. Staff/Staff

EDUC 533 Methods and Research in Mathematics Education (.5)
District, unit, and daily goal development based upon research within mathematics education. Special emphasis upon instructional materials, activities, physical space constraints, and evaluative techniques. Every semester/Year2. Staff/Staff

EDUC 534 Methods and Materials in Health Education (.5)
Methods and materials for developing behavior changes in health for individuals and groups. Methods and materials section, the use of analysis, investigative techniques, and development of materials pertaining to health education and/or promotion. Fall/Year 2. Staff/Staff

EDUC 535 Methods and Research in Science Education (.5)
District, unit, and daily goal development based upon research within science education. Special emphasis upon instructional materials, activities, physical space constraints, and evaluative techniques. Every semester/Year 2. Staff/Staff

EDUC 536 Methods and Research in Social Studies Education (.5)
District, unit, and daily goal development based upon research within social studies education. Special emphasis upon instructional materials, activities, physical space constraints, and evaluative techniques. Every semester/Year 2. Staff/Staff

EDUC 537A Methods and Research in Early Childhood Education (.5)
District, unit, and daily goal development based upon research in early childhood education. Special emphasis upon teaching strategies and methods of instruction, integrated curriculum and thematic unit development, instructional materials and resource development, classroom activities, assessment, and evaluative techniques. Year-long/Year 2. Staff/Staff

EDUC 537B Methods and Research in Early Elementary Educatio (.5)
District, unit, and daily goal development based upon research in elementary education. Special emphasis upon teaching strategies and methods of instruction, integrated curriculum and thematic unit development, instructional materials and resource development, classroom activities, assessment, and evaluative techniques. Year-long/Year 2. Staff/Staff

EDUC 538 Public School Music Methods: Elementary (.5)
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/Year 2 . Staff/Staff

EDUC 539 Public School Music Methods: Secondary (.5)
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/Year 2. Staff/Staff

EDUC 540 Physical Education Teaching: Techniques/Methods (.25)
Description and critique of teaching methods and teacher evaluation procedures for physical education. Lecture, laboratory, and field experience. Fall/Year 2. Staff/Staff

EDUC 541 Physical Education Teaching: Techniques/Methods (.25)
Description and critique of teaching methods and teacher evaluation procedures for physical education. Lecture, laboratory, and field experience. Fall/Year 2. Staff/Staff

EDUC 545 Educational and Developmental Psychology (.5)
Theories and methodology as they relate to human development, skill acquisition, motivation and achievement. Impact of emotional, social and physical climate upon behavior. Fall/Fall. Staff, Musser, Rhine/Staff

EDUC 546 Special Populations (.25)
Understanding the gifted, disabled and other 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, parents and schools. Fall/Fall. Staff, Weddington

EDUC 548 Introduction to the Foundations of Reading (.25)
Introduction to Foundations of Reading is designed to provide a background of reading information for students interested in teaching at all levels of education. Follows the developmental process of learning to read through the complexities of reading to learn. Includes the history of teaching reading, a developmental overview of reading, discussion of reading techniques, exploration of reading and diverse backgrounds, and the use of computer technology in teaching to read. Fall/Spring. Fromherz, Staff/Staff

EDUC 550 Graduate Seminar I (.5)
Directed reflection and group problem-solving for students involved in field experience. The emphasis will be on examining current educational practices and on integrating educational theory and practice. Fall/Fall and Spring. Education Faculty

EDUC 551 Graduate Seminar II (.5)
Directed reflection and group problem-solving for students involved in field experience. The emphasis is on examining current educational practices and on integrating educational theory and practice. Spring/Fall and Spring. Education Faculty

EDUC 555 Planning and Implementation of Instruction (.5)
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/Fall. Tamura, Musser, Hamlin/Staff

EDUC 556 Classroom Management (.5)
A study of strategies for creating an optimal learning environment and classroom community. Students will examine ways to promote productive student behavior, integrate motivation and learning strategies to maximize on-task behavior and involve parents in the learning process. Fall/Spring. Tamura, Staff, Hamlin/Miller

EDUC 558 Field Studies in Education: Action Research in the Classroom I (.5)
The development and writing of action research projects, designed to improve classroom practice and self reflection. Students will explore their teaching and beliefs about teaching and learning as they begin the inquiry process. Includes the key elements of practitioner research and how the research process can lead to effective teaching. Fall/Spring. Weddington, Bryant/Miller

EDUC 559 Field Studies in Education: Action Research in the Classroom II (.5)
A continuation of the research process students began during the first semester (EDUC 558). Students refine their research questions and follow the inquiry process through their student teaching classrooms. As students explore their research questions, they collect and analyze classroom data, write conclusions and present their findings and completed action research projects at the School of Education Symposium. Spring/Fall. Weddington, Bryant/Staff

EDUC 560 Professional Development: The 21st Century Teacher (.5)
A study of topics affecting the development and maintenance of a professional teaching career. This course will acquaint students with specific policies and procedures appropriate to the profession, contractual and legal issues, professional organizations, and professional ethics in current education. Spring/Spring. Staff

EDUC 567 Educating for Equity in a Diverse Society (.5)
This course critically examines social, cultural, political and economic issues directly and indirectly affecting public school education. Issues are analyzed through the multiple lenses of human diversity existing in all classroom environments. The aim of such analysis is to expand the cultural competence of future teachers so that they may create just and equitable educational experiences for their students. Fall/Spring. Fromherz, Weddington, Rhine/Staff

EDUC 591 Pre-Student Teaching (.5)
An extensive, on-site study of the nature of schools including culture, politics and services. An examination of teaching through formal observation, data collection and analysis. An introduction to the teaching role including one-on-one, small group, and whole class instruction of students, lesson development and assessment of student performance, and grading practices. Fall/Fall. Education Faculty.

EDUC 592 Practicum (.75)
An introductory classroom experience and an extended practicum, most often at the MAT student's second level of authorization. However, if the MAT student is preparing for one level of authorization only, the Practicum II assignment will be at that level. An examination of the student-teacher relationship and the role of the teacher within the context of the classroom, school and community with an emphasis on the level of authorization. MAT students observe, gather and analyze data, assist, co-teach, and teach during their practicum. Work sample instruction and assessment under the guidance and supervision of classroom supervisors. Fall/ Fall. Education Faculty

EDUC 595 Student Teaching (3)
Minimum of 18 weeks of full-time involvement at the public school site under the guidance of experienced teachers and supervisors. This experience includes observation, full-responsibility planning and teaching, and involvement in the culture of the school setting. Unit and work sample preparation, instruction and assessment required. Spring/Spring. Education Faculty.

EDUCATION METHODS COURSES

At least one Methods course matching the student's primary teaching area is required. All secondary Methods courses are taught by public school teachers and meet after the public school working day. In order to coordinate all of the Methods classes, specific days of the week are designated for each endorsement area. The schedule allows students to take both the middle-level Methods and a secondary Methods. The year-long, alternating weeks schedule permits four or five meetings

during the full-time student teaching portion of the program, with an opportunity to shift theory into practice and to provide assistance in a timely fashion. Class sessions are two to three hours each with 12–18 hours during each semester. Total Methods contact time is approximately 30 hours.

The following courses are offered each summer as part of the Oregon Writing Project at Willamette University:

The Oregon Writing Project is affiliated with the National Writing Project, headquartered at the University of California, Berkeley. The Writing Project works to improve students' writing skills and literacy by increasing teachers' writing skills and instructional expertise.

EDUC 738 Second Language Literacy Development (3 qtr. hrs.)
This course supports teachers in researching, designing, implementing and assessing strategies to help English Language Learners acquire language skills while also understanding course content. Staff

EDUC 740 Teaching and Writing Poetry (3 qtr. hrs.)
Oregon Writing Project at Willamette brings master writing teachers together to share best practices, make extensive collections of effective classroom writing prompts, draft poems and revise for submission to contemporary poetry journals. The class will build and publish a carefully edited chapbook collection of our original poetry.

EDUC 741 Teaching Writing (3 qtr. hrs.)
Oregon Writing Project at Willamette Summer Institute brings master teachers together to research, strengthen and share best practices for teaching writing with a focus on writing teachers as writers, including reading, and discussing contemporary teaching of writing theory. Teacher participants prepare and publish a carefully edited chapbook collection of new writing with four pages from each writing teacher. Jones

EDUC 742 Writing for Teachers (3 qtr. hrs.)
Oregon Writing Project at Willamette Summer Institute brings master teachers together to demonstrate their most successful classroom practices, experience writing in a variety of forms, and study current theory and research in the teaching of writing. Prerequisite: school district support. Annually. Jones

EDUC 743 Research in the Teaching of Writing (3 qtr. hrs.)
An independent project designed by the student and supervised by a site director. These projects should involve research in the literature of composition and should

identify and develop best practices in the teaching of writing. A substantial written product will be completed and placed in the OWP library. Long, Hamlin, Jones

EDUC 743A Supporting Beginning Teachers Through Inquiry (4 qtr. hrs.)
Open to K-12 beginning teachers. The course provides a supportive, secure community for beginning teachers, provides quality professional development that will guide teachers through the design and completion of a teacher inquiry project, and provides opportunities for teachers to use writing, thoughtful reflection, and sharing as tools for successfully meeting the real-world joys and challenges of teaching. Required reflective writing, readings, inquiry project and presentation.

EDUC 744 Independent Project: Teaching Writing (3 qtr. hrs.)
Oregon Writing Project at Willamette Seminar. Participants will build on knowledge and expertise gained in a National Writing Project Summer Institute through independent research or classroom curriculum projects, additional readings and staff development projects. Annually. Staff

EDUC 744A Teaching through Reading and Writing (1 qtr. hr.)
Oregon Writing Project at Willamette in service. Participants will explore a variety of instructional techniques involving reading and writing that can be used to increase student learning in the K-12 classroom. Differentiated instruction, theme-generated studies, and teachers' "best practices" are addressed. Obery

EDUC 745 Leadership: Oregon Writing Project (1-9 qtr. hrs.)
Students design a project that involves them in the leadership of the OWP site. A director from the site serves as a mentor throughout the project. Projects such as designing as institute or an in-service series; developing a workshop; developing curriculum; participating in statewide education initiatives, etc. might be proposed, and a site director will supervise the project and support the research and inquiry that guides the project. Long, Hamlin, Jones

EDUC 748 Advanced Institute (3 qtr. hrs.)
Oregon Writing Project at Willamette Seminar. Participants will continue to explore strategies for effective classroom teaching of writing and developing their own personal writing. Prerequisite: Summer Institute. Annually. OWP Staff

EDUC 780 Writing Project: Classroom Spanish (3 qtr. hrs.)
This course will provide teachers with basic skills of comprehension, speaking, reading, and writing, with an emphasis on developing the ability to provide common classroom instruction in Spanish. Staff

ENGLISH

The English Department offers language, literature and writing studies on several levels. It provides varied experiences in the careful reading of literary texts and it promotes Willamette's writing culture.

REQUIREMENTS FOR THE ENGLISH MAJOR
(8 credits)

ENGL 201 Critical Reading and Writing ..... (1)
ENGL 202 (IT; W) Literary Study ..... (1)

One course in Shakespeare ..... (1)
- ENGL 341 Shakespeare: The Comedies (1)
- ENGL 342 Shakespeare: The Tragedies (1)
- ENGL 450 Advanced Studies in Authorship (1)
- (With Shakespeare focus.)

Two English courses numbered above 300 ..... (2)
One English course numbered 400 or above ..... (1)
One additional course in English ..... (1)
Senior Experience: ..... (1)
- ENGL 490 Independent Study (1) OR
- HUM 497 (W) Humanities Senior Seminar (1) [Crosslisted with CLHI 497(W)]

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

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

English majors are encouraged to take courses from the following related fields: theatre, music, religion, classical studies, philosophy, art history, history, and interdisciplinary arts courses.

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

REQUIREMENTS FOR THE ENGLISH MINOR
(5 credits)

The minor program in English consists of five credits—two required courses and the options listed below—selected in consultation with an English Department advisor from the following:

(Required of all minors):
ENGL 201 (W) Critical Reading and Writing . . . . . (1)
ENGL 202 (W) Literary Study . . . . . (1)

Two credits chosen in consultation with your English Department advisor from English courses numbered above 300. . . . . (2)

One other English credits . . . . . (1)

REQUIREMENTS FOR THE FILM STUDIES MINOR
(5 credits)

ENGL 210 History of Cinema: The Rise of Classical Narrative . . . (1)
ENGL 211 History of Cinema: Alternatives to Classicism . . . . . (1)

Three credits from the following: . . . . . (3)
ARTS 216 Video Art I (1)
ARTS 316 (CA) Video Art II (1)
ENGL 334 Film Genre (1)
ENGL 335 Film Directors (1)
ENGL 336 Visible Evidence (1)
ENGL 355 (W) Feminist Criticism (with approved film topic) (1)
ENGL 390 Reading and Conference (with approved film topic) (1)
ENGL 490 Independent Study (with approved film topic) (1)
FREN 438 French Literature and Cinema (1)
JAPN 340 The Japanese Cinema (1)
SPAN 336/LAS 336 Latin American Cinema (1)
FREN, SPAN, GERM, RUSS, JAPN 490 Reading and Conference (with approved film topic) (1)
HUM 497 (W) Humanities Senior Seminar (with approved film topic) (1) [Crosslist with CLHI 497 (W)]

FACULTY

Gretchen Flesher Moon, Associate Professor of English, Chair and Director of the Writing Center
James Bertolino, Interim Writer-in-Residence and Hallie Brown Ford Chair in Writing and Visiting Assistant Professor of English
Gerard F. Bowers, Professor of English
Linda G. Bowers, Associate Professor of English
Thabiti Lewis, Assistant Professor of English
Carol S. Long, Professor of English and Dean, College of Liberal Arts
Frann Michel, Associate Professor of English
Scott Nadelson, Visiting Assistant Professor of English
Claudia B. Nogueira, Instructor of English
Kenneth S. Nolley, Professor of English
Michael H. Strelow, Professor of English
Richard A. Sutliff, Professor Emeritus of English

COURSE DESCRIPTIONS

ENGL 116 (IT) Topics in American Literature (1)
A study of topics in American Literature ranging over the history of American letters. Topics may be organized around a major author, an idea, a genre, a major work, a literary movement, or a critical approach. Topics, texts and emphases will vary according to the instructor. Intended primarily for non-majors. Interpreting Texts. Every semester. Staff

ENGL 117 (IT) Topics in British Literature (1)
A study of topics in significant texts from British 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. Intended primarily for non-majors. Interpreting Texts. Every semester. Staff

ENGL 118 (IT) Topics in World Literature (1)
In this course students examine the principle literary genres and authors in world literature from various time periods (for example, Medieval, Renaissance, 17th, 18th, 19th and 20th centuries). We analyze these texts, on the one hand to understand their genre and stylistic attributes and literary value, and on the other hand to reach an understanding of cultural and historical values. While the focus is literary, discussions will include cultural material of relevance to the literature: influence of one national literature on another, cultural interaction in matters of the formal beauties of literature, cross-national influences of literary theories and the dynamic processes of literary aesthetics-literary ideologies and movements. Intended primarily for non-majors. Interpreting Texts. Every semester. Staff

ENGL 119 (IT) The Forms of Literature: The Art of Reading Poetry, Drama, Fiction (1)
An introduction to the art of reading imaginative literature: poetry, drama and prose fiction. Emphasis on understanding and enjoyment of literature as a rich part of our cultural heritage. Intended primarily for non-majors. Interpreting Texts. Annually. Staff

ENGL 134 (W) Writing Across Cultures (1)
A writing-centered course with a focus on developing the skills necessary for effective cross-cultural discourse. Working from readings about, as well as examples of, effective cross-cultural communication, students will explore and analyze the diversity of styles and genres appropriate to writing across cultures. The course will alternate focus to include such topics as Japanese culture, Middle East culture and alternate cultures within American society. Fall. Staff

ENGL 135 (W; CA) Creative Writing (1)
Writing and analysis of short fiction, poetry, or drama at the beginning level. Writers will explore verbal and imaginative resources and the act of creation with language. Writing-centered. Creating in the Arts. Spring. Strelow, Staff

ENGL 137 (W) Writing Workshop (1)
A course in expository writing. We begin writing brief critical responses to single texts and move on to papers which engage several texts. We will focus on classical and recurring problems: how does one find a topic? articulate a thesis? find support? organize the material effectively? express one's ideas clearly? Writing-centered. Spring. Staff

ENGL 201 Critical Reading and Writing (1)
This course is intended to serve as the first course in the department for English majors and minors, providing training in the disciplinary conventions of close reading and academic writing. Focus on attention to form and structure. Definitions of genre and examples of a variety of genres (poetry, fiction, drama, possibly film), with particular emphasis on poetry. Every semester. Staff

ENGL 202 (IT; W) Literary Study (1)
Continued study of literary conventions and practice, including periodization and theory as modes of approaching literary study. Examples of historical periods and movements, canonical and non-canonical works, conceptual and applied study of various literary theories. Interpreting Texts. Writing-Centered. Every semester. Staff

ENGL 210 History of Cinema: The Rise of Classical Narrative (1)
A study of the development of traditional narrative cinema. The course will consider films ranging from the early primitive period to the 1950s, including particularly

the contributions of Griffith, of the German and Soviet silent schools, of France between the wars and of Hollywood throughout the period. Alternate years, Fall. Nolley

ENGL 211 History of Cinema: Alternatives to Classicism (1)
A study of the development of critical alternatives to the traditional narrative cinema. The course will consider experimental films beginning in the 1920s and stretching to the present, including particularly the contribution of Dziga Vertov, the American independent cinema, the French New Wave and the work of important directors such as Bunuel, Kurosawa, Fellini, Bergman and others. Alternate years, Spring. Nolley

ENGL 220 (W) Prose Style (1)
A course about prose style in English for readers who wish to develop their skills in textual analysis and for writers who wish to develop confidence, fluency, and versatility in prose style. We will examine many models of published prose written for a variety of purposes (e.g., expressive, informative, persuasive, artistic) and audiences (e.g., literary, academic, professional, popular). We will analyze the surface structure of sentences in English, paying particular attention to the conventions of standard edited American English as they are reinterpreted in different social and cultural contexts. Prerequisite: Closed to freshmen. Writing-centered. Fall. Moon, Staff

ENGL 239 (CA) Poetics and Practice (1)
An entry-level creative writing course which balances the reading of poetry with the writing of poetry. Equal emphasis is placed on poetry, poetics and practice. Creating in the Arts. Spring. Staff

ENGL 242 (W) The Essay (1)
A writing-centered course which will examine a variety of classic and contemporary writing through a thematic/genre focus (e.g., nature writing, autobiography, race and sports). Students will read, analyze and explore by means of their own expressive and expository writing processes an array of genres, regions and styles of representative writing. Creating in the Arts and Environmental Cluster with nature writing focus. Fall. Staff

ENGL 253 (IT) Diversity in American Literature (1)
Late nineteenth and early twentieth-century American culture and literature are marked by social and stylistic diversity. This course draws on poetry, essays, drama and prose fiction to explore literary responses to the increase in immigration, the gap between rich and poor, the different lives of men and women and what was called the "problem of the color line." Emphasis will be on close reading and on discussions of the relations between form and content. Interpreting Texts. Fall. Staff

ENGL 254 (W) Literature of the American West (1)
This course will examine the connections between literature and the specific culture of the American West as reflected in a variety of works of prose, poetry, and drama. Writing-Centered. Alternate years. Strelow

ENGL 255 (W) Literature of the American South (1)
This course will examine the connections between literature and the specific culture of the American South as reflected in a variety of works of prose, poetry, and drama. Writing-Centered. Alternate years. Strelow

ENGL 256 (W) Literature of the American Northwest (1)
This course will examine the connections between literature and the specific culture of the American Northwest as reflected in a variety of works of prose, poetry, and drama. Writing-Centered. Alternate years. Strelow

ENGL 302 (W) History of the English Language (1)
A study of the history of the English language from its Indo-European origins to the present day. This writing-centered course makes extensive use of literature from the early eras: Beowulf, Chaucer's Tales and Johnson's Dictionary. Annually. Staff

ENGL 319 (IT) Literary Genre and Literary Interpretation (1)
This course examines the concept of genre: for example, epic, tragedy and novel; and explores the difference that genre makes in the representational possibilities and limitations of literary works. It also considers how genres embody and convey cultural values. Interpreting Texts. Annually. Staff

ENGL 329 (W) Creative Nonfiction (1)
Through a combination of reading and writing, students will explore the treatment of various kinds of subject matter in various modes of creative nonfiction; investigate the use in creative nonfiction of techniques from various genres, including poetry and narrative fiction; and develop their ability to construct a range of written voices, from colloquial to formal, while also achieving an individual voice in their writing. Writing-centered. Prerequisite: A 200-level writing or writing-centered course or permission of the instructors. Fall. G. Bowers

ENGL 331 (CA) Imaginative Writing I (1)
Practice in the writing and analysis of short fiction, poetry or drama (depending on the interests of those enrolled each semester) to explore and develop one's own verbal and imaginative resources. Prerequisite: consent of instructor. Creating in the Arts. Fall. Bertolino and visiting writers

ENGL 332 (CA) Imaginative Writing II (1)
Practice in the writing and analysis of short fiction, poetry, or drama (depending on the interests of those enrolled each semester) to explore and develop the student's

own verbal and imaginative resources. Although ENGL 331 is not a prerequisite for ENGL 332, students continuing from ENGL 331 will have the opportunity to work on longer projects such as a novel or group of related short stories, a series of poems, a play or screenplay. Prerequisite: consent of instructor. Creating in the Arts. Spring. Bertolino and visiting writers

ENGL 334 Film Genre (1)
A study of the shaping power of convention in the narrative cinema. This course will examine the structure and development of a particular film genre, considering the numerous aesthetic, social and moral assumptions embodied in that genre's defining conventions. Prerequisite: ENGL 210, ENGL 211 or consent of instructor. Alternate years, spring. Nolley

ENGL 335 Film Directors (1)
A study of the work of individual filmmakers with particular emphasis on the nature of their visions and the formal cinematic expression of those visions. The course will also consider theories of authorship in film criticism, their promise and their limitations. Prerequisite: ENGL 210, ENGL 211 or consent of instructor. Alternate years, fall. Nolley

ENGL 336 (AR) Visible Evidence: The History and Theory of Documentary Film (1)
This course examines the tradition of the documentary film, considering its historical development, changing presentational strategies and the ways in which it inevitably intertwines evidence and argument. Analyzing Arguments, Reasons and Values. Fall. Nolley

ENGL 337 African-American Literature (1) [Crosslisted with AES 337]
A study of modern/contemporary literature written by African-Americans. Formal and thematic analysis of the novel with secondary examples from folktale, lyric and drama. Prerequisite: A 100-level Literature course and a minimum of sophomore standing. Alternate years. Staff

ENGL 340 Medieval Literature (1)
Insight into the literary genius and turbulent life of medieval England. Introduction of Anglo-Saxton literature and to early Arthurian romance through Sir Garwain and the Green Knight, study of works by Chaucer. Prerequisite: A 100-level literature course. Alternate years. Staff

ENGL 341 Shakespeare: The Comedies (1)
A study of Shakespeare's comic drama — the farces, romantic comedies, comic histories, problem comedies and romances giving particular attention to the evolution

of Shakespeare's comic vision and craft. Prerequisite: A 100- level Literature course. Spring. Moon

ENGL 342 Shakespeare: The Tragedies (1)
A detailed study of Shakespeare's tragic drama, illustrating his development from the early plays of the genre into the mature craftsmanship of his later period. Prerequisite: A 100-level Literature course. Fall. L. Bowers

ENGL 344 Major Author (1)
Study of the works of a major author (such as Chaucer, Milton). Consideration of significant influences, development of literary style and vision through consideration of the author's primary texts; critical appraisal of influence on later authors; survey of major criticism to the present. May be repeated for credit with focus on a different author. Prerequisite: A 100-level literature course. Fall. Staff

ENGL 352 Theories of Criticism (1)
A study of the historical foundations of literary criticism with 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: A 100-level Literature course. Alternate years. G. Bowers

ENGL 354 The Novel (1)
A close reading of several novels with emphasis on the characteristics of this genre; a study of the novel as an expression of cultural, political and economic backgrounds. The emphasis will alternate among the novels of a variety of cultural traditions. Prerequisite: A 100-level Literature course. Alternate years. Long

ENGL 355 (W) Feminist Criticism (1)
Writing-centered study of approaches to literature from a variety of feminist perspectives. Consideration of the impact of feminist thought on literary study, and analysis of feminist innovations, revisions and critiques of critical methods and literary theories. Conventions of feminist critical discourse. Applications of feminist theories to works of literature. Prerequisite: At least one Literature course or consent of instructor. Alternate years. Michel

ENGL 357 Ethnicity and Race in American Literature (1) [Crosslisted with AES 357]
Exploration of traditions in America's multicultural literatures: literary representations of relations between and within different ethnic and racial groups. Texts and emphases will vary. Prerequisite: A 100-level Literature course. Alternate years. Michel

ENGL 361 The Lyric (1)
The critical study of significant achievements in lyric poetry, with special emphasis on its forms and purposes. Readings, drawn primarily from British and American literature, will vary according to the instructor. Prerequisite: A 100-level Literature course. Spring. G. Bowers

ENGL 372 Modernism in Britain and America (1)
A study of the emergence of Modernism as a literary doctrine. Through a selection of works from various movements (e.g., Impressionism, Imagism, Vorticism) modernist concepts of image, symbol and expression will be traced. Authors such as Eliot, Pound, HD, Joyce, Woolf and Faulkner will be studied in relation to the movement. Prerequisite: A 100-level Literature course. Alternate years. Long

ENGL 373 Contemporary Literature (1)
A study of contemporary works (works from the last two decades) which students and faculty will read together in order to evaluate and interpret new forms in light of a variety of critical theories. Prerequisite: A 100-level Literature course. Alternate years. Long, Strelow

ENGL 390 and 391 Reading and Conference (.5 or 1)
To enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered at Willamette University. Prerequisite: consent of instructor. On demand. Staff

ENGL 394 Major Internship I (1)
See Internship Program description. On demand. Staff

ENGL 438 Literature and Sexuality (1)
Study of literary representations of sexuality, gender, the body, desire. Analysis of normative literary constructions of sexuality and subversions of norms. Texts will vary, but will be drawn primarily from British and American literature. Prerequisite: A 100-level Literature course. Alternate years. Michel

ENGL 441 Tradition and Influence in Literature (1)
The role of tradition, authorial influence and literary history in a broad range of works chosen from English, American and world literatures. Prerequisites: ENGL 201 and one additional 300-level English course. Alternate years. Staff

ENGL 450 Advanced Studies in Authorship (1)
An intensive study of specific topics arising from close study of an author's works. Topics will vary, but may include historical development of the idea of authorship, theoretical debates about the nature of authorship, and opportunities for upper-level students to apply their skills in analytical thinking and critical writing to problems

arising from an author's texts. Prerequisites: ENGL 201 and one additional 300-level English course. Recommended: ENGL 341 or 342. Alternate years. L. Bowers, Staff

ENGL 453 Advanced Studies in Literature 1300–1800 (1)
The advanced studies in literature courses are designed specifically for the English major who is contemplating graduate study in English or Comparative Literature. Both courses are in-depth studies of British and American canonical texts. Prerequisites: ENGL 201 and one additional 300-level English course. Not open to freshmen. Alternate years. Staff

ENGL 454 Advanced Studies in Literature 1800–Present (1)
The advanced studies in literature courses are designed specifically for the English major who is contemplating graduate study in English or Comparative Literature. Both courses are in-depth studies of British and American canonical texts. Prerequisites: ENGL 201 and one additional 300-level English course. Not open to freshmen. Alternate years. Staff

ENGL 456 Advanced Studies in Genre (1)
Examination of generic conventions through study of exemplary literary texts and critical works. Emphasis will vary. (Possibilities include Lyric, Epic, Novel, Autobiography) Prerequisites: ENGL 201 and one additional 300- level English course. Not open to freshmen. Alternate years. Staff

ENGL 458 Advanced Studies in Literary Theory (1)
This course will offer students intensive readings in major theoretical texts from Formalism to the present. We will also examine the mutually influential relationships between recent literary theory and such disciplines as philosophy, anthropology, linguistics and psychoanalysis. Possible theories might include: Formalism, Structuralism, Deconstructionism, Reception Theory, New Historicism, Psychoanalytical Theory, Post-Colonialist Theory. Prerequisites: ENGL 201 and one additional 300-level English course. Recommended: ENGL 352 and ENGL 355. Not open to first year students. Alternate years. Staff

ENGL 490 Independent Study (1)
Intensive study of a selected area. By permission of the department; 3.5 g.p.a. in major required. On demand. Staff

The following course also may be counted toward an English major:
IDS 332 Mysticism and Creativity (1)

ENVIRONMENTAL AND EARTH SCIENCES

The Environmental Science program seeks to encourage students to develop an appreciation of the importance to life and society of the natural and humanized environment in the past, present and future; an understanding of nature's integrity, including both natural and human processes affecting environmental change; insight into basic causes of and possible solutions to important environmental problems; and skills for defining and furthering environmentally sound action. Attainment of these goals requires grounding in several disciplines as well as integrative study of environmental systems and environmental ethics and institutions. To accomplish the above interdisciplinary objectives, the Environmental Science program has a two-tiered structure: a core set of courses, and upper level electives from which the student can choose to emphasize the natural or social sciences. At Willamette, the Environmental and Earth Science departmental 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. Five university departments contribute faculty and courses to our 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. For Environmental Science majors considering graduate study, a minor or second major in one of the contributing disciplines is strongly recommended.

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.

REQUIREMENTS FOR THE ENVIRONMENTAL SCIENCE MAJOR
(14 credits)

Common Core (10 credits)

BIOL 110 (NW) Principles of Biology (1) OR
BIOL 125 Ecology, Evolution and Diversity (1) OR
BIOL 210 (W; NW) Biodiversity: Discovering Life. . . . . (1)
CHEM 115 (NW) Introductory Chemistry I . . . . . (1)
ECON 122 (US) Principles of Microeconomics . . . . . (1)
ENVR 105 Introduction to Enviromental Science . . . . . (1)
ERTH 110 (NW) Physical Geology. . . . . (1)
ERTH 112 (NW) Physical Geography . . . . . (1)
POLI 210 (US) American Politics . . . . . (1)
(A section of this course emphasizing environmental issues is recommended – please see a faculty member in the Environmental Science Department for additional information.)
POLI 304 (W; AR) Politics of Environmental Ethics . . . . . (1)

Senior Year Experience (2 credits)

ENVR 495 Environmental Science Integration Seminar . . . . . (1)
may also be offered as
ENVR 445 Forest Ecology and Policy (1) (Cross listed with POLI 345) (1) OR
IDS 347 Chemistry, Economics and the Environment (1)
ENVR 496 (W) Senior Seminar in Environmental Science. . . . . (1)

Emphasis (4 credits)

Students will take 3 from one group and 1 from the other, depending on their emphasis.

Social Science Emphasis

ENVR 326 (TH) Environmental History (1)
ECON 345 Environmental Economics (1)
ENVR 327 (W) Water Resources (1)
*ERTH 333 (QA) Geographic Information Systems (1)
POLI 341 Environmental Policymaking: Politics and Process (1)

Natural Science Emphasis

BIOL 255 General Ecology (1)
CHEM 230 Environmental Chemistry (1)
ENVR 333 Biogeography (1)
*ERTH 333 (QA) Geographic Information Systems (1)
ERTH 350 Environmental Geology (1)

**ERTH 333 is an elective in each emphasis, but may not be used as the social science elective by students following a natural science emphasis or as a natural science elective by students following a social science emphasis.*

REQUIREMENTS FOR THE ENVIRONMENTAL SCIENCE MINOR
(6 credits)

BIOL 110 (NW) Principles of Biology (1) OR
BIOL 125 Ecology, Evolution and Diversity (1) OR
BIOL 210 (W; NW) Biodiversity: Discovering Life (1) OR
CHEM 115 (NW) Introductory Chemistry I . . . . . (1)
ENVR 105 Introduction to Environmental Science . . . . . (1)
POLI 304 (W; AR) Politics of Environmental Ethics . . . . . (1)
POLI 210 (US) American Politics (1) OR
(A section of this course emphasizing environmental issues in recommended – please see a faculty member in the Environmental Science Department for additional information.)
ECON 122 (US) Principles of Microeconomics. . . . . (1)
2 electives from the social science and/or natural science groups . . . (2)

REQUIREMENTS FOR THE GEOGRAPHY MINOR
(5 credits)

ENVR 333 Biogeography . . . . . (1)
ERTH 112 (NW) Physical Geography . . . . . (1)
ERTH 230 World Geography. . . . . (1)
ERTH 333 (QA) Geographic Information Systems. . . . . (1)

One from the following: . . . . . (1)
ERTH 331 Geography of Europe (1)
ERTH 332 Geography of the Pacific States (1)
ENVR 327 (W) Water Resources (1)

FACULTY

Karen Arabas, Associate Professor of Geography and Environmental Science, Chair
Monique Bourque, Director of Sudent Academic Grants and Awards
Joe Bowersox, Associate Professor of Politics
David Craig, Assistant Professor of Biology
Peter Eilers, Professor of Geography and Environmental Science
David Goodney, Professor of Chemistry
Donald H. Negri, Professor of Economics
Scott Pike, Assistant Professor of Geology and Environmental Science
Nathan Sivers Boyce, Assistant Professor of Economics

COURSE DESCRIPTIONS

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

ENVIRONMENTAL SCIENCE

ENVR 105 Introduction to Environmental Science (1)
An introduction to environmental science designed to promote an understanding of the effect of human actions on the natural world. Topics include human impacts on atmospheric, aquatic, and terrestrial systems; human population dynamics; environmental perceptions and ethics; and the concept of sustainability. Lectures, discussion, films, readings. Every semester. Arabas, Eilers, Pike

ENVR 326 (TH) Environmental History (1)
This course is designed as a chronological survey of human-nature interrelationships in Western traditions. Following an introductory unit on biomes and the origins of human culture and civilization, human impacts on nature (and vice versa) in the Mediterranean basin will be traced from Mesopotamia and Egypt to Greece and Rome. A unit on Western Europe focuses on deforestation, development of the agrarian landscape and European colonization after the 15th century. The focus of the course then shifts to lectures on the ecological history of Europeans in North America and discussion of the intellectual history of ecological ideas since the 18th century. The course involves lectures, weekly discussions, and research papers or presentations. Recommended prerequisites: BIOL 110 and HIST 115 or HIST 116 or equivalent. Thinking Historically. Environmental Cluster. Spring. Bourque

ENVR 327 (W) Water Resources (1)
This course examines water resources over short- and long-time perspectives and over small and large geographic areas. Emphasis is placed on evaluating water resources from a multidisciplinary perspective. Topics include: surface and groundwater hydrology; water quality; and the legal, political and environmental aspects of water use. Prerequisite: Consent of instructor. Writing-centered. Spring. Arabas

ENVR 333 Biogeography (1)
This course provides an introduction to the study of plant and animal distributions, both past and present. This is a broad field which overlaps several other disciplines, including biology, geography and geology. The study of plant distributions will be emphasized and approached from historical, cultural and ecological perspectives. Applications of biogeographic knowledge and theory to conservation problems will also be discussed. The lab component will address quantitative aspects of biogeographic research. Prerequisite: ERTH 112, BIOL 125, or consent of instructor. Fall. Arabas

ENVR 445 Forest Ecology and Policy (1) [Crosslist with POLI 345]
A case study approach to forests integrating forest policy and ecology. Using class and field instruction, students will design research projects that will emphasize the science and social science issues related to forest management. It is open only to seniors in Environmental Science or juniors or seniors in Politics. Prerequisites: POLI 210, BIOL 130 (or equivalent), and ERTH 112 or consent of instructor. Alternate falls. Arabas, Bowersox

ENVR 494 Environmental Science Internship (1)
Student participation off-campus with an agency, group or individual working on some aspect of the environment. The purpose is for the student to gain practical knowledge through involvement and for the student to provide research and other work capabilities; 10-12 hours per week. Fall. Staff

ENVR 495 Environmental Science Integration Seminar (1)
This course is the first semester in a two-semester senior year experience. Students will collaborate on research projects emphasizing the science and social scientific aspects of a chosen environmental issue. Specific topics will vary from year to year, but might include global warming, acid rain, forests, energy, biological diversity, ozone depletion, and sustainability. Prerequisite: Priority given to senior Environmental Science majors. Other students may be admitted by permission of instructor. Fall. Staff

ENVR 496 (W) Senior Seminar in Environmental Science (1)
Individually or in small groups, students design and conduct a research project which includes: proposal formulation, development of research methodology, information analysis, draft and final report preparation and oral presentation. Seminar discussion, outside resource persons and examination of specific problems of the environment are used to advance research projects. Prerequisite: Senior majoring in Environmental Science. Writing-centered. Spring. Arabas, Eilers, Pike

EARTH SCIENCE

ERTH 110 (NW) Physical Geology (1)
An introduction to internal and external earth processes within the framework of plate tectonic theory. Laboratory work emphasizes identification of common rocks and minerals and interpretation of topographic maps, aerial photographs and geologic maps. Prerequisite for Environmental Geology and Historical Geology. Understanding the Natural World. Fall. Pike

ERTH 112 (NW) Physical Geography (1)
An integrated study of the major components of the physical environment — landforms, climate, natural vegetation and soils — in the light of their significance to mankind. Laboratory experience includes fieldwork and emphasizes identification,

measurement, data analysis and presentation of results. Understanding the Natural World. Spring. Eilers

ERTH 230 World Geography (1)
Survey of major patterns of physical features, culture and human–land relations by region in today's world. Examples show present and impending resource, environmental, social and political problems and explore basic solutions. Methods include lectures, films, student discussions and presentations, and text and outside readings. Fall. Eilers

ERTH 331 Geography of Europe (1)
This course is designed to provide basic knowledge of the physical and cultural geography of Europe. The course begins with a survey of systematic themes, including historical, political, economic and social geography, physiography, climates, agriculture, resources, industry, settlement, demography and transportation. Study of the regions of Europe, including the nations of the former Soviet Union, follows. Important present-day issues are discussed in connection with relevant regions. Alternate years. Eilers

ERTH 332 Geography of the Pacific States (1)
A study of the physical and cultural elements of the Pacific States with special reference to Oregon. Topics for consideration include landforms, soils, vegetation, climate, resource development, land use, urbanization and current problems. Methods include lectures, discussions, readings, student presentations and field trips. Alternate years. Eilers

ERTH 333 (QA) Geographic Information Systems (1)
A comprehensive approach to cartography and spatial analysis, including the use of the global positioning system, computer-aided mapping and geographic information systems. Lecture, field and laboratory experience with an emphasis on class and individual projects. Prerequisite: ERTH 112. Quantitative and Analytical Reasoning nonstarred. Fall. Eilers

ERTH 350 Environmental Geology (1)
This course applies principles and techniques learned in physical geology to such geologic hazards as vulcanism, seismicity, erosion, mass wasting and flooding and to mineral, fossil fuel and water resource development and their related environmental impacts. Prerequisite: ERTH 110. Spring. Pike

ERTH 490 Independent Study in Geography and Geology (.5 or 1)
Study of a specific aspect of geography or of a geographical problem, individually or in a group. May be taken for .5 or 1 credit. Prerequisite: Consent of instructor. On demand. Arabas, Eilers, Pike

EXERCISE SCIENCE

The Exercise Science program aims at developing those cognitive, affective and psychomotor skills that equip students to perform competently in the program's science based core and selected electives. The interdisciplinary academic structure of the program arises from the belief that critical thinking, effective writing, clear articulation, and strong analytical skills are crucial elements in the mastery of all subject matter. In this, and in its emphasis on developing the well-rounded person, the Exercise Science program pursues goals and objectives that are congruent with those of the College of Liberal Arts curriculum.

The Exercise Science program at Willamette University is designed to meet the needs of our student population, focusing on the development of the total person as it is expressed in the classical Greek emphasis on the interaction of mind, body, and spirit. The department achieves these ends by offering of an Exercise Science major and service classes.

The major is designed to provide students with the essential knowledge and training to pursue a wide variety of career opportunities. In the past decade, the majority of graduates from the program have continued on to graduate studies in fields such as allied health and medicine, teaching, research in Exercise Science, and activity related business. Individual internship programs and field experiences are available to expand students' practical knowledge in their particular areas of interest.

The focus of the service activity offerings is he development of leisure and lifetime skills to accommodate the changing lifestyles of our society and increase the potential for personal fulfillment through physical activity.

The department is housed in the 84,000-square-foot Lestle J. Sparks Center, which was expanded and extensively remodeled in the summer of 1995. Facilities include two newly renovated, wired classrooms and a recently expanded integrated research teaching laboratory, as well as a separate cadaver laboratory. In addition, the Sparks Center contains a 3,000-seat field house, double gymnasium, natatorium, handball/racquetball courts, a climbing wall, fitness center, and aerobics room.

REQUIREMENTS FOR THE EXERCISE SCIENCE MAJOR (14 credits)

(8 credits in Exercise Science, 6 other credits)

Core Courses:

BIOL 246 Human Anatomy. . . . . (1)
BIOL 260 Human Physiology . . . . . (1)
EXSCI 135 Concepts and Contemporary Issues in Exercise Science and Sport . . . . . .(.5)

EXSCI 340 Care and Prevention of Athletic Injuries. . . . . (1)
EXSCI 347 Biomechanics. . . . . (1)
EXSCI 356 (W) Research Design in Exercise Science . . . . . (1)
EXSCI 360 Physiology of Exercise. . . . . (1)
EXSCI 496 Senior Seminar in Exercise Science. . . . . (1)
MATH 138 (QA*) Statistics. . . . . (1)

Exercise Science: Core Total = Five and one-half (5.5)
Outside Major: Core Total = Three (3)

Required Electives:

Two and one-half credits from the following: . . . . . .(2.5)
EXSCI 221 Epidemiology (.5)
EXSCI 241 Methods of Teaching Activities and Sports (.5)
EXSCI 248 Exercise Science for Special Populations (.5)
EXSCI 251 Sport Leadership and Management (.5)
EXSCI 330 The Science of Nutrition (1)
EXSCI 357 Motor Learning and Control (.5)
EXSCI 394 Pre-Professional Internship (.5)
EXSCI 440 Neuroscience in Human Movement (.5)
EXSCI 445 Advanced Injury Management (.5)

Required Integrated Courses:

One Credit from the following:. . . . . (1)
BIOL 110 (NW) Principles of Biology (1)
CHEM 115 (NW) Introductory Chemistry I (1)
PHYS 221 (QA; NW) Introductory Physics I (1)

AND

Two Credits from the following: . . . . . (2)
HIST 240 History of Western Medicine (1) [Crosslisted with SST 240]
HIST 323 History of Science, Technolgy and Medicine * (1) [Crosslisted with SST 323]
HIST 392 Biology and Society (1) [Crosslisted with SST 392]
IDS 222 (NW) Fundamentals of Neuroscience (1)
PSYC 210 Introduction to Psychology (1)
PSYC – any 300 level course** (1)
SOC 119 Medical Sociology (1)
SOC 132 (W) Sports and Society (1)

* Prerequisite needed
** Prerequisite may be required

FACULTY

Russ J. Cagle, Professor of Exercise Science, Chair
Julianne Abendroth-Smith, Associate Professor of Exercise Science
Peter A. Harmer, Professor of Exercise Science
Stasinos Stavrianeas, Associate Professor of Exercise Science

COURSE DESCRIPTIONS

EXSV 001X–029X VARSITY SPORTS (.25 credit each)
Credit can be earned by students participating in the following varsity sports: baseball (m), basketball (m/w), crew (m/w), cross country (m/w), football (m), golf (m/w), soccer (m/w), softball (w), swimming (m/w), tennis (m/w), track and field (m/w), and volleyball (w). No more than 2 credits (8 courses) from a combination of activity (EXSA) or Varsity Sports (EXSV) courses can count toward graduation. Credit will be awarded for varsity sports participation at the end of the season, if the student has not exceeded an average of one EXSA/EXSV course per semester at Willamette. Every semester. Staff

EXSA 030X-100X ACTIVITY CLASSES (.25 credit each)
These classes are listed by title in the class schedule. Many are offered each semester and will on occasion have multiple sections or a suffix of I or II (novice or a more advanced level -- respectively). Activity classes are coed unless otherwise specified. Course offerings include: aerobic dance and/or step aerobics, basketball, crew, fencing, golf, karate/self-defense, Tai Chi, tennis, scuba, skiing, swim fitness, swimming, volleyball, weight training, conditioning, and yoga. No more than 2 credits (8 courses) from a combination of activity (EXSA) or Varsity Sports (EXSV) courses can count toward graduation. A student may pre-register for a maximum of one EXSA course per semester. If the student has taken less than an average of one EXSA/EXSV course for their previous Willamette semesters, a maximum of one additional EXSA course may be added on the first day of classes on a space available basis. Every semester. Staff

EXSCI 135 Concepts and Contemporary Issues in Exercise Science and Sport (.5)
Historical, scientific, psychological and sociological studies related to Exercise Science. Basic development of various philosophies related to ethics and moral values in Exercise Science and sport will be discussed. Every semester. Staff

EXSCI 221 Epidemiology (.5)
The study of the causes and distribution of disease and injury. It focuses empirically on the identification and control of threats to health and well-being. The class covers historical cases, epidemiological techniques, and current applications. Alternate springs. Harmer

The following courses are considered "service" offerings and do not count toward the Exercise Science major:

EXSP 230 Methods of Coaching Football
EXSP 231 Methods of Coaching Basketball
EXSP 233 Personal Fitness
EXSP 239 Responding to Emergencies

EXSP 230 Methods of Coaching Football (.5)
A course designed to give the student a varied background of philosophies, methods, techniques, organization and strategies of coaching football. This course does not count toward the Exercise Science major. Fall. Speckman

EXSP 231 Methods of Coaching Basketball (.5)
This course (both lecture and on court demonstrations) provides students with an understanding of the skills, fundamentals, and techniques of basketball; and how to effectively teach those aspects to a variety of age levels. The class will examine a variety of offensive and defensive philosophies and how to incorporate and implement those concepts in a team system. Students will examine game preparation, strategic situations, and performance evaluation. Plus they will develop an awareness of the psychology of coaching and its methodology. This course does not count toward the Exercise Science major. Fall. James

EXSP 233 Personal Fitness (.5)
A course designed to teach the role personal fitness plays in a productive lifestyle. Includes lectures (one per week) on the values and components of fitness, human physiology as it relates to exercise, fitness programs, weight control, nutrition, coronary risk awareness and other topics associated with exercise and health. This course does not count toward the Exercise Science major. Annual. James

EXSP 239 Responding to Emergencies (.5)
Evaluation, 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 Responding to Emergencies (formerly Advanced First Aid) and CPR by the American Red Cross. This course does not count toward the Exercise Science major. Annual. Harmer

EXSCI 241 Methods of Teaching Activities and Sports (.5)
The study of effective teaching and coaching in physical education and sports with an emphasis on analysis of teaching; methodology; maximizing the learning environment; classroom management; and lesson, unit and program planning and implementation. Not open to freshmen. Spring. Kenitzer

EXSCI 248 Exercise Science for Special Populations (.5)
The analysis of functional and organic abnormalities, assessment methodology and federal regulations that apply to the exceptional individual and the role of physical activity. Alternate falls, even years. Kenitzer

EXSCI 251 Sport Leadership and Management (.5)
The class explores the nature of administration and management in fitness, sport, allied health and physical education settings at school and community level. Leadership styles, public relations skills, organizational and administrative skills along with topics of conflict resolution, legal aspects of negligence and liability, fiscal management/budgeting practices, and risk management are developed. Annual. Kenitzer

EXSCI 330 The Science of Nutrition (1)
This course will provide students with the necessary scientific principles that dictate current nutritional guidelines. The following topics will be discussed: Classification of nutrients, metabolism and energy balance, dietary supplements, diet planning, the role of nutrition in health. Students will analyze their own eating habits and design diet programs with the use of comprehensive nutrition software. Prerequisite: 1 Chemistry or 1 Biology class. Closed to freshmen. Alternate Springs beginning Spring 2005. Stavrianeas

EXSCI 340 Care and Prevention of Athletic Injuries (1)
Introduction to the field of sports medicine and concepts of athletic training as related to sports 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 laboratory for skill acquisition of adhesive tape application, emergency management procedures, and injury evaluation procedures. Prerequisite: BIOL 246. Fall and Spring. Cagle

EXSCI 347 Biomechanics (1)
The analysis of structural principles and mechanical application pertaining to human movement. Course will discuss concepts of human movement with investigation of biomechanics and structural kinesiology. Efficiency of movement, neuromuscular integration, proprioception, mechanical concepts related to muscular function, and analysis of human motion/motor skills will be extensive. Laboratory. Prerequisite: BIOL 246. Fall and Spring. Abendroth-Smith

EXSCI 356 (W) Research Design in Exercise Science (1)
Introduction to concepts and principles for conducting research and for evaluating the research literature in Exercise Science. Topics include the nature and purpose of research, the research process and the types of research used in Exercise Sci-

ence. The relationship between design and statistical analyses will also be discussed. Prerequisite: EXSCI 135. Writing-centered. Fall and Spring. Harmer, Stavrianeas, Abendroth-Smith

EXSCI 357 Motor Learning and Control(.5)
Study of the neural, physical and behavioral aspects of human movement, and the processes involved in acquiring and refining motor skills. The class will examine research that explains why certain behaviors manifest themselves, and provides the basis for assessing performance and designing optimal practice, rehabilitation and training experiences. Not open to freshmen. Spring. Abendroth-Smith

EXSCI 360 Physiology of Exercise (1)
This class examines the physiological systems of the human body as they are affected by different mode, intensity, and duration of exercise. Emphasis is placed on the interrelationship between the skeletal, muscular, nervous, respiratory, circulatory, endocrine, and digestive systems. The required laboratory will focus on measuring and analyzing various anthropometric, physiological and metabolic functions and performance parameters, using the data to predict and describe work capacity and training protocols. Prerequisite: BIOL 260. Fall. Stavrianeas

EXSCI 394 Junior Internship (.5)
Refer to "Internships" in the Catalog Index for an explanation of internship requirements. Prerequisite: Closed to seniors. Fall and Spring. Abendroth-Smith

EXSCI 440 Neuroscience in Human Movement (.5)
This course explores the intrarelationship of structure and function of the human nervous system. It provides detailed anatomical and physiological characteristics of the nervous system before discussing the effects of training and injury of neural pathways and motor patterns. The effects of therapeutic modalities and drugs, and their mechanism of action, will also be presented from a clinical perspective. Prerequisites: BIOL 246 and BIOL 260. Alternate Falls. Abendroth-Smith, Cagle, Stavrianeas

EXSCI 445 Advanced Injury Management (.5)
Advanced topics in injury recognition and management based upon stress-strain of tissue, structural-functional aspects, and pathomechanics. The phases of healing and rehabilitation are investigated and appropriate protocols of management and reconditioning are integrated during each phase. Includes concepts of pain, pharmacology, therapeutic principles, physical modalities, advanced skill acquisition in evaluation and reconditioning, and anatomical dissection. Prerequisites: BIOL 246, EXSCI 340. Fall. Cagle

EXSCI 496 Senior Seminar in Exercise Science (.5)
A seminar course and capstone experience required of all Exercise Science majors. Students may meet this requirement by completing one of the following three options: a) an original research study, b) a literature review, or c) an internship with an associated service project. Topics are selected in consultation with Exercise Science faculty. Regardless of the option chosen, students must present their work orally in an open meeting format and provide a final paper detailing the work to the department. Prerequisite: EXSCI 356. Fall. Staff

FOREIGN LANGUAGES

Study of foreign languages and literatures contributes 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 the students' own.

Varied career opportunities are available to students who graduate with a strong grounding in the study of language. These include foreign service, international trade, graduate study, social work among non-English-speaking minority groups and teaching. Please refer to specific majors and course offerings in the following departments: Classical Studies (Ancient Greek/Hebrew/Latin) French/Italian; German/Russian; Japanese/Chinese; Spanish.

FRENCH AND ITALIAN

The Department of French and Italian offers courses in language and literature. By following a carefully designed program, French students learn to communicate; to think and write critically; and to appreciate the literary, social, and cultural traditions of the Francophone world. Courses in Italian are designed to complement offerings in music and art. The department is committed to the concept of foreign study and strongly encourages students to participate in overseas programs in Dijon, Nantes, Paris, and Florence.

REQUIREMENTS FOR THE FRENCH MAJOR

(8 credits; no more than 3 credits toward French major may be earned through off-campus or foreign study programs.)

French majors are required to complete 8 credits of course work beyond the intermediate-level language courses, including the core courses, 2 credits in Literature, and 2 additional credits in electives above 300 level.

Core Courses

FREN 331 French Composition and Discussion . . . . . (1)
FREN 333 History of French Civilization . . . . . (1)
FREN 340 (IT) Intro to French Literature. . . . . (1)
FREN 492 (W) Senior Seminar . . . . . (1)

Two credits in French literature, from the following: . . . . . (2)
- FREN 430 Introduction to French Thought (1)
- FREN 433 19th Century French Literature (1)
- FREN 434 20th Century French Literature (1)
- FREN 436 Francophone Literature (1)
- FREN 438 French Literature and Cinema (1)
- FREN 439 Topics in French Literature (1)

Two additional credits in French, numbered electives at the 300 or 400 or above level . . . . . (2)

REQUIREMENTS FOR THE FRENCH MINOR

(5 credits; no more than 3 credits may be earned through off-campus or foreign study programs.)

FREN 331 French Composition and Discussion . . . . . (1)
FREN 340 (IT) Introduction to French Literature. . . . . (1)

One course from the following: . . . . . (1)
- FREN 333 History of French Civilization (1)
- FREN 430 Introduction to French Thought (1)

Two credits in French at the 300 or 400 level . . . . . (2)

The department 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 French is the Willamette semester abroad in France, through IES and CUPA.

Credits earned in Willamette University's off-campus study programs, or in other pre-approved foreign study programs, may be substituted for required courses in the French Department. Students should consult in advance with the Department Chair to assure such substitution.

Language students enjoy the use of a state-of-the-art Language Learning Center featuring multimedia stations, foreign language word processors, foreign television programs transmitted by satellite, and up-to-date communication technology.

Through the Institute for the International Education of Students, French students have the option of spending either one semester or one year in Paris, Nantes or Dijon. The Dijon program is open only to students who have a strong background in economics. Through the CUPA program (Center for University Programs Abroad) French students spend either a semester or a year in Paris. This program is recommended to highly motivated juniors and seniors interested in individualized programs of study at the leading universities and institutes of Paris. The French area also offers an assistant exchange program in cooperation with the French Ministry of Education.

Willamette University is the only testing center in the State of Oregon for the DELF/DALF diplomas, accredited by the French Ministry of Education.

FACULTY

Gaetano DeLeonibus, Associate Professor of French, Chair
Francoise A. Goeury-Richardson, Professor of French, Chair (Fall 2005)
Francoise Courtin-Schreiner, Instructor of French
Amadou Fofana, Assistant Professor of French
Holly Swanson, Visiting Instructor of French

COURSE DESCRIPTIONS

FRENCH

FREN 131 and 132 Elementary French I and II (1)
Introduction to basic skills: comprehension, speaking, reading and writing. Regular assignments for laboratory work. 131, Fall; 132, Spring. Goeury-Richardson, DeLeonibus, Fofana

FREN 210 (IT) Oral Tradition and Performance in African Literature (1) [Cross-listed with ANTH 210 and CLHI 210]
This course explores how contemporary written literature in Africa continues to derive a great deal of its vitality from older traditions of verbal art. Initially the course will examine sample texts from the oral tradition. It will next focus on representative texts by major African writers whose works have made use of said oral tradition as well as examine their social and political contexts. The principal concern of the course will be the analysis of the aesthetic implications of the transposition of oral techniques and structural features into the medium of the written/printed word. Conducted in English. Interpreting Texts. Annually. Fofana

FREN 231 and 232 Intermediate French I and II (1)
Development of basic skills, classroom and laboratory. Carefully selected readings in the student's special fields of interest. Prerequisite: Elementary French (or equivalent) or two years of high school French with satisfactory AP score. 231, Fall; 232, Spring. Goeury-Richardson, DeLeonibus, Fofana

FREN 241 (4th Sem Lang Req) French History through Film (1)
This course presents a survey of French history and culture, from the Renaissance to the 20th Century, as the history and culture are represented in a major French art form, the cinema. Topics studied include: religion and marriage in the Renaissance, Napoleon's Empire, colonialism, World War I, the Algerian War, and the student revolution of 1968. Conducted in English. Fourth Semester Language Requirement. Spring. DeLeonibus

FREN 331 French Composition and Discussion (1)
Systematic review of French grammar through the writing of short compositions. Vocabulary-building and study of problematic grammar points which will be reinforced by weekly assignments in the language laboratory. Prerequisite: FREN 232. Fall. Goeury-Richardson, DeLeonibus

FREN 332 (W) Advanced French Composition and Discussion (1)
A writing-centered course that will introduce students to the art of writing in French. The two fundamental principles underlying this course will be the interdependence of reading and writing skills and the importance of a variety of models in teaching students the different styles of French composition. Consideration will be given to such writing strategies as notes and outlines and such styles as summaries, reports, portraits, essays and correspondence. Writing-centered. Prerequisite: FREN 331 Alternate years. DeLeonibus

FREN 333 History of French Civilization (1)
Geography, history and the chronological development of culture; current developments in modern France. Conducted in French. Prerequisite: FREN 331 or consent on instructor. Alternate years. Goeury-Richardson

FREN 335 French Conversation (1)
A course which will stress oral communication in French. Debates and panel discussions will be used as a means of bringing students into active participation. The course will focus on current problems in French culture. There will be no written assignments, but background reading will be required as a basis for discussion. Audio excerpts from French TV programs will occasionally be used as laboratory material. A course well-suited as a preparation for study in France and for non-majors who wish to further develop or retain their fluency. Conducted in French.

Prerequisite: FREN 331 or consent of instructor. Alternate years. Goeury-Richardson

FREN 340 (IT) Introduction to French Literature (1)
Introduction to the study of French literature through reading typical works in the various genres. The course will acquaint the student with the basic vocabulary and tools of literary criticism. Required for the major. Conducted in French. Interpreting Texts. Prerequisite: FREN 331. Spring. DeLeonibus

FREN 430 Introduction to French Thought (1)
A study of selected themes such as education, enlightenment, reason and existentialism from the works of French thinkers. Conducted in French. Prerequisite: FREN 331 or consent of instructor. Alternate years. DeLeonibus

FREN 431 Phonetics (1)
A practical course based on the study of the French sound system. Phonemic inventory, physiology of French articulation with emphasis on sound recognition and reproduction. Transcriptions in International Phonetic Alphabet, practice with recorded exercises and individual correction in the language laboratory. Conducted in French. Prerequisite: FREN 331 or consent of instructor. Alternate years. Goeury-Richardson

FREN 432 Introduction to French Linguistics (1)
Examination of the characteristics of language and language diversity, including structure, linguistic change and theories of origin. The second part of the course will concentrate on the contributions of French linguists (Martinet, Dubois) to linguistic theory. Practice in applying various methods of analysis to French sentences. Conducted in French. Prerequisite: FREN 331 or consent of instructor. Alternate years. Goeury-Richardson

FREN 433 19th Century French Literature (1)
The course will focus on representative novels, plays and poetry of the Romantic and Realist movements. Baudelaire's poetry will also be studied. Conducted in French. Prerequisite: FREN 340 or consent of instructor. Alternate years. DeLeonibus

FREN 434 20th Century French Literature (1)
Selected works from some of the most important writers of the 20th Century will be studied: Proust (excerpts only), Mauriac, Malraux, Sartre, Camus, Ionesco and Beckett. Poetry of Apollinaire, Eluard and Aragon. Conducted in French. Prerequisite: FREN 340 or consent of instructor. Alternate years. DeLeonibus

FREN 436 Francophone Literature (1)
A study of representative texts of literature written in French by Francophone authors, including among others, works by Léopold Senghor (Senegal), Aimé Césaire (Martinique), Jacques Roumain (Haiti), Leïla Sebbar (Algeria). Open to students majoring in Comparative Literature. Good reading knowledge of French is required; discussions conducted primarily in French. French majors will be expected to fulfill course requirements in French; other students may use English. Prerequisite: FREN 340 or consent of instructor. Alternate years, spring. DeLeonibus, Fofana

FREN 438 French Literature and Cinema (1)
A study of the relationship between French cinema and literature from the late 19th century to the present. Representative novels and plays will be studied and screen adaptations will be analyzed. Conducted in French. Prerequisite: FREN 340 (ENGL 210 or 211 recommended) or consent of instructor. Alternate years, spring. DeLeonibus

FREN 439 Topics in French Literature (1)
An examination of one major topic in French literature, with an emphasis on the significance of the specific topic in French literature in general. Topics may be organized around a major author or comparison of authors, an idea, a genre, a literary movement, or a critical approach, such as comparative approaches to humanism: Rabelais and Montaigne; comparison of the classicism of Corneille and Racine; literature and nationalism; existentialism; and the lyric voice. This course is taught in seminar format and designed not to be introductory in nature, but rather to explore a particular topic or theme intensively and creatively. Conducted in French. May be repeated for credit. Prerequisite: FREN 340 or consent of instructor. Alternate years. DeLeonibus

FREN 490–491 Reading and Conference (.5 or 1)
Designed 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 3.0 or better. On demand. Goeury-Richardson, DeLeonibus

FREN 492 (W) Research and Discussion of Selected Topics in Literature (1)
This seminar course will serve to integrate the linguistic, cultural, historical and literary experiences of seniors in the language. The class will be taught in a true seminar fashion, with a flexible format to allow students to highlight their varying individual backgrounds and interests in French. The course will include a discussion of major works of French literature, the topic set by the professor according to the proposed student projects. Students must present a major research paper at the end

of the semester and pass an oral defense. Both research paper and oral defense will be in French. Conducted in French. Prerequisite: This course serves as the Senior Year Experience, so it is limited to seniors or consent of instructor. Writing Centered. Spring. Staff

ITALIAN

ITAL 105 Beginning Conversational Italian (.25)
Introduction to Italian grammar and to the practical use of the Italian language.

ITAL 106 Advanced Conversational Italian (.25)
Continued study of Italian grammar and practical use of the Italian language.

GERMAN / RUSSIAN

The Department of German and Russian offers courses in language and literature. By following a carefully designed program, German and Russian students learn to communicate; to think and write critically; and to appreciate the literary, social, and cultural traditions of the language under study. The department is committed to the concept of foreign study and strongly encourages students to participate in overseas programs in Munich, Berlin, or Simferopol. Major and minor programs are offered in German; a minor is offered in Russian and students are sometimes able to complete a Russian major by completing a semester of study abroad.

REQUIREMENTS FOR THE GERMAN MAJOR
(8 credits)

German majors are required to complete 8 credits of course work beyond the intermediate-level language courses, including Composition and Discussion, at least 1 credit in Civilization, 3 credits in Literature and a Senior Year Experience.

GERM 331 (W) German Composition and Discussion . . . . . (1)
GERM 333 Contemporary German Culture . . . . . (1)

Three credits in German literature, from the following: . . . . . (3)
- GERM 340 Introduction to German Literature (1)
- GERM 430 History of German Thought (1)
- GERM 431 From the Enlightenment to Romanticism (1)
- GERM 432 Realism and Naturalism (1)
- GERM 433 Modern Literature (1)
- GERM 490, 491 Reading and Conference (1)

Three additional credits in German, numbered 300 or above..... (3)
including either:
GERM 496 Senior Seminar (1) OR
GERM 497 Literary Research (.5)

REQUIREMENTS FOR THE GERMAN MINOR
(5 credits)

GERM 232 Intermediate German II ..... (1)
GERM 331 (W) German Composition and Discussion ..... (1)
GERM 333 Contemporary German Culture ..... (1)
GERM 340 Introduction to German Literature..... (1)
One additional German credit at the 400 level ..... (1)

REQUIREMENTS FOR THE RUSSIAN MINOR
(5 credits)

RUSS 232 Intermediate Russian II..... (1)
RUSS 233 (W; TH) Russian Culture: Russian Ways and Views of Russia (1) OR
RUSS 320 (W; IT; 4th Sem Lang Req) Introduction to Russian Literature in Translation (1) [Crosslisted with LIT 320] OR
RUSS 325 (IT) Topics in Russian Literature ..... (1)
RUSS 331 Russian Composition and Discussion ..... (1)
RUSS 333 Russian Civilization and Culture..... (1)
One additional RUSS credit numbered 300 or above or a credit from Willamette's semester abroad program in Simferopol or a RUSS credit numbered 300 or above transferred from an accredited program at another 4-year institution..... (1)

FACULTY

Mark Conliffe, Assistant Professor of Russian, Chair
Amanda Boyd, Visiting Assistant Professor of German (2005-06)
Ludwig M. Fischer, Professor of German (Sabbatical 2005-06)
Christine Gentzkow, Associate Professor of German

COURSE DESCRIPTIONS

GERMAN

GERM 131 and 132 Elementary German I and II (1)
Listening/comprehension, speaking, and reading developed through intense oral practice and frequent language laboratory exercises. 131, Fall; 132, Spring. Fischer, Gentzkow

GERM 231 and 232 Intermediate German I and II (1)
Ability to read with direct association in German. Listening/comprehension and basic grammar patterns. The second semester includes discussion of cultural topics and practice in directed writing. Prerequisite: Elementary GERM 231, Fall; 232, Spring. Fischer, Gentzkow

GERM 241 (IT; 4th Sem Lang) Topics in German Culture (in translation) (1)
This course enables students to acquire knowledge of selected artists and thinkers, genres and periods in the German cultural tradition. Potential topics include film, plays, fairy tales, novels and poetry as well as selected readings in Philosophy and the Arts. Interpreting Texts. 4th Sem. Lang. Req. Annually. Fischer, Gentzkow

GERM 331 (W) German Composition and Discussion (1)
Reading and discussion in German on a variety of topics and texts relevant to the areas of letters, fine arts, and humanities. Cultural and literary vocabulary, syntax, introductory phonetics, and laboratory exercises stressing comprehension and pronunciation. (Recommended for students interested in study overseas.) Conducted in German. Prerequisite: GERM 232 or completion of language proficiency or consent of instructor. Writing-centered. Alternate years. Fischer, Gentzkow

GERM 332 Advanced German Composition (1)
Readings and discussion, enlargement of vocabulary to meet the idiom of the highly educated German; discussions and compositions on abstract and more sophisticated topics. Conducted in German. Prerequisite: GERM 331 or consent of instructor. Alternate years. Fischer, Gentzkow

GERM 333 Contemporary German Culture (1)
In examining contemporary German culture since 1945, this course will concentrate on trends, movements, forces, and attitudes that shape life within the three German-speaking countries. Conducted in German. Prerequisite: GERM 331 or consent of instructor. Alternate years. Fischer

GERM 340 Introduction to German Literature (1)
Reading and discussion in German on a variety of topics and texts from the main writers, epochs, and genres of German literature. Practice in the vocabulary and

methods of literary analysis. Conducted in German. Prerequisite: GERM 331 or consent of instructor. Alternate years. Gentzkow

GERM 430 History of German Thought (1)
Selections of German writings that express those thoughts and ideas that have contributed substantially to the heritage of human culture. Representatives from the following areas: arts, biography, history, mysticism, philosophy, politics, psychology, and science. Conducted in German. Prerequisite: GERM 340 or consent of instructor. Alternate years. Fischer

GERM 431 From the Enlightenment to Romanticism (1)
German literature and related forms of artistic and intellectual expression from the Enlightenment to Goethe's death. Considered against the background of general European cultural history, selected readings from Lessing, Goethe, Schiller, Kleist, Novalis, Heine, Buchner, and their contemporaries. Conducted in German. Prerequisite: GERM 340 or consent of instructor. Alternate years. Fischer, Gentzkow

GERM 432 Realism and Naturalism (1)
German literature and related forms of artistic and intellectual expression from Goethe's death to the end of the 19th century, considered against the background of general European cultural history. Selected readings from Grillparzer, Buchner, Droste-Hulshoff, Stifter, Keller, Storm, Hauptmann, and their contemporaries. Conducted in German. Prerequisite: GERM 340 or consent of instructor. Alternate years. Gentzkow

GERM 433 Modern Literature (1)
Representative novels and short stories of such writers as Thomas Mann, Hesse, Rilke, and Brecht. Conducted in German. Prerequisite: GERM 340 or consent of instructor. Alternate years. Fischer

GERM 490–491 Reading and Conference (.5 or 1)
Designed to enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered at Willamette University. Prerequisites: GERM 331, Junior or Senior standing and G.P.A. of 3.0 or better. On demand. Fischer, Gentzkow

GERM 496 Senior Seminar (1)
The seminar will focus on one major author and his works. (Goethe, Rilke, Nietzsche, Mann, etc.). Students are expected to write a research paper and present it to the class at the end of the semester. Prerequisite: Senior standing in German. Spring. Fischer, Gentzkow

GERM 497 Literary Research (.5)
Students will meet with a professor in 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

RUSSIAN

RUSS 131 and 132 Elementary Russian I and II (1)
The course introduces the basic features of Russian grammar and provides an essential Russian vocabulary for practical conversation, reading, writing, and aural comprehension. Classroom work is supplemented with laboratory and multimedia practice. Annually. Conliffe

RUSS 150 (IT) Tolstoy's War and Peace (1)
This course is devoted to a close reading of Tolstoy's War and Peace—for many, one of the world's greatest novels. Topics include Tolstoy's use of language and literary innovation; Tolstoy's representations of consciousness and knowledge, human intentions and responsibility; Tolstoy's views on history and historiography; his depictions of life and his comments on the meaning of life; and, the role and meaning of war. Taught in English. Interpreting texts. Fall, alternate years. Conliffe

RUSS 181 Bilingual Mentorship (.25)
Supervised mentorship with the Bilingual Program of the Salem-Keizer Public Schools. Students are matched with heritage speakers of Russian. Students are admitted to the course after receiving consent from instructor and the school district. May be repeated for credit to a maximum of 1.0 credit. Fall, Spring. Conliffe

RUSS 231 and 232 Intermediate Russian I and II (1)
The course continues the study of basic Russian language skills, introducing various language styles and adding to the students' vocabulary base. In second semester, students complete reading and composition assignments, and discuss and write reports on simple videos. Classroom work is supplemented with laboratory and multimedia practice. Prerequisite: RUSS 131/132 or consent of instructor. Annually. Conliffe

RUSS 233 (W; TH; 4th Sem Lang Req) Russian Culture: Russian Ways and Views of Russia (1)
This writing-centered course acquaints students with major artistic achievements in Russian society from the 10th century to the present day -- in architecture, painting, literature, and music -- and explores particularly Russian manners and customs that define the everyday lives of its people. It examines the possible ways in which these achievements, manners, and customs might be said to define that society in

a certain period. The materials are presented historically through films, music, pictures, paintings, readings, and food. Writing-centered. Thinking Historically. 4th Sem Lang Req. Alternate springs. Conliffe

RUSS 320 (W; IT; 4th Sem Lang Req) Introduction to Russian Literature in Translation (1) [Crosslisted with LIT 320]
The course examines selected works in translation of Russian prose and poetry of the 19th and 20th centuries. In addition to examining the works in their literary context (style, genre, linguistic peculiarities, rhetorical devices, irony, satire, etc.) the historical and societal viewpoint will also be discussed, so that the student will have a better understanding of the Russian people in each particular period of history. Writing-centered. Interpreting Texts. Fourth Semester Language Requirement. Fall. Conliffe

RUSS 325 (IT) Topics in Russian Literature (1)
This course enables a student to acquire knowledge of selected authors, genres, and literary periods in Russian literature. Potential texts include Chekhov's plays, Dostoevsky's political novels, Russian fairy tales, Nabokov's prose, and the stories of contemporary women writers in Russia. Taught in English. Interpreting Texts. Alternate years. Conliffe

RUSS 331 Russian Composition and Discussion (1)
In this course the three creative elements of language learning, speech and writing are given foremost attention. Oral and written composition based upon reading of texts emphasizing Russian culture, as well as literary texts enabling the student to become acquainted with the literary vocabulary needed in more advanced letters courses. Exercises in syntax and introductory phonetics. Laboratory exercises stressing comprehension and pronunciation. Conducted in Russian. Prerequisite: RUSS 232 or consent of instructor. Spring. The Ukraine visiting professor

RUSS 333 Russian Civilization and Culture (1)
Studies in geography, history, economics and the chronological development of culture and ideas. Class discussions. Oral and written reports in Russian. Prerequisite: RUSS 331 or consent of instructor. Spring. Conliffe

RUSS 370 Introduction to Russian Literature (.5)
The course examines selected works (in Russian) of Russian prose and poetry of the 19th and 20th centuries. In addition to examining the works in their literary context (style, genre, linguistic peculiarities, rhetorical devices, irony, satire, etc.) the historical and societal viewpoint will also be discussed, so that the student will have a better understanding of the Russian people in each particular period of history. Course to be taught in Russian. Prerequisite: RUSS 331. Fall. Conliffe

RUSS 381 Bilingual Mentorship (.25)
Supervised mentorship with the Bilingual Program of the Salem-Keizer Public Schools. Students are matched with heritage speakers of Russian. Students are admitted to the course after receiving consent from instructor and the school district. May be repeated for credit to a maximum of 1.0 credit. Fall, Spring. Conliffe

RUSS 490 (W) Reading and Conference (.5 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 culture. The course is designed to assist and direct students' work on a larger research paper in Russian studies. It is an intensive reading and writing course, but also a course in which students share their work with their peers and instructor. Writing-Centered. On demand. Conliffe

HISTORY

The program in History is designed to provide a firm foundation in the histories of Western civilization, American society and culture, and East Asian civilization. The department is especially strong in social, cultural and intellectual history and emphasizes an understanding of the nature of historical inquiry, an exposure to the variety of historical interpretations and an ability to think historically, as this contributes to an understanding of human experience, personal self-awareness and global citizenship.

The breadth of history and its interrelatedness with other disciplines make the study of history a significant part of a liberal arts education. The ability to gather evidence that pertains to a problem, to analyze this material critically, and to present an interpretive argument about it cogently and succinctly is also valuable background for most professional careers. Willamette history majors gravitate to graduate study in the discipline, in law and in education, as well as to government service, business and the church. It is noteworthy that recent history majors have done very well in gaining admission to graduate schools in history and to graduate programs in law, business administration and theology.

REQUIREMENTS FOR THE HISTORY MAJOR
(9 credits)

One credit in American History . . . . . (1)
One credit in European History . . . . . (1)
One credit in East Asian or Latin American History . . . . . (1)
Five additional credits in History . . . . . (5)
HIST 499 (W) Senior Tutorial OR

HUM 497 (W) Humanities Senior Seminar [Crosslisted with CLHI 497 (W)] ..... (1)

The major consists of 9 credits, including not more than five lower-division credits of which a maximum of three may be at the 100 level. Remaining credits must be at the 300 and 400 levels. One credit is required in each of the three areas of American, European, and East Asian or Latin American history. Students, by the end of the sophomore year and in consultation with a department advisor, will choose an area of concentration (e.g., a thematic, periodic or geographic focus, an intellectual, social or comparative emphasis) consisting of a minimum of three credits at the 200 level and above, plus the Senior Experience (HIST 499 (W) or HUM 497 (W) Humanities Senior Seminar). The department encourages all majors to study a language related to their area of emphasis.

REQUIREMENTS FOR HISTORY MINOR
(5 credits)

No more than 2 of these credits may be at the 100 level.

Students must take courses in at least 2 of the following 3 areas:
European history
American history
East Asian or Latin American history

Students must select a 3-credit area of concentration in one of the following:
European history
American history
East Asian history

FACULTY

William Smaldone, Professor of History, Chair
Francisco J. Barbosa, Visiting Instructor of History and Latin American Studies
Seth Cotlar, Assistant Professor of History
Leslie Dunlap, Assistant Professor of History and Women's Studies
William E. Duvall, E. Jerry Whipple Professor of History
Ellen Eisenberg, Dwight and Margaret Lear Professor of American History
Jennifer Jopp, Assistant Professor of History and Editor of the *Willamette Journal*
Ronald P. Loftus, Professor of Japanese Language and East Asian History
Cecily McCaffrey, Assistant Professor of History
Wendy Peterson Boring, Visiting Assistant Professor of History
Kara Ritzheimer, Visiting Instructor of History

COURSE DESCRIPTIONS

HIST 113 Topics in United States History: Early Period (1)
Development of American political institutions and the impact of major issues on American society and culture from the Revolutionary era through the Civil War. Fall. Jopp, Cotlar

HIST 114 Topics in United States History: Later Period (1)
Development of the modern American state and the impact of major issues on American society and culture from Reconstruction to the present. Spring. Eisenberg

HIST 115 (TH) Western Civilization to 1650 (1)
A survey of the cultural, intellectual, political and socioeconomic developments of Western society. It examines ancient Near Eastern, Greek and Roman societies, the rise of Christianity, the Medieval period, the Renaissance and Reformation and the Age of Absolutism. Among the fundamental aims of the course is to identify the defining characteristics of different phases of Western historical development and to study the factors that precipitate long- and short-term historical change. The course is very broad in scope and seeks to provide students with a sense of how Western ideas, social relations and institutions have changed over time and how these changes are interrelated. It also aims to acquaint students with different approaches to historical inquiry. Thinking Historically. Fall. Duvall, Smaldone

HIST 116 (TH) Western Civilization since 1650 (1)
A survey of the cultural, intellectual, political and socioeconomic 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, the Cold War and the collapse of the Soviet system. Among the fundamental aims of the course is to identify the defining characteristics of different phases of Western historical development and to study the factors that precipitate long- and short-term historical change. The course is very broad in scope and seeks to provide students with a sense of how Western ideas, social relations and institutions have changed over time and how these changes are interrelated. Thinking Historically. Spring. Duvall, Smaldone

HIST 117 (TH) East Asian Civilization to 1800 (1)
An introduction to the rich histories of China and Japan from early prehistory to the eve of the arrival of the West in the early 19th century. Despite their geographic proximity, China and Japan followed different patterns of development during much of their history and this course will seek to examine those patterns, with an explicitly comparative approach, in the intellectual, socioeconomic and institutional

realms. Readings emphasize literature and historical documents in translation. Thinking Historically. Fall. McCaffrey

HIST 118 (TH) East Asian Civilization Since 1800 (1)
An introduction to the histories of China, Korea and Japan from the early 19th century to the present. This course will examine the experience of East Asian civilizations in their encounters with the West and the problems of modernization which followed. Despite their geographic proximity, China, Korea and Japan followed different patterns during much of their history and this course will seek to examine those patterns, with an explicitly comparative approach, in the intellectual, socioeconomic and institutional realms. Readings emphasize literature and historical documents in translation. Thinking Historically. Spring. McCaffrey

HIST 120 (TH) An Introduction to the History of Science (1) [Cross-listed with SST 120]
This course offers a general survey of scientific thought from the philosophies of ancient Greece to modern physics and molecular biology. Thinking Historically. Annually. Jackson

HIST 122 Introduction to the History of Technology (1)
This course is an undergraduate survey dealing with the history of technology and its complex relationship to society from ancient Greece to the present. Topics include the Industrial Revolution, the history of the computer, optical technology, the role of technology during World Wars 1 and 2, and the role of nuclear arms technology. Annually. Jackson

HIST 131 (TH) Historical Inquiry (1)
This course is designed to introduce students to the nature of historical inquiry. Through the exploration of a specifically defined topic, the course will examine primary documents, issues of change and continuity in time, theories of causation, historical interpretation and argument, and the importance of historical thinking for human experience in the world. Prerequisite: Freshmen and Sophomores only. Thinking Historically. Every semester. Staff

HIST 233 (TH) History and Culture along the Silk Road [Crosslisted with REL 233]
The goal of this course is to help students develop their understanding of a region of the world that has played an enormously important role in both world and Asian history. Stretching from China to the Mediterranean world, the Silk Road has for thousands of years been alive with dynamic interactions among various Asian cultural groups. It also has served as a vital link in the economic and cultural exchanges that occurred among the civilizations of Eastern Asia, Central Asia, the Middle

East, and Western Europe. The course will specifically focus on the roles played by the natural environment, historical events, and individuals in the origins of and changes in Silk Road cultural forms. Thinking Historically. Asia Cluster. Alternate years. Staff

HIST 240 (TH) Introduction to the History of Western Medicine (1)
This course offers a survey of the development of Western medicine from the French Enlightenment to the present. Topics include gender and medicine, the social construction of disease, medicine and the state, and medicine and death. Thinking Historically. Death Cluster. Annually. Jackson

HIST/CLAS 250 (TH; 4th Sem Lang) Greeks, Romans and Barbarians (1)
Herodotus, Caesar and Tacitus will be consulted, along with comedy, tragedy, fragments of ethnographers and passages from other primary sources to see how perceptions of barbarians changed over time, affected by the ways that Greeks and Romans interacted with them changed. In order to better understand how recent history shapes our interpretation of ancient culture, we will study post-colonialist, Afro centric, and "anti-anti-Semitic" approaches. Egyptians, Persians, Indians, Scythians, Libyans, Ethiopians, Phrygians, Lydians, Gauls, Britons, Germans. Credit may not be earned for both LATIN 350 and CLAS 250/HIST 250. Thinking Historically. Fourth Semester Language Requirement. Triennially, spring. Bachvarova

HIST 251 Rome: Republic, Empire and Memory to A.D. 600 (1)
This course will examine the rise and fall of the Roman Republic, the challenges faced by the Principate, the Christianization of the Roman Empire, and the gradual transformation of the Roman Empire into barbarian kingdoms in the west and the Byzantine Empire in the east. Particular attention will be paid to how Roman expansion affected the development of Roman identity as it was experienced by the inhabitants of the city of Rome and those whom Rome conquered; how the socio-economic and political pressures of ruling an extensive empire eventually contributed to the fall of the Roman Republic and the rise of the Principate; how the structure of Roman government and the daily lives of the Romans changed during the third century; how Roman identity changed with the Christianization of the empire; and how Rome was remembered in western Europe and Byzantium. Alternate Falls. Staff

HIST 254 20th-Century Europe (1)
This course surveys the history of Europe in the 20th century. Focusing on social and political developments, it examines the phenomenon of nationalism, total war, the Russian Revolution, the Depression, the rise of fascism and bureaucratic collectivism, and the Holocaust. In the post-WWII period, the course will focus on the division of Europe and of Europe in the Cold War, the decline of the European

empires and on the contradictory forces that are pushing Europe toward economic and political unity on the one hand (most markedly in the West) and toward dissolution and conflict (especially in the East). Alternate years. Smaldone

HIST 256 Colonial Latin America (1)
A study of the history of Latin America from the pre-colonial period to independence. Emphasis will be placed on the development of Latin America's economy, culture and political life. Special attention will be given to the encounter between the Spanish conquistadors and indigenous peoples, as well as to the background of the movements for independence. Alternate years, Fall. Jopp

HIST 258 Modern Latin America (1)
This course examines the 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 Mexico, Cuba, and Central America as well as selected South American states including Brazil. The role of the United States in the region will also receive much attention. Alternate years. Smaldone

HIST 262 American Women's History (1)
This class will present an overview of the history of women in the United States. The course will explore the shifting nature of gender systems, focusing on the following topics: the nature of women's work, sexuality and reproduction, education, social reform and feminism. The course will emphasize the diversity of American women's lives in terms of class, ethnic, racial and regional background. Alternate years. Dunlap

HIST 265 (TH) Late Imperial China (1)
This course examines the social and cultural history of China during the Qing dynasty (1644–1911). Topics include the political structures of imperial rule; the social and cultural institutions that organized local society; the economic trends that produced the pre-modern world's largest and most advanced civilization; and the ways in which all of the above were transformed by China's 19th-century encounter with Western imperialism. This period provides an excellent case study of nationalism and modernization in a non-Western context. Thinking Historically. Fall. McCaffrey

HIST 282 (TH) Twentieth-Century China: The Search for Modernity (1)
This course provides a broad survey of political history and social change in China from the fall of the imperial order to the "market socialism" of today. Topics include: state and society in late imperial China; the turmoil of civil war and Japanese invasion; the rise of Chairman Mao and the Chinese Communist Party; the Great Leap Forward and Cultural Revolution disasters; the economics reform of Deng, Xiaop-

ing; and the political crisis posed by student pro-democracy demonstrators in 1989. Thinking Historically. Asia Cluster. Alternate springs. McCaffrey

HIST 301 (W) Themes in American Social History (1)
A study of the major themes in American social history. The methods and central debates of this movement to study history "from the bottom up" will be analyzed. Topics include mobility, the work and residential patterns of African-Americans and immigrants and poverty. Writing-centered. Fall. Eisenberg

HIST 302 Foundations of American Thought (1)
A study of the changing climate of opinion and representative intellectuals from the colonial period to the 20th century. Emphasis will be placed on Puritanism, the Enlightenment, Romanticism and the development of Pragmatism. Alternate years, spring. Cotlar

HIST 303 History of American Families (1)
This seminar in social history explores how families in the United States have changed over the past four centuries in relation to broad social, economic, and political changes. The course examines changing household arrangements as well as changing conceptions of proper family life, emphasizing how race, class, gender, and sexuality have shaped relations between family members over time. Topics include the history of courtship; the history of state regulation of marriage and divorce; the history of parenthood and childhood; and the impact of social movements such as feminism and Christian conservatism on families. Alternate years. Dunlap

HIST 306 History Through Biography (1)
The aim of this course is to study the life of a major historical figure. Through the use of biographical and autobiographical works, students will examine the subject's life, the historical context in which the person lived, and his or her historical significance. In addition to these aims, the course will also survey a range of biographical approaches. Alternate years. Smaldone

HIST 307 American Immigration History (1)
This course will explore the major themes and debates in American immigration history. Topics will include key migration waves, immigration policy, acculturation and attitudes towards immigrants, with an emphasis on the post-Civil War period. Methodological issues in researching immigrant history will also be explored. Alternate years. Eisenberg

HIST 308 American Legal History (1)
A study of the history of American law from its origins in the colonial period to its contemporary condition. This course will use the law that we study as a window on the economic, political and social forces that mold law and examine the role of law

in American society. The ultimate objective is to come to some conclusions about the relationship between ourselves and our legal system. Alternate years. Jopp

HIST 309 History of American Radicalism (1)
This course surveys the history of egalitarian radicalism in America from the revolutionary era until the present. Topics to be covered include agrarian populism, feminism, the abolitionist movement, anarchism, labor activism and socialism, the civil rights movement, and the changing role of artists in radical movements. Students will engage with a wide range of primary and secondary sources which illuminate the different, intertwining strands of American radical thought, the historical moments when progressive ideas gained more or less widespread acceptance, the interaction between radical movements and state authority, the interplay between international politics and American activism, and the conflicts within and between American social movements. Prerequisite: One American History class or permission of instructor. Alternate years. Cotlar

HIST 312 The Early American Republic, 1790 - 1840 (1)
This course examines the social, political, and economic transformations that marked the first fifty years of the new American nation. These years witnessed the emergence of the nation's first formal political parties and a radical democratization of the political system, early industrialization and the rise of wage labor in the North, the expansion and solidification of slavery in the South, the hardening of racial and gender ideologies throughout the nation, and an explosion of reform movements in response to these dramatic new developments. Students will engage with a wide range of primary and secondary sources in order to come to their own understandings of this formative period in American history. Alternate years. Cotlar

HIST 319 Medieval Europe, 400 - 1500 (1)
This course will examine the Barbarian invasions of Europe, the decline of the Roman Empire, the rise of Christianity and its new moral norms, institutions, and hierarchies, the Frankish Empire, and the threats of Byzantine, Moslem and Viking civilizations. Then it will trace, from the 11th through 14th centuries, the 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 and the increasing secularization of western Europe. Fall. Staff

HIST 320 European Intellectual History: The Enlightenment (1)
Major trends in European thought during the 17th and 18th centuries, particularly the Scientific Revolution, the Enlightenment and the rise of Romanticism. Not available to freshmen. Every third semester. Duvall

HIST 321 European Intellectual History: The 19th-Century (1)
Major trends in European thought from Hegel to Nietzsche and Freud, including Marxism, Liberalism and Positivism and its rejection. Not available to freshmen. Every third semester. Duvall

HIST 322 European Intellectual History: The 20th-Century (1)
Major trends in European thought from Nietzsche, Freud and Wittgenstein to the present, including phenomenology, relativism, existentialism and postmodern discourse. Not available to freshmen. Every third semester. Duvall

HIST 323 (W) Advanced Topics in the History of Science, Technology, and Medicine (1)
This course offers an advanced-level seminar on the history of science, technology, and medicine from the Scientific Revolution to the present. Topics include: the politics of the French revolution, optical artisans, technology during the French Enlightenment, the history of venereal disease, and the concept of the gene. Prerequisite: One course in history. Writing-centered. Annually. Jackson

HIST 361 African American History 1619-1865 (1) [Crosslisted with AES 361]
This course examines the experience of African Americans in the United States from 1619 to the end of the Civil War. Course topics will include the Atlantic Slave Trade, the relationship between slavery and racism, the development of free black communities in the North and South, slave religion, patterns of slave resistance and accommodation, the emergence of a shared African-American culture in the 18th century, and the African-American role in both the abolitionist movement and the Civil War. Alternate years. Cotlar

HIST 362 African American History 1865-Present (1) [Crosslisted with AES 362]
This course examines the experience of African Americans in the United States from Reconstruction to the present. Course topics will include Reconstruction, the Jim Crow period, the Great Migration, the urban experience, the Civil Rights Movement, and African American leadership. Alternate years. Eisenberg

HIST 367 The American Revolution (1)
This course examines the causes and consequences of the American Revolution. Course materials explore the events of 1763 to 1789 from many different perspectives--as a set of diplomatic and military encounters which fractured a long-standing colonial relationship, as a pivotal moment in the history of Anglo-American political thought, as part of the expansion of a market-oriented economy in North America, and as a socially transformative event in the lives of the laboring men,

women, African-Americans, and Native Americans who took part in the war. Students will engage with a wide range of primary and secondary sources which will enable them to assess in what ways the American War for Independence was or was not a revoluntionary war. Alternate years. Cotlar

HIST 370 Renaissance and Reformation (1)
Explores the connection between the Italian Renaissance and the Protestant and Catholic Reformations of early modern Europe, paying particular attention to the inter-relationship between politics, learning, and religion that influenced the development and effects of the Renaissance and Reformations. The course will also investigate briefly the late medieval roots of both movements. Alternate years. Staff

HIST 372 History of Modern Russia (1)
The uniqueness of Russian civilization, the Russian Revolution and the Soviet Union. The emancipation period, revolutionary thought and action, the constitutional monarchy, the 1917 revolutions and the establishment of the Soviet regime, the development of agriculture and industry and the evolution of the Communist Party. Alternate years. Smaldone

HIST 373 History of Modern France (1)
From the Revolution of 1789 to the present, considering the revolutionary tradition and its impact, and the difficulties of France culturally, socially and economically in making the adjustment to the 20th century. Alternate years, fall. Duvall

HIST 376 Latin American Revolutions (1) [Crosslisted as POLI 376]
This course examines selected 20th-century Latin American revolutions. Historical and comparative approaches to the causes and outcomes of revolution are used. Prerequisite: One of HIST 258, POLI 362 or 375 (may be taken concurrently). Not open to freshmen. Alternate years. Dash

HIST 380 History of Traditional Japan (1)
A course on Japanese history from early time to approximately 1800. The primary focus will be on major political and social trends that led to the transformation of the state and society. Attention will also be given to religious belief, rituals, art and literature. Spring. Staff

HIST 381 (TH) History of Modern Japan (1)
This course examines the history of modern Japan from the late Tokugawa period (1800) through the Meiji Restoration (1868) and Japan's first industrial revolution, the rise of militarism and the road to Pearl Harbor, and Japan's remarkable growth and development in the postwar era. The emphasis will be on coming to terms with the nature and process of change in Japan's modern historical experience. Thinking Historically. Asia Cluster. Alternate years, fall. Loftus

HIST 383 Mao's China 1949–1979 (1)
Examination of the major events which took place during Mao's era, 1949–1976, and political and economic reforms during Deng Xiaoping's era. The issues will be focused on the structure of the CCP, its ideology, its left-oriented policies, its foreign policies and the power struggles within the leadership. Assessment of the role of Mao Zedong will provide a basis for understanding Chinese politics and society. Fall. McCaffrey

HIST 384 History of Chinese Medicine (1)
This discussion seminar will explore the nearly three thousand year history of medicine in China. We will begin with an overview of the study of medicine generally and then move on to cover the basic foundations of Chinese medicine in ancient science and philosophy. The remaining classes will systematically introduce students to the most important periods of Chinese medical history, the major theories concerning health and disease, and the primary tools that Chinese physicians have used over time to combat illness. We will conclude the course with a consideration of traditional medicine as practiced in China and the West today. Previous coursework in the History of Medicine and/or Asian Studies recommended. Alternate falls. McCaffrey

HIST 389 (TH) Physics and Society (1) [Cross-listed with SST 389]
This course treats the history of physics from 1700 to the present. We shall investigate how sociocultural factors influence physics and, conversely, how physics has influenced culture and society. Thinking Historically. Annually. Jackson

HIST 392 (TH) Biology and Society (1) [Cross-listed with SST 392]
This course explores the relationship between the biological sciences and society from Enlightenment France until the present. Topics include: the role of gender in 18th century classifications of plants, Darwin's theory of evolution and its political and religious implications, eugenics and the Human Genome Project. Prerequisite: One semester of Biology or consent of instructor. Thinking Historically. Annually. Jackson

HIST 440 (W; TH) History of Modern Socialism (1)
A study of the socialist responses to the industrialization of Europe and to the development of modern society. The study will begin with utopian socialists and then special emphasis will be given to Marxism. Consideration will also be given to the relationship of revisionist socialist, Leninist, Stalinist and Maoist thought to orthodox Marxism. Writing-centered. Thinking Historically. Alternate years. Smaldone

HIST 442 (W) The Holocaust (1)
This course examines the Holocaust as a central issue in modern history. The origins of the Holocaust, the implementation of the Final Solution, resistance to the Nazis and the legacy of the Holocaust will be studied from the perspective of both German and Jewish history. Writing-centered. Alternate years. Eisenberg/Smaldone

HIST 444 (W) Seminar in Historiography and Philosophy of History (1)
Major trends, assumptions and problems in the writing of European and American history as related to the changing intellectual milieu from the Enlightenment to the present. Writing-centered. Spring. Duvall

HIST 445 Postwar Japan (1)
This course will examine Japan's historical experience since the end of World War II. How did the Allied occupation shape the development of contemporary Japan? How has Japan evolved since the end of the occupation into a modern economic superpower? How is modern Japan governed and how do modern Japanese define themselves in terms of their own culture and in relation to the rest of the world? Using novels and films along with a variety of other readings, this course will explore these and other questions, which will help us understand how contemporary Japan sees itself and its relationship to the modern world. Prerequisite: HIST 118, 381 or consent of instructor. Alternate years, spring. Loftus

HIST 450 Advanced Topics in American History (1)
Special topics course to be offered when circumstances warrant, focusing on a particular problem, issue or theme in American history in accordance with faculty interest and expertise. Prerequisite: Two courses in American history. On demand. Staff

HIST 452 Topics in Chinese/Japanese History (1)
A special topics course to be offered when circumstances warrant, focusing on a particular problem or issue in either Chinese or Japanese history in accordance with the faculty member's special interest and area of expertise. Prerequisite: HIST 380 or 381 or consent of instructor. Alternate years. Staff

HIST 453 (W) Social History Practicum: Local History (1)
This course aims to develop students' skills as social historians through development of research projects on Salem's history. Students will explore themes and issues in the practice of local history. They will learn to locate and use primary sources, frame historical questions, and place their findings within a broader historical context. Prerequisite: One 300 level history course. Writing-centered. Alternate years. Eisenberg

HIST 491 Independent Study in American History (.5 or 1)
Directed reading and/or research in some aspect of American history for advanced students. Open only to juniors or seniors who have completed two credits in American history. Every semester. Staff

HIST 492 Readings in European History (1)
Intensive individual reading in the field of modern European history, offering interested students the opportunity to probe beyond the advanced survey level of HIST 320, 321 and 322 Every semester. Staff

HIST 499 (W) Senior Tutorial (1)
The History Senior Tutorial consists of a program of directed reading, research and writing in an area or topic of the student's own choice, in consultation with members of the department. As the tutorial is the culmination of the student's History major, it is expected that the tutorial topic will be from the student's area of concentration within the major and will buiid on course work completed by the student in that area. The tutorial project may be a research project involving the use of primary and secondary source materials, or a project that is a historiographical in nature. Writing-centered. Prerequisite: History major, senior standing. On demand. Staff.

HUM 497 (W)/CLHI 497 (W) may not fulfill the requirement for the Senior Experience if it has already been used to do so in another major.

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 postgraduate plans include specialized study in Art History, History, Literature, Philosophy or Religious Studies or training in a professional school.

REQUIREMENTS FOR THE HUMANITIES MAJOR
(14 credits)

ARTH 215 (IT; TH) Monuments and Themes of Western Art History I (1) OR
ARTH 216 (IT; TH) Monuments and Themes of Western Art History II (1) OR
ARTH 217 (IT; TH) Monuments and Themes of

Western Art History III. . . . . (1)
One advanced course in Art History. . . . . (1)
Two courses in Literature (chosen in consultation with a faculty advisor) . . . . . (2)
HIST 115 (TH) Western Civilization to1650 . . . . . (1)
HIST 116 (TH) Western Civilization since 1650. . . . . (1)
HIST 320 European Intellectual History: The Enlightenment (1) OR
HIST 321 European Intellectual History: The Nineteenth-Century (1) OR
HIST 322 European Intellectual History: The Twentieth Century . . . . . (1)
PHIL 110 (AR) Philosophical Problems . . . . . (1)
One advanced course in Philosophy . . . . . (1)
REL 113 (TH) Introduction to Old Testament/Hebrew Bible . . . . (1)
One other course in Religious Studies. . . . . (1)

Two credits from one of the following areas:. . . . . (2)
Art History, English, History, History of Science, Music History and Literature, Interdisciplinary Studies, Philosophy, Religion, Theatre.

Senior Year Requirement (See Below). . . . . (1)
Senior Year Requirement consists of satisfactory completion of a Humanities Senior Seminar or of comprehensive written and oral examinations offered by an interdepartmental committee of three faculty, including the student's advisor and faculty from two other departments involved in the Humanities program.

FACULTY

Myles W. Jackson, Associate Professor of the History of Science
Contributing Faculty from the Humanities, History, Literature and Fine Arts areas

COURSE DESCRIPTIONS

HUM 497 (W) Humanities Senior Seminar (1) [Crosslisted with CLHI 497]
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. A visiting scholar enhances each seminar. Variable content. Seminar paper may also be accepted as an alternate means of senior evaluation by the student's major department. Writing-centered. Spring. Staff

INTERDISCIPLINARY STUDIES

The Interdisciplinary Studies (IDS) designation provides a curricular home for courses which move beyond the boundaries of traditional disciplines and which are taught beyond the boundaries of the Willamette University campus. Courses in Interdisciplinary Studies include the required Freshman Seminar, a wide variety of interdisciplinary junior- and senior-level courses, the Presidential Scholars Program, and courses taken on foreign study.

The IDS designation identifies on-campus or post-session courses that are characteristically interdisciplinary in orientation and are often taught by faculty drawn from several departments. This multi-perspective way of thinking prepares students to solve problems on the job and in other settings.

The FSTD (Foreign Study) designation is given to course credit earned through twenty-three Willamette University-sponsored international education experiences, including programs in England, Chile, France, Japan, Spain, Germany, Ecuador, and Ukraine. Titles and descriptions of these courses vary and are available on request.

FACULTY

The Interdisciplinary Studies Area faculty is drawn from all departments of the College of Liberal Arts and varies from semester to semester depending on course offerings.

COURSE DESCRIPTIONS

IDS 103X Wallulah (Yearbook) (.25)
This course provides credit for creating Willamette's yearbook, the Wallulah, and teaches students about all aspects of the yearbook, including photography, layout and design and journalistic writing. Students are responsible for meeting during class time, but much of the work is performed outside of class. No previous yearbook experience or class requisites are required. Every semester. Long, Maynard

IDS 105 Transition to College Learning (.25)
In this course, students will learn practical applications of the developmental psychology literature of Erikson, Perry and Chickering as it relates to young adult experiences during college years; psychological research on memory function as it relates to studying, reading and test-taking; and the psychological research on group processes and cultural differences as it relates to classroom and campus environ-

ments. Specific topics will include organizational skills, goal-setting, time management and memory enhancement. Every semester. Loers, Miller-Moe

IDS 123 (W) World Views: The Making of the Modern World
A writing-centered seminar 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 and the ways we develop a concept of ourselves. Required for all entering freshmen. Fall. Staff

IDS 130 Cultural Awareness (.5)
Focus is on cultural identity and on contemporary issues relating to the values and goals of diverse cultural groups. An emphasis also will be on examining and getting beyond prejudice and institutionalized racism. Supplementary readings, guest speakers, participation in campus cultural and intellectual life provide the format of the course. Fall. Staff

IDS 135 (CA; W) Interdisciplinary Performance Workshop (1)
Students in this course explore different aspects of performance through the use of awareness and movement disciplines, including the Alexander Technique and Authentic Movement. No previous performance experience is required; students engage in whatever medium (music, acting, dramatic reading, improvised movement) most interests them. Emphasis is placed on the anatomy of movement and on the role that awareness plays in the creative process from conception to realization in all performing disciplines. Creating in the Arts. Writing-Centered. Spring. King

IDS 140 (NW) Introduction to Cognitive Science (1)
Cognitive science focuses on how people, animals and machines come to be intelligent. It is an interdisciplinary field at the interface of psychology, linguistics, computer science, anthropology, philosophy, and neuroscience. This introductory, lab-based course explores the origins, methodologies, accomplishments, and current controversies associated with this rapidly emerging field, thus challenging students to think critically yet creatively about this new approach to investigating mind, brain, and behavior. Understanding the Natural World. Alternate years. Stewart

IDS 150 Research in the Information Age (.5)
This course will acquaint students with the many aspects and uses of information in contemporary society, from the World Wide Web to discipline-specific databases. While introducing the students to basic information technologies needed to excel in their academic career, this course will emphasize critical thinking and research skills. It is especially recommended for freshmen. Spring. Meyertons, Simonsen

IDS 155 Linguistics (1)
The study of language touches a variety of academic disciplines from sociology, anthropology, philosophy, English and foreign language studies to psychology, computer science, and neurology. However, the one discipline solely devoted to its study is the field of linguistics. This course takes the approach of mapping out the broad landscape of language study for those who have little or no understanding of the field of linguistics. Students are introduced to core areas of linguistics: Phonetics (the study of human speech sound), Phonology (the study of the sound systems of languages), Morphology (the study of the structure of words), Syntax (the study of the structure of sentences), Semantics (the study of meaning in language) and Pragmatics (the study of meaning from the point of view of the user). Students are also led to apply these basic concepts to a variety of interdisciplinary areas, such as the psychology of language, language learning/teaching, language variation, language and the brain, and computational linguistics. Alternate springs. Fujiwara

IDS 165 Journalistic Writing (.5 credit)
This course will introduce students to the basics of journalistic writing. Topics will include story structure, news analysis, research, grammar, and editorial columns and interviewing. Some attention will also be given to liability issues, journalistic ethics and layout. Fall. Hughes

IDS 202 Convocation: Reflecting on Campus, Community and Cosmos (.5)
An action and reflection seminar resulting in the production of the University Convocation each week of the semester. Students will research issues that academia can and should address and invite to the University Convocation public intellectuals and artists who can speak to an educated general audience of students, faculty, staff and local citizens. Reading, discussions, conversations with faculty and community leaders will lead to the planning, publicizing, presiding and hosting of the University Convocation series. Prerequisite: Sophomore standing or consent of instructor. Every semester. Wallace

IDS 203 (W) Intercultural Study within Cultural Immersion (1)
Course is designed to facilitate and promote the experiential learning process in an intercultural context. Introduces students to the value of cultural comparison that illuminates both similarities and differences. Improves the overall study abroad program by providing essential pre-departure and re-entry training designed to capitalize on the cultural immersion experience. Prepares students to learn from the psychological and conceptual challenges they will face during each phase of the experience. Examines the advantages and disadvantages of culture study, including the contrast of internal and external perspectives, and the concept of critical self-consciousness. Exposes myths and misconceptions about other cultures, in order to encourage critical thinking about culture and to develop perspective-taking abilities.

Explores forces that contribute to the development and changes of cultures, including social, economic, political, geographic, environmental, agricultural, and religious factors. Globalization trends and interactions between cultures and nation-states are also included as developmental forces. Encourages and challenges students to continue learning about other cultures and other perspectives. Prerequisite: Only students participating in an off-campus, cultural immersion program are eligible. Every semester. Lou

IDS 209 Cross-Cultural Communication (.5)
This class is designed to teach students cognitive and behavioral skills needed to communicate with others from a significantly different cultural background. Emphasis is focused on Asian cultures, however, the class is appropriate for students in any major who are interested in cross-cultural communication and for those who are going or returning from abroad. The course material is adapted from Ivey and Ivey's multi-cultural counseling theory as well as intercultural theory. Emphasis will be on teaching the basic listening sequence in a multi-cultural context. Mastery of these skills will expand the repertoire of communication skills available to the individual, so that the individual is enabled to better communicate with others from a significantly different background. Every semester. Loers/Bragg

IDS 220 (AR; NW) The Body in Science and Society (1)
This class will use exemplars from the history of anatomy, physiology, and medicine to examine the intellectual processes that underlie science as a way of understanding the world. In addition, students will be introduced to paradigms for making reasoned judgments about the moral consequences associated with various advances in human biological science. Analyzing Arguments, Reasons, and Values and Understanding the Natural World. Spring. Harmer

IDS 222 (NW) Fundamentals of Neuroscience (1)
This course covers fundamental principles of the development, function, and occasional malfunction of the human nervous system, the methodologies, discoveries, and frontiers of this interdisciplinary area of inquiry. Lectures and mandatory laboratories are designed to challenge students to think in new ways about the relationship between brain, body, and behavior. Understanding the Natural World. Alternate Springs beginning Spring 2006. Stavrianeas, Stewart

IDS 230 (US) Rites of Passage in Japan and the United States (1)
This course focuses on the events of birth, marriage, and death as they are socially construed by way of symbols, rituals, and myths. Initially, attention is directed to theoretical foundations and the constructs of symbol, ritual and myth themselves. Readings are drawn from anthropology, communication studies, linguistics, and sociology. Thereafter, focus turns to each of the events--birth, marriage, and death-

-and the ways that various cultures make them meaningful. The constructs examined earlier in the term are applied to selected case studies from Japan and the United States. Understanding Society. Alternate falls. Douglass and TIUA Staff

IDS 260 (NW; W) Women Naturalists of the Western Americas (1)
The course will include lectures, reading of primary literature, field work, and journaling. Students will also critique and analyze traditional approaches to the natural sciences. Students will review selected research articles and readings with a focus on women's career development; specifically, the influence of gender roles identity on the participation of girls and boys in science classes. Students will develop writing and communication skills that are used by naturalists (male and female) to include field notes, formal plant descriptions, biography, and autobiography. Understanding the Natural World. Writing-Centered. Alternate years, beginning Spring 2004. Rose

IDS 321 (AR) Ethics in the American Tradition (1)
The aim of this interdisciplinary course is to address the institutional structures which define American society and shape our ability to make responsible ethical decisions. The course will begin with an analysis of current American values, broadly defined, and will conclude with a study of the major ethical systems which are attempting to respond, through these issues, to the decisions which confront us in the modern world. Several case studies will be conducted to test the implications of these ethical systems and the options they pose for corporate ethics. Analyzing Arguments, Reasons, and Values. Prerequisite: Junior/Senior standing or consent of instructor. Alternate years. McGaughy

IDS 322 (IT) The Idea of Europe (1)
This course will examine the emergence and development of cultural identities in Europe, with a particular focus on the emergence and development of a conception of "Europe" and "European" from the Middle Ages to the 20th century. In order to understand these notions more clearly, it will be pertinent to study what was NOT Europe/European throughout this same time period. Interpreting Texts. Alternate years, fall or spring. DeLeonibus

IDS 325 (W) Field Studies in Hawaii (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., sugar cane, pineapple and tourism industries; environmental quality

control; methods of preserving and maintaining original habitat and culture). Some aspects of the immediate marine environment will also be investigated. Post-session. Writing-Centered. Goodney, Rose, Thorsett

IDS 327 (AR; W) The American Story and the Legacy of Vietnam (1)
Language has become a problem in the modern world: its expanding role as a means of global communication has, at the same time, accented the barriers to human understanding posed by competing ideologies concealed within languages. As a result, power, rather than argument or persuasion, has become the normal means for achieving national and personal ends. This seminar addresses, through selected case studies, the relationship of language and power in the American tradition and their impact on politics and ethics. The Vietnam War is offered as a case study. Writing-centered. Analyzing Arguments, Reasons, and Values. Narrative and Ethics in the American Tradition Cluster. Alternate years, spring. Collins, McGaughy

IDS 329 Mythology and Symbolism (1)
This seminar explores how symbols found in myths, legends, rituals and dreams relate to key developmental transitions in the human life cycle: birth, puberty, young adulthood, mid-life and death. Symbolic expression is examined at both a cultural level (a comparative study of contemporary symbolism in Anglo, Native American and Eastern cultures) and at an individual level (i.e., one's own creative symbolism, especially in dreams). A major focus will be on how knowledge gleaned through these Modes of Inquiry can enhance the ability to make decisions that affect one's own and others' personal development. Prerequisite: Permission of instructor. Alternate years, fall. Fischer

IDS 330 (W) Science Studies (1)
This course analyzes the scientific enterprise. We shall see how different disciplines from the humanities and social sciences (history, philosophy, sociology and anthropology) can be used to illuminate different aspects of science. Topics include: logical positivism, the social construction of scientific knowledge, interest theory, entity realism, skills and practices in science, gender and science and ethnomethodological approaches to studying science. Previous knowledge of a science is helpful. Writing-centered. Annually. Jackson

IDS 331 Religion and Science (1)
Relation of religious and scientific perspectives: the historic and philosophical tensions between the Christian tradition and the natural and social sciences and the ways of mutual clarification of these perspectives in the 20th-century. Alternate years, fall. McGaughey

IDS 332 Mysticism and Creativity (1)
An exploration of Eastern and Western mystical traditions as expressed in literature and other arts. Students will explore their own creative and spiritual experiences by writing a series of personal, reflective essays. Spring. G. Bowers

IDS 336 (W; 4th Sem Lang Req) Field Studies in Ecuador: A Perspective on Latin America (1)
A post-session field studies course centered in Ecuador at several geographical locations and focusing on topics related to the natural sciences, language and culture, the arts, sociology and political science. Emphasis will be on a historical and modern approach to study of the interrelationships among indigenous and Spanish-speaking groups, the interaction between culture and environment and the tremendous biological and geological diversity in Ecuador. It will also explore the impact of development, economics and land reform on the environment and its people. Writing-centered. Fourth Semester Language Requirement. Post-session. Staff

IDS 343 Field Studies in Chicago (1)
This is a four-week off-campus program. It employs readings as well as guided tours of different racial and ethnic communities, the commercial centers, architecture and museums; explorations of the visual arts, music, theater; a service learning internship; and a seminar to investigate and reflect upon the complexity, diversity and problems confronting modern urban America from an interdisciplinary perspective. Arrangements are supported by the Urban Life Center in Chicago. Post-session. Staff.

IDS 347 Chemistry, Economics and the Environment (1)
A case study approach to environmental issues, considering both the technological and economic perspectives on causes and solutions. Issues considered may include acid rain, ozone depletion, global warming and toxic wastes. Prerequisites: A course in Chemistry and a course in Economics. Spring. Goodney

IDS 350 (US) The Sociology of Science (1)
The course analyzes the role sociology has played over the past four decades in elucidating the scientific enterprise. We shall explore the impact of institutions on research, the role of social interests in science and the importance of skills and practices in the scientific enterprise. Understanding Society. Annually. Jackson

IDS 351 (W) Culture of Ancient Greece (1)
A postsession course in Greece which includes field trips to museums and key archaeological sites to complement lectures and readings in the archaeology, culture, history, and rhetoric of ancient Greece. Examination of the geographical and cultural milieu of the classical Greek tradition as revealed in the art, architecture, and

artifacts will enhance understanding of the rhetorical tradition exemplified in texts by Demosthenes, Aristotle, and Plato. Writing-centered. Post-session. Clark, Collins

IDS 355 An Introduction to Opera (1)
Major works of European and American musical drama studied in their literary, theatrical and musical contexts. This course aims to enhance understanding and appreciation of opera through the study of libretti (playscripts), audio and video recordings and several live performances of great operas. No previous musical training assumed. Spring. Staff

IDS 356 Studies in Cuba (1)
The program runs as an intersession and as a post-session and it focuses on a course entitled Introduction to Contemporary Cuba at the prestigious University of Havana. The course presents the political, social and economic history of Cuba with a particular emphasis on the period since 1898. There are two sections of the course, one for students fluent in Spanish and another for those lacking language fluency. The program also involves field trips in Havana and its environs. Annually. Staff

IDS 363 Studies in Oaxaca, Mexico (1)
A post-session cultural studies course centered in Oaxaca, Mexico focusing on topics related to the arts, sociology, history, populations and ethnic groups, language, biodiversity, traditional medicine and indigenous community organizations. Emphasis will be on a cultural immersion approach (students will live with host families and have intensive language instruction), and the study of the interrelationship of history, languages, culture and environment. A series of excursions augment the classroom and experiential learning. Prerequisite: Application to and selection by the Off-Campus Programs Committee and a spring semester course related to Oaxaca, which will be designated each year by the Office of International Education. Post-session. Staff

IDS 421 (IT) Studies in Florence (1)
A post-session seminar in Florence, a city of fundamental importance in the history of great art and literature. On-site, interdisciplinary discussion of art and writing by Florentines or by foreigners in Florence. Offered every third year from mid-May to mid-June (four weeks). Interpreting Texts. Prerequisite: One university-level credit in art history or literature. Open to freshmen. Post-session. Hull

IDS 423 (W) Literature of Natural Science (1)
A study of scientific communication through the reading of classic texts in the sciences. Authors such as Galileo, Newton, Darwin and Einstein will be analyzed to

investigate scientific content and literary form. Prerequisites: Junior/Senior standing; one previous course in Literature and Natural Science preferred. Writing-centered. Alternate years, spring. Goodney, Long

IDS 499 Presidential Scholars Program (1-4)
The Presidential Scholars Program permits selected seniors the opportunity to complete a substantial project of study, research, or creative work that will contribute to their academic growth. The Undergraduate Grants and Awards Committee selects scholars annually from the junior class on the basis of the strength of their proposed project, record of academic achievement, intellectual caliber, and independence of character. Presidential Scholars' projects will consist of a maximum of four credits in total, no more than three credits in a single semester. Annually. Staff

INTERNATIONAL STUDIES

The International Studies major is offered through an interdisciplinary program which integrates social, economic, political, geographic, and historical perspectives in the examination of the dramatic trends toward increased interdependence among nations. It seeks to develop an awareness of 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.

Students who major in International Studies have the opportunity to pursue a course of study that focuses on a particular aspect of global affairs. Examples of topical focuses might include (but are not limited to) subjects such as international economics and trade, international security, foreign aid and development issues, globalization, international cultural institutions, religion in world affairs, European history and politics, Latin American society, and Asian culture and religion. Each student, in consultation with his or her major advisor, prepares a unique course of study that integrates the various disciplinary perspectives in the major into an individually designed topical focus.

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

REQUIREMENTS FOR THE INTERNATIONAL STUDIES MAJOR
(11 or 11.5 credits)

Core Courses (4 credits)

ERTH 230 World Geography. . . . . (1)
ECON 353 International Economics . . . . . (1)
INTST 499 (W) Seminar in International Studies . . . . . (1)
POLI 214 (US) International Politics . . . . . (1)

Courses with a Foreign Language Prefix (3 credits)

All majors are required to complete three credits with a foreign language prefix (in the same language). Required courses within each individual language group are as follows:

Chinese:
CHNSE 252 (US) Rites of Passage in Chinese Societies. . . . . (1)
CHNSE 331 (IT) Advanced Chinese: Reading the Media . . . . . (1)
CHNSE 332 (IT) Advanced Chinese: Reading the Humanities . . . (1)

French:
FREN 331 French Composition and Discussion . . . . . (1)
FREN 333 History of French Civilization . . . . . (1)
FREN 430 Introduction to French Thought (1) OR
FREN 436 Francophone Literature . . . . . (1)

German:
GERM 331 (W) German Composition and Discussion . . . . . (1)
GERM 333 Contemporary German Culture . . . . . (1)
Any other 300 or 400 level German course
(must be taught in German) . . . . . (1)

Japanese:
JAPN 201 (W) Modern Japanese Society and Culture. . . . . (1)
JAPN 314 (IT; W; 4th Sem Lange Req) Japanese Literature
in Translation . . . . . (1)
JAPN 331 Third Year Japanese I . . . . . (1)
JAPN 332 Third Year Japanese II . . . . . (1)

Russian:
Students will choose three courses from the following:. . . . . (3)
RUSS 320 (W; IT; 4th Sem Lang Req) Introduction to Russian Literature in Translation (1) OR
RUSS 325 (IT) Topics in Russian Literature . . . . . (1)

RUSS 331 Russian Composition and Discussion . . . . . (1)
RUSS 333 Russian Civilization and Culture. . . . . (1)
RUSS 490 Reading and Conference . . . . . (.5 or 1)

Spanish:
SPAN 331 (W) Spanish Composition and Discussion. . . . . (1)
SPAN 333 (TH) Hispanic Civilization OR
SPAN 335 (TH) Cultural Institutions of Spain . . . . . (1)
Any upper division Spanish course except
SPAN 332 and SPAN 340. . . . . (1)

Topical Focus (4 credits)
Each student is required to prepare a course of study that focuses on a particular aspect of global affairs. Examples of topical focuses might include (but are not limited to) subjects such as international economics and trade, international security, foreign aid and development issues, globalization, international cultural institutions, religion in world affairs, European history and politics, Latin American society, or Asian culture and religion. Each student's individual course of study is to be approved by the student's major advisor and Chair of the International Studies Program, and submitted to the Registrar's Office to track progress through the major. Substitute courses can be approved by student's major advisor and Chair of the International Studies Program if the courses chosen are not to be offered during the student's tenure at Willamette or if the student attends a Willamette-approved overseas study program.

Students will choose courses from the following in formulating their topical focus (one course from History, one course from Politics, a maximum of three courses from the same department):

ANTH 233 (US) Peoples and Cultures of Asia (1)
ANTH 355 Warfare, Violence, and Peace(1)

ARTH 213 (IT; TH) History of the Art of China (1)
ARTH 214 (IT; TH) History of the Art of Japan (1)

ECON 351 Comparative Economic Systems (1)
ECON 352 The Economics of Developing Countries (1)

HIST 116 (TH) Western Civilization Since 1650 (1)
HIST 118 East Asia Civilization Since 1800 (1)
HIST 233/REL 233 (TH) History and Culture along the Silk Road (1)
HIST 254 20th-Century Europe (1)

HIST 256 Colonial Latin America (1)
HIST 258 (4th Sem Lang Req) Modern Latin America (1)
HIST 282 (TH) Twentieth-Century China: The Search for Modernity (1)
HIST 372 History of Modern Russia (1)
HIST 373 History of Modern France (1)
HIST 376/POLI 376 Latin American Revolutions (1)
HIST 381 (TH) History of Modern Japan (1)
HIST 383 Mao's China 1949-1979 (1)
HIST 390 (W; 4th Sem Lang Req) Germany from Bismarck to Hitler (1)
HIST 391 (4th Sem Lang Req) Germany Since 1945 (1)
HIST 445 Postwar Japan (1)

JAPN 201 (W) Modern Japanese Society and Culture (1)
JAPN 240 Japanese Language and culture (intercultural Communication) (1)

LAS 350 (IT; TH) Mesoamerican Civilizations (1)

POL 216 (US) Politics of Advanced Inductrial Societies (1)
POLI 218 (US) Political Change in the Third World (1)
POLI 326 (W) Globalization and Equity (1)
POLI 362 Latin American Politics (1)
POLI 370 Europe and the International System (1)
POLI 372 (W) American Foreign Policy (1)
POLI 373 Internationl Security and Cooperation (1)
POLI 374 Asia and the International System (1)
POLI 376 Latin American Revoluations (1)
POLI 378 (W) Nations and the International System (1)

REL 135 Religions of Asia (1)
REL 233 History and Culture Along the Silk Road (1)
REL 239 Introduction to Chinese Religions (1)
REL 262 Japanese Religions (1)
REL 334 (AR) Liberation Theology and Social Change (1)
REL 344 Topics in Contemporary European Theology (1)
REL 354 Topics in Asian Religions (1)

RHET 360 Rhetoric of War and Peace (1)

RUSS 233 (W; TH; 4th Sem Lang Req) Russian Culture: Russian Ways and Views of Russia (1)
RUSS 320 (W; IT; 4th Sem Lang Req) Introduction to Russian Literature in Translation (1)
RUSS 325 (IT) Topics in Russian Literature (1)

SOC 324 Gender and Ethnicity in a Developing, Globalizing World (1)
SOC 330 World Population Problems (1)

FACULTY

Mark Conliffe, Assistant Professor of Russian, Chair
María Blanco-Arnejo, Professor of Spanish
Robert C. Dash, Professor of Politics
Gaetano DeLeonibus, Associate Professor of French
Rebecca J. Dobkins, Associate Professor of Anthropology
Carol Doolittle, Professor of Sociology
William E. Duvall, E. Jerry Whipple Professor of History
Peter Eilers, Professor of Earth Science
Greg Felker, Assistant Professor of Politics
Ludwig M. Fischer, Professor of German
Miho Fujiwara, Assistant Professor of Japanese
Christine A. Gentzkow, Associate Professor of German
Francoise A. Goeury-Richardson, Professor of French
James S. Hanson, Professor of Economics
Stephen C. Hey, Professor of Sociology
Ronald P. Loftus, Professor of Japanese Language and East Asian History
Michael Marks, Professor of Politics
Joyce Millen, Assistant Professor of Anthropology
Pamela Moro, Associate Professor of Anthropology
April Overstreet, Assistant Professor of Spanish
William Smaldone, Professor of History
John F. Uggen, Professor of Spanish
Patricia Varas, Professor of Spanish
Peter Wogan, Associate Professor of Anthropology
Juwen Zhang, Luce Junior Professor of Chinese
Xijuan Zhou, Associate Professor of Religious Studies

COURSE DESCRIPTIONS

INTST 499 (W) Seminar in International Studies (1)
Interdisciplinary examination of international issues with emphasis on global interdependence. Prerequisites: Senior standing, completion of POLI 214, ERTH 230 and ECON 353. Writing-centered. Annually. Staff

LATIN AMERICAN STUDIES

Latin American Studies is an interdisciplinary program that combines subject matter and modes of inquiry from several academic disciplines to give the student a broad background encompassing the historical, political, social, and cultural aspects of the region. Students are encouraged to develop the analytical and evaluative skills that will enable them to gain a systematic understanding of the region. Majors demonstrate language proficiency in Spanish and are strongly encouraged to participate in a Willamette-sponsored program in Latin America.

The degree program in Latin American Studies affords the student a wide range of career opportunities in the United States and abroad. The rapid growth of the Latino population in the United States produces an increasing need for trained persons with a knowledge of the Latin American region to work in teaching, government, the nonprofit sector, journalism, business, and other fields. The major is also well-suited to students who wish to pursue graduate work in Latin American studies or other disciplines in which a Latin American specialization is helpful.

REQUIREMENTS FOR THE LATIN AMERICAN STUDIES MAJOR (11 credits)

Eleven credits are required in the Latin American Studies major. These should be determined in consultation with a Latin American Studies academic advisor by the end of the sophomore year. A service learning component is also required for the major; it may be met by satisfactory completion of LAS 251 or (subject to prior faculty approval) by a service learning component in an approved study-abroad program. A minimum of six credits must be earned in residency at Willamette University. Credits that students earn in a Willamette-sponsored Latin American program may be substituted for course requirements listed below, subject to faculty approval. Credits to be earned abroad should be approved by the Latin American Studies faculty before the foreign study program begins.

LAS 251 Latin American Cultures
[Crosslisted with ANTH 251] . . . . . (1)

Three credits from Group A:. . . . . (3)
- HIST 256 Colonial Latin America (1)
- HIST 258 Latin America From Independence to Recent Times (1)
- POLI 362 Latin American Politics (1)
- HIST/POLI 376 Latin American Revolutions (1) [Crosslisted]
- POLI/LAS 379 Latinos in US Politics (1) [Crosslisted]

Two credits from Group B: . . . . . (2)
LAS/RHET 244 Latino/Latina Voices in the US (1) [Crosslisted]
REL 334 Liberation Theology and Social Change (1)
LAS 336 Latin American Cinema (1)
LAS 350 (IT; TH) Mesoamerican Civilizations (1)
SPAN 333 (TH) Hispanic Civilization (1)

Two credits from Group C: . . . . . (2)
SPAN 355 (IT) Latin American Literature I: Conquest to Modernismo (1)
SPAN 356 (IT) Latin American Literature II: Modernismo to the Present (1)
SPAN 357 (IT) Indigenous Literatures of Latin America (1)
SPAN 427 Topics in Latin American Literature (1)
SPAN 428 Contemporary Mexican Literature (1)
SPAN 430 History of Hispanic Thought (1)
SPAN 431 Contemporary Novel and Short Story (1)
SPAN 435 Contemporary Latin American Women Writers (1)

Two additional course to be chosen from Group A, B, or C. . . . . (2)

LAS 497 (W) Senior Thesis in Latin American Studies . . . . . (1)

Double majoring in Latin American Studies and International Studies (Latin American regional focus) is not permitted.

LAS Honors: Given to the graduating senior(s) with the highest GPA in the major (minimum: 3.7). No more than two students will receive LAS honors in a given year.

REQUIREMENTS FOR THE LATIN AMERICAN STUDIES MINOR
(5 credits)

LAS 251 Latin American Cultures
[Crosslisted with ANTH 251] . . . . . (1)

Students must take four credits in any of the three groups but no more than two credits from any given group: . . . . . (4)
Group A
Group B
Group C

Minors will not take LAS 497 Senior Thesis in Latin American Studies.

FACULTY

Patricia Varas, Professor of Spanish, Chair
Francisco Barbosa, Visiting Instructor of History and Latin American Studies
Maria Blanco-Arnejo, Professor of Spanish
Nathaniel Cordova, Assistant Professor of Rhetoric and Media Studies
Robert C. Dash, Professor of Politics
Jennifer Jopp, Assistant Professor of History
William Smaldone, Professor of History
Kelley Strawn, Assistant Professor of Sociology
John Uggen, Professor of Spanish
Charles I. Wallace Jr., Associate Professor of Religious Studies and University Chaplain
Peter Wogan, Associate Professor of Anthropology

COURSE DESCRIPTIONS

LAS 244 (AR; IT) Latino/Latina Voices in the U.S. (1)[Crosslisted with RHET 244]
This course is a historical-critical survey of the public discourse of Latino/Latinas in the United States from colonial times to the present. As such, we will focus significantly on such issues as language, establishment of identities, civil rights, immigration, the formation of communities, political participation, and cultural assimilation. In order to accomplish our task we will study the historical context of the discourse, prominent rhetors, and various pieces of discourse. Analyzing the environment out of which discourse springs, contributors to voice, and the arguments, styles, themes, and issues articulated is crucial for understanding Latino/Latina voices in the United States. Analyzing Arguments, Reasons, and Values and Interpreting Texts. This course will also count toward the Rhetoric and Media Studies major. Annually. Cordova

LAS 251 Latin American Cultures (1) [Crosslisted with ANTH 251]
This course provides an introduction to major aspects of Latin American Cultures (especially indigenous cultures), including the following: conquest history, ethnicity, national identity, religion, healing, politics, gender, media representations, Latinos in the U.S., and language. A service-learning component involves work with a local community agency serving Latinos. Spring. Wogan

LAS 336 Latin American Cinema (1) [Crosslisted with SPAN 336]
This course examines films, features and documentaries, by and about Latin Americans. It focuses on the political, economic, social, and aesthetic tensions that char-

acterize the region and contextualize cinematic production. It explores the constitution of Latin American cultural identity through film. Readings, written and oral work will be carried out in English. Alternate years, fall. Dash, Varas

LAS 350 (IT; TH) Mesoamerican Civilizations (1)
This course presents the intellectual and material achievements of ancient Mesoamerican civilizations, particularly the Olmec, Zapotec, Teotihuacan, Maya, Toltec and Aztec; examines the contributions of humanistic and scientific approaches to understanding pre-Columbian Mesoamerican civilizations; and looks at the enduring influences of Mesoamerican cultures in contemporary Mexico and Central America. Prerequisite: One of ANTH 250 or LAS /ANTH 251; or consent of instructor. Interpreting Texts, Thinking Historically. Indigenous Peoples and Cultures Cluster. Alternate years, spring. Dash

LAS 379 Latinos in U.S. Politics (1) [Crosslisted with POLI 379]
This course looks at the role of Latino national origin groups in shaping state and national politics in the United States. It examines the political history, voting behavior, and non-electoral political mobilization of the three largest Latino groups in the United States -- Mexican, Puerto Rican, and Cuban, and questions the degree to which it is useful to conceive of a single Latino politics and Latino community. The course also focuses on specific public policies of concern to Latinos, and it pays particular attention to the transnational hemispheric processes that link U.S. Latinos to their countries of origin. Prerequisite: One POLI 100 or 200 level course, or one 200 level LAS course or consent of instructor. Not open to freshmen. Alternate falls. Dash

LAS 497 (W) Senior Thesis in Latin American Studies (1)
In the Senior Thesis, students are expected to integrate various components of the major program in the analysis of a topic of special interest. Topics must be proposed to and approved by the Latin American Studies faculty. The thesis will normally be written in English, but the incorporation of documentation and references in Spanish will be required. Also, a multi-page précis of the thesis in Spanish must accompany the thesis. The thesis is presented to a faculty examination committee upon its completion. Prerequisite: Senior standing in Latin American Studies. Writing-centered. Annually. Staff.

MATHEMATICS

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

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

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

REQUIREMENTS FOR THE MATHEMATICS MAJOR

(8 credits in Mathematics numbered 200 or above, 1 credit in Computer Science numbered 200 or higher)

MATH 251 (W) Foundations of Advanced Mathematics . . . . . (1)
MATH 253 (QA) Linear Algebra. . . . . (1)
One course in Computer Science, numbered 200 or higher . . . . . (1)
MATH 499 Seminar in Mathematics. . . . . (1)

Two additional credits in Mathematics numbered 200 or above. . . . (2)

Three additional credits in Mathematics numbered 300 or above including at least two of the following courses:. . . . . (3)
- MATH 446 Advanced Calculus (1)
- MATH 456 Modern Algebra (1)
- MATH 466 Probability and Statistics (1)
- MATH 476 Modern Geometry (1)

REQUIREMENTS FOR THE MATHEMATICS MINOR
(6 credits)

Five credits in Mathematics numbered 141 or above . . . . . (5)
One course in Computer Science numbered 200 or higher . . . . . (1)

FACULTY

Stephen K. Prothero, Professor of Mathematics, Chair
Johnner Barrett, Instructor of Mathematics
Mark R. Janeba, Associate Professor of Mathematics
Inga Johnson, Assistant Professor of Mathematics
Junpei Sekino, Professor of Mathematics
Colin L. Starr, Assistant Professor of Mathematics

COURSE DESCRIPTIONS

Placement in the first Mathematics course is by consent of instructor.

MATH 130 (QA*) Contemporary Mathematics (1)
A survey of contemporary topics in mathematics such as: voting systems and power, apportionment, fair division of divisible and indivisible assets, efficient distribution, scheduling and routing, growth and decay in nature and economics, symmetry and fractal geometry, probability and statistics. MATH 130 may not be taken for credit after any Mathematics course numbered above 140 has been completed. Quantitative and Analytical Reasoning starred. Every semester. Staff

MATH 138 (QA*) Statistics (1)
This course is an introduction to descriptive and inferential statistical analysis. The following topics will be examined: scales of measurement; frequency distributions; graphing data; measures of central tendency, dispersion and skewness; sampling distributions; probability distributions; the binomial, Poisson and normal distributions; hypothesis testing; confidence intervals and interval estimation; t-tests; analysis of variance; correlational analysis; regression analysis; and analysis of nominal-level data. Quantitative and Analytical Reasoning starred. Every semester. Staff

MATH 141 (QA*) Calculus I (1)
A first course in calculus--differential and integral calculus of algebraic and exponential functions, with applications. Prerequisite: Placement exam required (high school math beyond Algebra II recommended). Quantitative and Analytical Reasoning, starred. (MATH 141 counts for only .5 credit if the student has completed MATH 139, Brief Calculus.) Every semester. Staff

MATH 142 (QA*) Calculus II (1)
A second course in calculus: review of differential and integral calculus via trigonometric and logarithmic functions, techniques and applications of integration, polar coordinates and parametric equations, infinite series. Prerequisite: MATH 141 or placement exam (previous Calculus experience required). Quantitative and Analytical Reasoning, starred. Every semester. Staff

MATH 220 (QA) Mathematics for Elementary Teachers (1)
The objective of the course is to present mathematics in a format that prepares teachers to teach elementary school mathematics. Teachers need a firm foundation in the theory of mathematics as it pertains to the elementary school curriculum. They also need ideas and methods for teaching that will generate interest and enthusiasm among the students. Topics to be covered will include problem solving, mathematics as a method of communication, mathematics as a method of reasoning, and specifics of elementary school mathematics such as whole number operations, geometry and spatial sense, measurement and estimation, fractions and decimals, and patterns and relationships. Prerequisite: previous or concurrent enrollment in EDUC 305 or consent of instructor. Quantitative and Analytical Reasoning. On demand. Prothero

MATH 249 (QA*) Multivariable Calculus (1)
Three-dimensional analytic geometry; partial differentiation; maxima-minima problems; multiple integrals; vector fields, curl and divergence; line and surface integrals; applications. Prerequisite: MATH 142. Quantitative and Analytical Reasoning starred. Every semester. Staff.

MATH 251 (W) Foundations of Advanced Mathematics (1)
This course is intended as the first course after calculus for those students intending to major or minor in mathematics. It provides an introduction to logic and the methods of proof commonly used in mathematics. Applications covered in the course are the foundations of set theory, the real number system, elementary number theory and other basic areas of mathematics. Prerequisite: One year of college calculus credit. Writing-centered. Every semester. Staff

MATH 253 (QA) Linear Algebra (1)
Systems of linear equations, matrices, vector spaces and linear transformations. Prerequisite: MATH 251. Quantitative and Analytical Reasoning nonstarred. Every semester. Staff

MATH 256 (QA) Differential Equations (1)
Elementary differential equations; linear differential equations of second order; Laplace transformations; infinite series solutions; systems of linear differential equa-

tions. Prerequisite: MATH 249. Recommended: MATH 253. Quantitative and Analytical Reasoning. Fall. Staff

MATH 263 (QA) Discrete Mathematics (1)
Introduction to basic techniques and modes of reasoning in combinatorial problem-solving. Topics will be chosen from combinatorial mathematics, logic and Boolean algebra, difference equations, graph theory and applied algebra. Prerequisite: MATH 251. Quantitative and Analytical Reasoning. Spring. Staff

MATH 325 (QA) Mathematics for Teachers (1)
The objective of this course is to present mathematics in a format that prepares teachers to teach mathematics in the public schools. Teachers need a firm foundation in the theory of mathematics as it pertains to their particular curricula. They also need ideas and methods for teaching that will generate interest and enthusiasm among the students. The course will emphasize mathematics as a method of communication and reasoning. Topics selected to be relevant to elementary, middle, and/or high school curricula will depend on the interests of the students, but will have a strong problem-solving emphasis. The course will require an extensive early field experience in the public school classroom. Prerequisite: Previous or concurrent enrollment in EDUC 305 or consent of instructor. Quantitative and Analytical Reasoning. On Demand. Prothero

MATH 345 (QA) Complex Variables (1)
Complex numbers, limits, differentiation, analytic functions, integration, conformal mapping, Riemann surfaces and applications. Prerequisite: MATH 249. Quantitative and Analytical Reasoning. Alternate years, fall. Staff.

MATH 349 (QA) Numerical Analysis (1)
Application of numerical methods to the solution of mathematical problems. Numerical differentiation, integration and the solution of differential equations. Prerequisites: MATH 251 plus MATH 253 or MATH 256 and experience in computer programming. Quantitative and Analytical Reasoning. On demand. Staff

MATH 356 (QA) Number Theory (1)
An introduction to the theory of numbers to include such topics as divisibility, congruence, diophantine equations, quadratic reciprocity, the theory of prime numbers and analytic number theory. Prerequisite: MATH 251. Quantitative and Analytical Reasoning. Alternate years, spring. Staff

MATH 366 (QA) Applied Mathematics: Optimization (1)
Formulation of problems in mathematical terms, solutions of the problems, interpretation and evaluation of the solutions. Topics will be chosen from inventory problems, growth and survival models, linear programming, scheduling, Markov

chains, game theory and queuing problems. Prerequisite: MATH 253 or consent of instructor. Quantitative and Analytical Reasoning. On demand. Staff

MATH 446 Advanced Calculus (1)
A study of the concepts of calculus from an advanced standpoint. Includes the real numbers, real valued functions, differentiation and integration, vector valued functions, line and surface integrals. Other topics may be chosen from point set topology, measure and integration, differential geometry and calculus of variations. Prerequisite: MATH 253 or consent of instructor. Spring 2000 and then twice every five semesters. Staff

MATH 456 Modern Algebra (1)
Number systems, elementary number theory, groups, rings, fields, polynomials and applications. Additional topics may be chosen from linear algebra, multilinear algebra, Sylow theory and Galois theory. Prerequisite: MATH 253 or consent of instructor. Fall 2000 and then twice every five semesters. Staff

MATH 466 Probability and Statistics (1)
Mathematical foundations of probability and statistical theory; application of derived formulae to the interpretation of data. Prerequisite: MATH 253 or consent of instructor. Fall 2000 and then twice every five semesters. Staff

MATH 476 Modern Geometry (1)
A modern approach to geometry. Topics will be chosen from Euclidean, non-Euclidean, affine, projective and differential geometry. Prerequisite: MATH 253 or consent of instructor. Fall 2000 and then twice every five semesters. Staff

MATH 486 Topics in Mathematics (1)
This course offers timely exposure to topics in mathematics which are not part of the regular curriculum. Examples of topics which might be offered: Cryptology, Differential Geometry, Vector Analysis, Topology. On demand. Staff

MATH 490 Independent Research (.5)
Directed research to investigate topics of special interest under the guidance of a faculty member. Topics chosen on the basis of the background and interests of the individual student. Permission of the instructor is required. On demand. Staff

MATH 491 Advanced Independent Study (.5)
A course of directed research designed to enable the exceptional student to continue the investigation of topics of special interest under the guidance of a faculty member. Permission of the instructor is required. On demand. Staff

MATH 499 Seminar in Mathematics (1)
Study selected in consultation with the mathematics faculty and presented to the class. The seminar serves as the Senior Year Experience and involves oral and written presentation of research and reading topics. Required for Mathematics majors. Prerequisite: Senior standing and consent of instructor. Spring. Staff

MUSIC

The Willamette University Music Department provides a program of rigorous study in music performance, music composition, and music education within the broad spectrum of a liberal arts education. The department offers all students opportunities to develop musicianship, to perform the literature, and to understand the principles that will lead to a fuller intellectual grasp of the art.

The Fine Arts Building houses rehearsal rooms, music classrooms, faculty studio-offices, practice rooms, and the 1250 seat G. Herbert Smith Auditorium. The Mary Stuart Rogers Music Center houses the 450 seat Jerry E. Hudson Concert Hall, a rehearsal hall, percussion studio, music technology laboratory, several faculty studios, practice rooms, and the music office. A tracker-action organ is housed in the Cone Chapel located in Waller Hall. A Rodgers Digital organ is located in Hudson Concert Hall. The music section of the University library contains a comprehensive and up-to-date collection of musical scores, books, microfilm, CDs, videotapes, and recordings. Orchestra and band instruments are available for loan to music students.

Admission, Scholarships and Financial Aid
Music scholarships, and other forms of institutional financial aid are available to entering students. Music students applying for admission are encouraged to audition before members of the music faculty for a music scholarship. If an applicant is unable to appear in person, a performance tape may be sent instead of the personal audition and interview.

Student employment opportunities under the Federal Work-Study program also are available to music students. These opportunities include accompanying, work in the Music Office and various secretarial and clerical jobs for music faculty. Information regarding employment may be obtained from the Music Department Chair or the Director of Student Financial Aid.

Concerts and Recitals
The Music Department presents a regular series of concerts and recitals performed by university ensembles, students and faculty. 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.

Guest artists with the Grace Goudy Distinguished Artists Series perform and present master classes on campus. The New Music at Willamette Series offers concerts organized by the Swindells Composer-in-Residence. In addition, the Music Department sponsors a weekly student recital to provide students with an opportunity to perform before faculty and peers and to experience repertoire from various media and music history periods. All music majors are encouraged to perform in these recitals. All performance majors are required to do so at least once each semester except for the first semester. All music events are open to the public and music majors are required to attend 15 performances per semester.

Music Ensembles

The following music ensembles are open by audition to all Willamette students regardless of major:

Chamber Choir
Chamber Music Ensembles
Jazz Combo
Jazz Ensemble
Male Ensemble Willamette
Dramatic Vocal Arts Ensemble
Salem Chamber Orchestra
University Band
University Chamber Orchestra
Voce Femminile
Waller String Quartet
Willamette Singers (Vocal Jazz Ensemble)
Wind Ensemble

Music majors are required to participate in an ensemble every semester. Policies and specific requirements for the B.M. degree (Performance, Composition, Emphasis in Music Education) or the B.A. degree are outlined in the Music Student Handbook. This handbook is distributed to all music students at the beginning of every year. Any student contemplating a major in music is strongly urged to read the handbook thoroughly and contact the Music Department Chair before registering. Students may also contact the Music Department directly to obtain a copy of the music handbook.

FOR MUSIC MAJORS THE FOLLOWING DEGREE PROGRAMS ARE AVAILABLE:

Bachelor of Music in Performance
The Bachelor of Music in Performance is a professional program for those students who are preparing for careers as performers, scholars, private teachers and as teachers at the college level. Majors are offered in voice, piano, organ, harp, guitar, strings, woodwinds, brass and percussion instruments.

Bachelor of Music — Emphasis in Music Education
The Bachelor of Music (Emphasis in Music Education) is the degree which best prepares the student to complete the Master of Arts in Teaching (M.A.T.) degree. (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.

Bachelor of Music in Composition
The Bachelor of Music in Composition is designed for those students choosing careers as professional composers or music theorists. The program emphasizes creativity while at the same time preparing the student with a solid foundation in compositional technique. A significant component of the curriculum includes the investigation of musical structure and meaning in a wide range of styles and epochs.

Bachelor of Arts in Music
The Bachelor of Arts degree for music majors is designed for those students wishing to major in music while simultaneously taking a broader spectrum of elective and general courses in the College of Liberal Arts. See the catalog section which describes the B.A. degree and its requirements. For this degree at least 20 credits other than music must be earned for graduation. Music requirements for this degree appear later in the music section.

Double Degrees in Music and Liberal Arts
Some students may wish to earn a B.A. (or B.M.) degree in music as well as a second B.A. in another discipline. It is important for such a student to consult the catalog section on double degrees and the Registrar's Office for information regarding the specific requirements which must be met to earn both degrees.

Instrumental Proficiency Requirement for Music Majors

No later than the end of the junior year all candidates for music degrees (other than performance) must demonstrate instrumental, or vocal proficiency equivalent to that normally expected after three or four years of advanced private study. A minimum of one year of study at Willamette on that instrument must precede

the satisfaction of this requirement. (Performance majors should see "Performance Related Requirements" section in the music handbook.) Proficiency requirements are satisfied by a performance for a faculty jury or in a student recital. Memory and repertoire requirements for each degree program are outlined in the Music Student Handbook.

Senior Projects and Senior Recitals

During the senior year, each music major must satisfactorily complete a Senior Project, a Senior Seminar or present a Senior Recital, depending upon the degree sought.

The various majors satisfy this requirement as follows: Performance Majors — a Senior Recital; Composition Majors — a Senior Composition Project; Music Education Majors — Senior Seminar. Each student majoring in Music under the Bachelor of Arts program must complete either a Senior Recital or a Senior Research Paper.

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, all degree candidates must satisfy the University's General Education Program. Bachelor of Music degree candidates are exempted from the portion of the General Education Program requiring study in a language other than English except as noted in the Voice Performance degree. Bachelor of Arts in Music degree candidates must fulfill the language requirement.

Note: Variable credit is given for Music 170, 270, 370 and 470: Applied Instrumental and Vocal Instruction (.25, .5, or 1). Performance majors take a one-hour lesson each week and are required to practice a greater number of hours weekly. Performance majors receive .5 credit for a one-hour lesson for the first two years of study. Upon passing the Qualifying Recital (by the end of the sophomore year) performance majors receive 1 credit for a one-hour lesson during the last two years of study. Non-performance majors who take a one-hour lesson per week earn .5 credit. Those non-performance majors who take a one-half hour lesson per week earn .25 credit.

REQUIREMENTS FOR ALL DEGREES IN MUSIC

University Gen. Ed. Requirements (7 - 9 credits)

Core Music Courses . . . . . (minimum of 10.5 credits)
MUSC 130 Fundamentals of Music . . . . . .(.5)
MUSC 131, 133, 231, 233 Music Theory I, II, III, IV . . . . (.5 each)
MUSC 132, 134, 232, 234 Ear Training I, II, III, IV . . . . . (.5 each)

MUSC 241 (TH; W) 342, 343 Music History I, II, III . . . . . (1)
Private Lessons . . . . . .(1.5)
Music Ensembles (CA: 1 full credit required for MOI) . . . . . .(1.5)

BACHELOR OF ARTS WITH A MAJOR IN MUSIC DEGREE

University Requirements (For this degree at least 20 credits other than music must be earned for graduation.)

Additional Music Requirements . . . . . (1.5 - 2 credits)

MUSC 331 (W) Style Analysis . . . . . (1)

MUSC 496 Senior Recital(.5)
OR
One course from Special Topics in Music History:. . . . . .(.5-1)
MUSC 445 Masterpieces of Chamber Music (1)
MUSC 446 The Music of Wagner (1)
MUSC 447 The Music of Haydn (1)
MUSC 462 (IT) History and Literature of Art Song (1)

BACHELOR OF MUSIC (MUSIC EDUCATION)

Additional Music Requirements(minimum of 10.5 credits)

Additional Private Lessons . . . . . .(2.5)
Additional Music Ensemble (CA). . . . . .(.5)

MUSC 135 Foundations of Music Education. . . . . .(.5)

1.5 credits from the following:. . . . . .(1.5)
MUSC 154, 155 Brass, Percussion Class (.5 each)
MUSC 156, 157 String, Voice Class (.5 each)
MUSC 158 Woodwind Class (.5)

One class from the following: . . . . . .(.5)
EDUC 305 (W) Introduction to Teaching (.5)
EDUC 335 (W) The School Teacher and Student (.5)

Additional Courses . . . . . .(4.5)
MUSC 239 Jazz Theory and Improvisation (.5)
MUSC 348 Secondary General Music Resources (.5)
MUSC 349 Elementary Music Resources (.5)

MUSC 352, 356 Vocal, Instrumental Music Resources (.5 each)
MUSC 359 Applications of Technology in Music Ed (.5)
MUSC 255, 435 Basic, Advanced Conducting (.5 each)
MUSC 491 Senior Seminar/Practicum in
Music Ed (Fall .25, Spring .25) .....(.5)

Vocal Track
MUSC 266, 267 Diction for Singers I, II ..... (.5 each)

Instrumental Track
MUSC 339 Digital Music Techniques .....(.5)
MUSC 340 Orchestration .....(.5)

Recommended courses for either track
ANTH 343 Ethnomusicology ..... (1)

Successful completion of functional piano exam or Functional Piano Class II

BACHELOR OF MUSIC IN PERFORMANCE (VOICE)

Additional Music Requirements (minimum of 14.25 credits)

Additional Private Lessons .....(4.5)
Additional Music Ensembles (CA) .....(.5)
MUSC 102X Alexander Technique. .....(.25)
MUSC 266, 267 Diction for Singers I, II ..... (.5 each)
MUSC 331 (W) Style Analysis ..... (1)
MUSC 351 Vocal Pedagogy .....(.5)
MUSC 462 (IT) History and Literature of Art Song. ..... (1)
MUSC 496 Senior Recital. .....(.5)
One year in French and German. .....(1 per semester)
One credit from the following: ..... (1)
MUSC 236 (CA) Elementary Music Composition (.5)
MUSC 239 Jazz Theory and Improvisation (.5)
MUSC 255 Basic Conducting (.5)
ANTH 343 Ethnomusicology (1)
Successful completion of functional piano exam or Functional Piano Class II

BACHELOR OF MUSIC IN PERFORMANCE (PIANO)

Additional Music Requirements (minimum of 9.5 credits)

Additional Private Lessons . . . . . (4.5)
Additional Music Ensemble (CA). . . . . (.25)
MUSC 102X Alexander Technique. . . . . (.25)
MUSC 331 (W) Style Analysis . . . . . (1)
1.5 credits from the following:. . . . . (1.5)
- MUSC 236 (CA) Elementary Music Composition I (.5)
- MUSC 239 Jazz Theory and Improvisation (.5)
- MUSC 255 Basic Conducting (.5)
- ANTH 343 Ethnomusicology (1)

One course from Special Topics in Music History . . . . . (1)
- MUSC 462 (IT) History and Literature of Art Song (1)
- MUSC 445 Masterpieces of Chamber Music (1)
- MUSC 446 The Music of Wagner (1)
- MUSC 447 The Music of Haydn (1)

MUSC 251 Introduction to Piano Pedagogy . . . . . (.5)
MUSC 496 Senior Recital. . . . . (.5)
Successful completion of functional piano exam or Functional Piano Class II

BACHELOR OF MUSIC IN PERFORMANCE (STRING)

Additional Music Requirements (minimum of 9.75 credits)

Additional Private Lessons . . . . . (4.5)
Additional Music Ensemble (CA). . . . . (.5)
MUSC 102X Alexander Technique. . . . . (.25)
MUSC 331 (W) Style Analysis . . . . . (1)
1.5 credits from the following:. . . . . (1.5)
- MUSC 236 (CA) Elementary Music Composition I (.5)
- MUSC 239 Jazz Theory and Improvisation (.5)
- MUSC 255 Basic Conducting (.5)
- ANTH 343 Ethnomusicology (1)

One course from Special Topics in Music History . . . . . (1)
- MUSC 462 (IT) History and Literature of Art Song (1)
- MUSC 445 Masterpieces of Chamber Music (1)
- MUSC 446 The Music of Wagner (1)
- MUSC 447 The Music of Haydn (1)

MUSC 350 String Pedagogy and Literature. . . . . (.5)
MUSC 496 Senior Recital. . . . . (.5)
Successful completion of functional piano exam or Functional Piano Class II

BACHELOR OF MUSIC IN PERFORMANCE (OTHER THAN PIANO, STRING OR VOICE)

Additional Music Requirements (minimum of 9.75 credits)

Additional Private Lessons .....(4.5)
Additional Music Ensemble (CA).....(.5)
MUSC 102X Alexander Technique.....(.25)
MUSC 331 (W) Style Analysis .....(1)
1.5 credits from the following:.....(1.5)
  MUSC 236 (CA) Elementary Music Composition (.5)
  MUSC 239 Jazz Theory and Improvisation (.5)
  MUSC 255 Basic Conducting (.5)
  ANTH 343 Ethnomusicology (1)
One course from Special Topics in Music History .....(1)
  MUSC 462 (IT) History and Literature of Art Song (1)
  MUSC 445 Masterpieces of Chamber Music (1)
  MUSC 446 The Music of Wagner (1)
  MUSC 447 The Music of Haydn (1)
MUSC 490 Independent Study: Pedagogy and Literature .....(.5)
MUSC 496 Senior Recital.....(.5)
Successful completion of functional piano exam or Functional Piano Class II

BACHELOR OF MUSIC IN COMPOSITION

Additional Music Requirements (minimum of 9 - 9.5 credits)

Additional Private Lessons .....(2)
MUSC 236 (CA) Elementary Music Composition I .....(.5)
MUSC 237 (CA) Elementary Music Composition II .....(.5)
MUSC 336 Intermediate Music Composition I.....(.5)
MUSC 337 Intermediate Music Composition II .....(.5)
One course from the following:.....(.5 - 1)
  MUSC 239 Jazz Theory and Improvisation (.5)
  ANTH 343 Ethnomusicology (1)
MUSC 255 Basic Conducting.....(.5)
MUSC 331 (W) Style Analysis .....(1)
MUSC 339 Digital Music Techniques .....(.5)
MUSC 340 Orchestration.....(.5)
One course from Special Topics in Music History .....(1)
  MUSC 462 (IT) History of Literature of Art Song (1)
  MUSC 445 Masterpieces of Chamber Music (1)
  MUSC 446 The Music of Wagner (1)
  MUSC 447 The Music of Haydn (1)
MUSC 497 Senior Composition Project (Fall .5, Spring .5) .....(1)
Successful completion of functional piano exam or Functional Piano Class II

REQUIREMENTS FOR THE MUSIC MINOR
(5 credits)

The Minor Program in Music consists of 5 credits in Music chosen from the following courses in consultation with the Music Department.

MUSC 131, 133, 231 Music Theory I, II, III . . . . . (1.5)
MUSC 132, 134 Ear Training I, II . . . . . (1)
One credit from the following: . . . . . (1)
  MUSC 118 (W) Mozart: His Life, Times and Music (1)
  MUSC 219 The Age of Beethoven (1)
  MUSC 241 (W; TH) Music History I (1)
1.5 credits from the following:. . . . . (1.5)
  Private Lessons (.25 each)
  Music Ensembles (CA) (.25 each)

FACULTY AND PRIVATE LESSON INSTRUCTORS:

John Peel, Irene Gerlinger Swindells Professor of Music, Composer-in-Residence, Chair
Cindi Bartels, Instructor of Music (Clarinet)
Stan Bock, Instructor of Music (Trombone, Tuba, Euphonium, Jazz)
John Boelling, Instructor of Music (Voice)
Jay Chen, Instructor of Music (Trumpet)
Jean-David Coen, Professor of Music (Piano, Music History)
John Doan, Associate Professor of Music (Guitar)
Marva G. Duerksen, Assistant Professor of Music (Music History, Music Theory)
Mike Hettwer, Instructor of Music (Horn)
Mitch Iimori, Instructor of Music (Bassoon, Oboe)
David Ingram, Instructor of Music (Piano), Staff Accompanist
Randy Kem, Instructor of Music (Saxophone)
Anita S. King, Professor of Music(Piano, Accompanying, Alexander Technique)
Robert King, Instructor of Music (Piano)
Paul Klemme, Instructor of Music (Organ), Male Ensemble Willamette
Wallace H. Long, Professor of Music (Choirs, Chamber Choir, Willamette Singers, Music Education)
Warren Murray, Instructor of Music (Percussion)
Mike Nord, Assistant Professor of Music (Music Technology, Music Education, Jazz)
Shelly O'Donin, Instructor of Music (Flute)
Jeffrey Parsons, Instructor of Music (Harp)
Tim Robblee, Instructor of Music (Bands, Jazz Ensemble, Music Education)

Daniel S. Rouslin, Professor of Music (Violin, Music Literature, Music Theory)
Ian Scarfe, Staff Accompanist
Elizabeth Shoemaker, Instructor of Music (Bassoon)
Julian Snow, Instructor of Music (Jazz Piano)
Susan St. John, Instructor of Music (Voice, Dramatic Vocal Arts)
Allison Swensen-Mitchell, Instructor of Music (Voice)
Christine Welch, Instructor of Music (Voce Femminile)
Hekun Wu, Associate Professor of Music (Cello, Orchestra, Music Theory)
Elise Yun, Visiting Assistant Professor of Music (Piano)

COURSE DESCRIPTIONS

MUSC 029X (*CA) University Chamber Orchestra (.25)
Exploration of literature for chamber orchestra with special emphasis on music for strings. Spring semester may include performing in the pit for the production of Musical Theater Workshop. Open to all students through interview. May be repeated for credit. Every semester. Rouslin

MUSC 030X (*CA) Salem Chamber Orchestra (.25)
This orchestra unites university and community, student and professor, amateur and professional in the common cause of making music. The ensemble performs major orchestral works from all periods in five subscription series concerts each year. Open to qualified instrumentalists by audition. Prerequisite: Two semesters of MUSC 029X, MUSC 032X, or MUSC 042X. Creating in the Arts. May be repeated for credit. Every semester. Wu

MUSC 031X (*CA) Jazz Ensemble (.25)
Music in various modern jazz ensemble styles will be studied through rehearsal and performance. Creating in the Arts. Prerequisite: audition. May be repeated for credit. Every semester. Robblee

MUSC 032X (*CA) Wind Ensemble (.25)
Exploration of a wide variety of significant literature for wind ensemble, representing all styles and periods and the highest performance standards of this genre. A considerable amount of sight reading will be included as well as a number of concerts. In some years the ensemble makes a concert tour. For the advanced musician, by audition. May be repeated for credit. Every semester. Robblee

MUSC 034X (*CA) Dramatic Vocal Arts (.25)
A workshop-based ensemble in which students research and prepare scenes for performance from traditional and contemporary musical theatre and operatic literature.

Students participate in the development of thematic design, historical detail, and technical aspects of production. Semester culminates in a piano or instrumental-accompanied semi-staged public performance of scenes. Audition required. Every semester. St. John

MUSC 036X (*CA) Chamber Music (.25)
The coaching and performing of major works from the chamber music literature, with emphasis on rehearsal technique and small ensemble skills. Typical chamber groups are: Flute Choir, Trumpet Choir, Trombone Choir, Woodwind Quartet, Waller String Quartet, Brass Quintet, and Jazz Combo. Other chamber groups may be created depending on the availability of qualified instrumentalists. May be repeated for credit. Prerequisite: Consent of instructor. Every semester. Staff

MUSC 037X (*CA) Willamette Singers (.25)
Exploration of vocal jazz literature for small groups. Performs both on and off campus and tours annually. Admission through audition. May be repeated for credit. Every semester. Long

MUSC 040X (*CA) Chamber Choir (.25)
Exploration of choral literature from the Renaissance, Baroque, Classical, Romantic and Contemporary style periods, including both unaccompanied and instrumentally accompanied works. In some years a concert tour is taken. For the advanced vocalist, by audition. May be repeated for credit. Every semester. Long

MUSC 041X (*CA) Willamette Master Chorus (.25)
Exploration of choral literature from Renaissance, Baroque, Classical, Romantic, and Contemporary style periods, including both accompanied and instrumentally accompanied works. Class includes a mixture of Willamette students and community members. Admission through audition. May be repeated for credit. Every semester. Klemme

MUSC 042X (*CA) University Band (.25)
Exploration of a wide variety of significant literature for band representing many styles and periods. A considerable amount of sight reading will be included and a number of concerts of widely varied appeal will be presented. Open to all students through interview. Creating in the Arts. May be repeated for credit. Every semester. Robblee

MUSC 043X (*CA) Voce Femminile (.25)
Exploration of a wide variety of choral literature suitable for female voices. Particular attention will be given to the development of vocal technique and musicianship. Open to qualified students through audition. May be repeated for credit. Every semester. Welch

MUSC 044X (*CA) Male Ensemble Willamette (.25)
Exploration of a wide variety of choral literature suitable for male voices. Particular attention will be given to the development of vocal technique and musicianship. Open to qualified students through audition. May be repeated for credit. Every semester. Klemme

**To receive Creating in the Arts credit in Music Ensemble courses, students must take four Music Ensemble courses in one discipline; i.e., vocal or instrumental.*

MUSC 099X Seminar in the Art of Piano Accompanying (.25)
The study of the art of piano accompanying. Emphasis on sight reading and the development of the listening and interpreting skills necessary for successful ensemble performance. Weekly seminar which includes live performances by students, lectures, discussions and assigned listening. May be repeated for credit. Fall, King; Spring, Coen

MUSC 102X Alexander Technique for Musicians (.25)
This course is for students interested in exploring movement as it relates to playing a musical instrument or singing. Students will gain ease in performing and learn how improved coordination enables them to avoid fatigue, injury, and technical limitation. Open to majors and non-majors. Prerequisite: experience with singing or playing an instrument (need not be advanced). Fall. King

MUSC 118 (W) Mozart: His Life, Times and Music (1)
This course investigates the life, times and music of Mozart particularly through his letters and those of his family, as well as the comments of his contemporaries. Although the course studies the unique qualities of his music, no musical training is required. Writing-centered. Staff

MUSC 121 (CA) Creating Music with Technology (1)
Creating music offers insights into the composer's art and a means of personal expression. Current technology allows the opportunity to compose music even for those without traditional skills or training. Intended for the non-music major, this hands-on class will directly involve students in the creation and recording of original music and sound resources. Final project recordings will be presented in a virtual concert. Prerequisite: Students should have basic computing and computer file management skills. Creating in the Arts. Spring. Nord

MUSC 130 Fundamentals of Music (.5)
A technical course in music basics. Students will develop a working knowledge of keys and key signatures, scales, triads, rhythm and meter. The ear-training aspect of the course will include piano and singing skills, intervals, scales and the dictation of

short motives. This is an entry-level course in music theory for music majors and minors, not a music appreciation course. Laboratory. Spring. Staff

MUSC 131 Theory I (.5)
The course will include the basic techniques of melodic analysis and the fundamental principles of 18th- and 19th-century diatonic harmony. Course will examine the species counterpoint of Fux and the beginnings of diatonic harmony. Prerequisite: MUSC 130 or consent of instructor. Laboratory. Fall. Staff/Nord

MUSC 132 Ear Training I (.5)
Rhythm, meter, scales, intervals, and functional harmony will be covered. Introduction to computer applications. Prerequisite: MUSC 130 or consent of instructor. Fall. Staff/Nord

MUSC 133 Theory II (.5)
The course will provide the student with the study of seventh chords, modulations and chromatic harmony, through part-writing and analysis of music. Introduction to musical form includes the study of periodic phrase structure. Prerequisite: MUSC 131 or consent of instructor. Spring. Staff

MUSC 134 Ear Training II (.5)
Continuation of MUSC 132 with harmonic content expanded to include progressions and melodies with secondary dominants and seventh chords. Prerequisite: MUSC 132 or consent of instructor. Spring. Staff

MUSC 135 Foundations of Music Education (.5)
This course will explore historical, theoretical, political, philosophical, and practice-based issues with a view towards providing students a foundation for understanding the current state of music education. Foundations of Music Education seeks to empower each student to think critically, reflectively, and in an informed manner as they continue the process of becoming educators. Fall. Nord

MUSC 142 (IT) The Conception of Death in Western Classical Music (1)
The course is intended for nonmusic majors. After an initial introduction to the vocabulary of musical phenomena (beat, rhythm, pitch, harmony, texture, form), the course will explore specific works, primarily of Western European, Russian, and American art music, that intersect with expressions of death in literature, ritual, or in a composer's own imagination. Music will be viewed as a text unto itself, as well as a means of elevating verbal text to new levels of expressiveness. Students may present more contemporary musical expressions of death in a final oral presentation. Interpreting Texts. Death Cluster. Spring. Rouslin

MUSC 153 Functional Piano Class I (.25)
This course is designed for and limited to students in Bachelor of Music Degree programs. Includes basic piano technique of scales, arpeggios and chords as well as development of sight-reading, transposing and performance abilities adequate for functioning at the piano. Successful completion of this course and Functional Piano Class II is one way to satisfy the functional piano requirement. Fall. Ingram

MUSC 153A Functional Piano Class II (.25)
Continuation of MUSC 153, further development of piano technique skills and application of transposition, sight reading and score reading abilities in more challenging examples. Prerequisites: MUSC 153 or consent of the instructor. Successful completion of this course and MUSC 153 Functional Piano Class I is one way to satisfy the functional piano requirement. Spring. Ingram

MUSC 154 Brass Class (.5)
This class has two primary goals for each student: (1) the acquisition of a basic performance ability on and understanding of brass instruments including the acoustics, history, unique characteristics and other elements of each brass instrument; and (2) the acquisition of teaching techniques and resources for use in teaching brass for beginning brass classes of all ages and in a variety of settings, including elementary, junior high, middle and high schools, as well as in nonpublic school settings. Alternate years. Bock

MUSC 155 Percussion Class (.5)
This course will involve the acquisition of a basic performance ability on percussion instruments, with some time devoted to developing the ability to teach concepts of playing percussion instruments to students. Much time will be spent developing a basic technique on snare drum, with the remaining time to be spent with timpani and other membranophones, the mallet percussion instruments, set drumming, the concert band or orchestra percussion section and the marching percussion section. Alternate years. Murray

MUSC 156 String Class (.5)
The purpose of this course is to acquaint future music educators with the basics of string playing, tto ground them in pedagogical concepts designed to promote a love of music in beginning string students and to create beneficial physical habits as the student progresses on the instrument of choice. Limited to music majors. Alternate years. Rouslin

MUSC 157 Voice Class (.5)
This course is designed for music education and music therapy majors. It is intended to give the student an understanding of the physiology of the voice, how their own instrument functions and how to teach others to sing correctly. Identifying

vocal problems in themselves and others and learning how to solve these problems through various teaching techniques is an important aspect of this course. Alternate years. Staff

MUSC 158 Woodwind Class (.5)
This class has two primary goals for each student: (1) the acquisition of a basic performance ability on and understanding of woodwind instruments, especially flute and clarinet, including the acoustics, history, unique characteristics and other elements of each woodwind instrument; and (2) the acquisition of teaching techniques and resources for use in teaching woodwind for beginning woodwind classes of all ages and in a variety of settings, including elementary, junior high, middle and high schools, as well as in nonpublic school settings. Limited to music majors. Alternate years. Staff

MUSC 159 Guitar Class (.25)
Development of applied guitar terminology; basic notation for melody and accompaniment; beginning left and right hand techniques; basic music theory as applied to guitar; learning how to practice and play by ear. Performance of music in a variety of styles to include folk, blues, classical, and contemporary. Every semester. Doan

MUSC 170, 270, 370 and 470 Applied Instrumental and Vocal Instruction (.25 or .5 or 1)
First through fourth year. Development of applied instrumental and vocal skills, starting with the student's level of attainment. May be repeated for credit. Permission of the instructor. Every semester. Staff

MUSC 190 Independent Study (.5 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 or to satisfy a student's interests. Such an option will usually be open only to seniors. Every semester. Staff

MUSC 207 (CA) Improvisation (1)
Improvisation is an approach to music making that crosses boundaries of medium, style, and culture from rock to raga, jazz to new music. With a focus on free and semi-structured approaches, this class will experiment with a range of musical elements and ideas through hands-on improvisational performance. Interactive improvising with other art forms will also be explored. All instrumentalists/vocalists are welcome. No prior improvisational experience is necessary. Creating in the Arts. Permission of instructor required. Alternate years. Nord

MUSC 210 (IT) Music of America (1)
This course is intended to survey the growth and development of the musical arts in America. Starting with an introduction to fundamentals of music the course is followed by an overview of Native American, African, European, and Hispanic influences on the development of American Music. Special attention will be paid to how music was created and experienced; how music functioned in relation to society and religion; how meaning is inherent in both style and subject matter; and how music is important to us today. Interpreting Texts. Spring. Doan

MUSC 212 (IT) Jazz: America and Beyond (1)
This course will present an overview of the evolution, contexts, and artistry of Jazz music and musicians. Primary focus will be on the recordings of seminal artists. Reading and discussion will offer additional perspectives. Students will synthesize these elements, constructing their own understanding of Jazz music and its many dimensions. Interpreting Texts. Alternate falls. Nord

MUSC 219 The Age of Beethoven (1)
Major works of Beethoven placed in historical perspective through a study of compositional styles before and after Beethoven to attempt to determine how his musical style reflects the Classic-Romantic spectrum of musical thought. Exploration of social change, artistic and philosophic thought from 1770 to 1830, with Beethoven's works interpreted in the light of the times of the French Revolution. Alternate years. Coen

MUSC 231 Theory III (.5)
The course will provide a continued study of chromatic harmony as well as an in-depth study of musical form including simple-sectional forms and baroque continuous forms (invention, fugue, ritornello). Prerequisite: MUSC 133 or consent of instructor. Fall. Staff

MUSC 232 Ear Training III (.5)
The course will continue Ear Training II in melodic and harmonic dictation, keyboard harmony, performance of rhythmic patterns and sight-singing with the addition of harmony such as Neapolitan and augmented-sixth chords. Prerequisite: MUSC 134 or consent of instructor. Fall. Staff

MUSC 233 Theory IV (.5)
The course will focus on classical developmental forms (sonata, sonata-rondo, concerto), 19th-century harmonic practices and an introduction to 20th-century music (Debussy, Bartok, Stravinsky and Schoenberg). Prerequisite: MUSC 231 or consent of instructor. Spring. Staff

MUSC 234 Ear Training IV (.5)
This course will continue Ear Training III in keyboard harmony, sightsinging, melodic and harmonic dictation and performance of complex rhythmic patterns. Prerequisite: MUSC 232. Spring. Staff

MUSC 236 and 237 (CA) Elementary Music Composition I and II (.5 each)
In this course students write pieces based on models from the Baroque and Classical periods. Concepts of harmony, phrase structure, form and articulation are developed in strict composition exercises. In consultation with the instructor, students also work on individual projects in free composition. A once-a-year concert or reading session is devoted to showcasing the students' work. Prerequisite: MUSC 233 Theory IV or consent of instructor. Creating in the Arts. Fall (236), Spring (237). Peel

MUSC 239 Jazz Theory and Improvisation (.5)
This course is open to all students with a desire to understand jazz theory and jazz improvisation. Jazz chord theory and symbols, jazz scale theory, II, V, I chord progressions, the blues, application of jazz theory to jazz literature, beginning concepts of jazz improvisation. Students will apply theory to their own voice or instrument. By permission of instructor. Alternate years. Nord

MUSC 241 (W; TH) Music History I (1)
This course is the first part of a three semester study intended to introduce the major styles and musical compositions of Western European culture. It covers the period from approximately 400 A.D. to 1620 and explores: Gregorian Chant through the beginnings of polyphony, English and Burgundian music at the close of the middle ages and Renaissance Music. Special attention will be paid to how music is created and experienced within a culture; how early music practice within the Catholic Church reflected various Mediterranean traditions; the aesthetic and religious dialogue surrounding the issue of text-setting, how concepts like dissonance are historically embedded, how socio-cultural factors influence music and conversely how music has influenced culture and society. Illustrations by means of lectures, score analysis, class performances and discussion. Writing-centered. Thinking Historically. Prerequisites: MUSC 231 and MUSC 232. Spring. Coen

MUSC 251 Introduction to Piano Pedagogy (.5)
An introduction to the materials and methods available to the prospective teacher of piano. This course will also provide examination and understanding of the various pedagogic and technical issues, in their proper historical context, that emerge in the teaching of the standard literature. Various traditions of piano technique will be examined in addition to discussion of "graded" approaches to the development of musical thought. Alternate years. Coen

MUSC 255 Basic Conducting (.5)
Basic techniques of choral and instrumental conducting. Techniques needed by music education majors and also to enhance any musician's participation in a baton-conducted ensemble. Emphasis on practical problems to gain experience. Prerequisites: MUSC 132 and consent of instructor. Fall. Long

MUSC 266 Diction for Singers I (.5)
Principles of English and Italian phonetics for singing. Learning to apply the International Phonetic Alphabet to song texts in each language. Fall. Staff

MUSC 267 Diction for Singers II (.5)
Principles of French and German phonetics for singing. Learning to apply the International Phonetic Alphabet to song texts in each language. Spring. Staff

MUSC 290 Independent Study (.5 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 or to satisfy a student's interests. Such an option will usually be open only to seniors. Every semester. Staff

MUSC 331 (W) Style Analysis (1)
In this course students will apply the analytical techniques mastered in Theory III and IV to a few select works that will be studied in depth. The aim of the course is to enhance the students' understanding of musical style as it applies to individual composers and to musical periods. The course requires the writing of several analytical papers. Writing-centered. Prerequisite: MUSC 233. Spring. Duerksen

MUSC 333 Counterpoint (.5)
Students will master the principles of melodic construction, voice-leading and harmonic progression through the writing of musical exercises. The first half of the course will focus on species counterpoint. The second half will adapt species counterpoint to include harmonic progression. The course will culminate in the writing of an actual piece in Baroque style. Alternate years. Staff

MUSC 336 and 337 Intermediate Music Composition I and II (.5 each)
In this course the strict composition assignments employ chromatic harmony, serial procedures and larger formal designs. Contemporary orchestration techniques and notation are also introduced. Private lessons are devoted to a free composition project in consultation with the instructor. A once-a-year concert or reading session is devoted to showcasing the students' work. Prerequisite: MUSC 237. Fall (336), Spring (337). Peel

MUSC 339 Digital Music Techniques (.5)
Students will explore digital music techniques through their application to creative projects. These techniques will include MIDI and Digital Audio sequencing, Digital Audio sound design, synthesis, and audio production techniques. Issues relating to the design and construction of digital music workstations will be addressed. Fall. Nord

MUSC 340 Orchestration (.5)
This course will focus on the various families of instruments: strings, woodwinds, brass and percussion. Ranges, transpositions, and idiomatic scoring for each instrument will be studied. Class projects include preparing scores for small instrument combinations and a final project preparing a full band or orchestral score. Alternate years. Staff

MUSC 342 Music History II (1)
The changes in Western music history from the early Baroque period through the classic and Romantic periods. Illustrations by means of class performances, score analysis and recordings. Readings in corollary cultural history. Prerequisite: MUSC 233. Fall. Coen, Duerksen

MUSC 343 Music History III (1)
A study of the major epochs and developments in music history in the modern and post-modern eras, from the premiere of Wagner's Tristan to the present. Prerequisite: MUSC 342. Spring. Peel

MUSC 348 Secondary General Music Resources (.5)
Strategies and methods of teaching General Music in secondary school settings. Topics will include music appreciation, history, theory, composition, alternative performance, and the special needs of adolescents. Active participation in classroom music activities will facilitate development of students' musical, pedagogical, creative, and critical thinking with a view toward empowering them to develop and carry out their own curriculum. Prerequisite: MUSC 135. Alternate years, spring. Nord

MUSC 349 Elementary Music Resources (.5)
This course will explore strategies and methods of music education in elementary school settings with classroom practice as its frame of reference. Through active participation in classroom music activities, students will develop their own musical, pedagogical, creative, and critical thinking with a view toward empowering them to design and implement curriculum. Prerequisite: MUSC 135. Alternate years, spring. Nord

MUSC 350 Seminar in String Pedagogy and Literature (.5)
The course will cover the elements common to pedagogies of all strings, violin through bass, and the elements unique to each instrument. The course includes philosophical and physiological approaches to teaching students of different ages. Included also is a review of some of the more common pedagogical literature and a consideration of different approaches. Each instrument's literature is studied for its appropriateness to students at various levels of development. Prerequisite: Four semesters of private applied instruction at the college level. On demand. D. Rouslin, Wu

MUSC 351 Vocal Pedagogy (.5)
This course will examine the anatomy and physiology of the vocal instrument and study the history, theory, and practice of the teaching of singing in Western music. Direct observation of Willamette University voice faculty in studio lessons will be included in the course activities, which will culminate in the practical teaching experience of a series of lessons given by students. Prerequisite: MUSC 170, 270 (4 semester of private voice instruction). On demand. Staff

MUSC 352 Vocal Music Resources (.5)
The course will include the study of choral literature, materials, principles, class procedures, ensembles, programming and performance, general administration and objectives in school vocal music on the secondary school level. Directed observation of vocal public school music practice will be included in course activities. Alternate years. Long

MUSC 356 Instrumental Music Resources (.5)
The course will include the study of instrumental literature, materials, principles, class procedures, ensembles, programming and performance, general administration, and objectives in school instrumental music on the secondary and elementary school level. Directed observation of public school instrumental music groups will be included in course activities. Alternate years. Robblee

MUSC 359 Applications of Technology in Music Education (.5)
In hands-on fashion, students will explore a range of music software and hardware with a view toward developing strategies for music technology use in school settings. Topics will include computer-assisted instruction, computer-based creative approaches, keyboards in the classroom, WWW resources, and developing HTML instruction materials, creation/maintenance of music workstations. Prerequisite: MUSC 135. Closed to Freshmen. Alternate years, spring. Nord

MUSC 390 Independent Study (.5 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 or to satisfy a student's interests. Such an option will usually be open only to seniors. Every semester. Staff

MUSC 435 Advanced Conducting (.5)
The course follows and builds on expertise gained in Basic Conducting for the Music Education major. Advanced conducting technique, score preparation, rehearsal technique and the artistic and musical performance of advanced choral and instrumental literature. Prerequisite: Basic Conducting MUSC 255. Alternate years, spring. Robblee

MUSC 445 Masterpieces of Chamber Music (1)
An in-depth analytical study of music composed for small groups (2–13 instruments), this course will focus on selected works composed between 1750 and 1950 which have made a significant impact in the evolution of Western music. The format of the class is lecture and discussion with students and professor taking turns presenting. Live performances by students, faculty and visiting ensembles will be used whenever possible. Designed primarily for music majors. Prerequisite: MUSC 343 or consent of instructor. Music History Period Course. Alternate years. Rouslin

MUSC 446 The Music of Wagner (1)
A study of the music and artistic theories of Wagner, concentrating on the Ring operas, Tristan und Isolde and Parsifal. The course will include analysis of musical structure and a study of the relations among drama, text and music. Writings from artists and philosophers contemporary with Wagner will be studied to provide intellectual, musical and political background. Prerequisite: MUSC 343 Music History Period Course. Alternate years. Peel

MUSC 447 The Music of Haydn (1)
A study of the music and relevant issues of aesthetics, style, genre, and form in the music of Haydn, concentrating on the string quartets, the symphonies, and the late vocal works. The course will include analysis of musical structure and a study of the relations among genre, style, and form. Writings from Haydn's early biographers and excerpts from contemporaneous reviews will provide insight into eighteenth-century assessments of his music. More recent discussions of the music of Haydn will acquaint students with present-day issues that arise in scholarly discussions of Haydn's music. Prerequisite: MUSC 343 . Alternate years. Duerksen

MUSC 462 (IT) History and Literature of Art Song (1)
An examination of the development and repertoire of the art song genre (defined primarily as a work for a single voice with piano accompaniment) and of the response of composers of the German Lied, the French melody, and the English-language art song to the stimulus of a poetic text. Ability to read a piano-vocal score in musical notation is required. Reading knowledge of French and German is not required, but will be an asset to the student. Interpreting Texts. Prerequisite: MUSC 343 or permission of instructor. Alternate years. Staff

MUSC 490 Independent Study (.5 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 or to satisfy a student's interests. Such an option will usually be open only to seniors. Every semester. Staff

MUSC 491 Seminar in Music Education (.25)
A senior seminar and supervised practicum for students completing the Emphasis in Music Education program. Theoretical, philosophical, and practice-based issues will be explored. Individual projects will involve writing and teaching presentations. Register Fall and Spring of senior year. Every semester. Long, Nord, Robblee

MUSC 492 Conducting Internship (.25)
This course consists of one-on-one classes between the student and the conductor for either Chamber Choir, Wind Ensemble or Orchestra. Preliminary time will be spent in the music library researching scores, then sight-reading with the ensemble, rehearsing and preparing a score with the ensemble for public performance. Prerequisite: MUSC 435. Every semester. Long, Robblee, Wu

MUSC 496 Senior Recital (.5)
Preparation by all Bachelor of Music candidates in Performance, and by other suitable candidates, of representative works from all appropriate major stylistic periods. Required of all Performance Majors. Every semester. Staff

MUSC 497 Composition Senior Project (.5 or 1)
The final project is an original composition in a large-scale form: orchestra piece, wind quintet, string quartet, song cycle or choral cantata. The student will choose the particular medium and form in consultation with the professor. A defense of the composition before a panel of three faculty members will take place at the completion of the project. Required of all composition majors in the senior year, the course is taken one semester for a full credit or spread over two semesters for .5 credits each. Every semester. Peel

PHILOSOPHY

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

REQUIREMENTS FOR THE PHILOSOPHY MAJOR
(8 credits)

PHIL 230 History of Philosophy: Ancient and Medieval . . . . . (1)
PHIL 231 History of Philosophy: Modern. . . . . (1)
*Five credits in Philosophy . . . . . (5)
PHIL 492 (W) Philosophy Senior Seminar:
Writing Philosophy** . . . . . (1)

**HUM 497 (W)/CLHI 497 (W) Humanities Senior Seminar may be used as one of these credits with departmental approval.*

***With departmental approval, students may satisfy this requirement by taking PHIL 490 Independent Study (1 credit). Students who wish to pursue the option of an independent study in this context should apply to the department and submit a prospectus.*

REQUIREMENTS FOR THE PHILOSOPHY MINOR
(5 credits)

Three credits in Philosophy at the 200 level or above . . . . . (3)
Two additional credits in Philosophy . . . . . (2)

FACULTY

Sally Markowitz, Professor of Philosophy, Chair
Louis F. Goble, Professor of Philosophy
Randall Havas, Associate Professor of Philosophy
Kenneth Kirby, Visiting Assistant Professor of Philosophy
Thomas B. Talbott, Professor of Philosophy

COURSE DESCRIPTIONS

PHIL 110 (AR) Philosophical Problems (1)
A general introduction to the problems and methods of philosophy drawing on classic and contemporary texts. Areas covered include metaphysics, epistemology,

ethics, logic and the philosophy of religion. Particular emphasis placed on analyzing, evaluating and constructing arguments. Analyzing Arguments, Reasons and Values. Every semester. Staff

PHIL 140 (QA) Symbolic Logic (1)
The construction of a formal system including a truth-functional and a predicate calculus. Rigorous reasoning about the properties of such a formal system. A discussion of some of the philosophical problems which arise from a consideration of this system. Quantitative and Analytical Reasoning non-starred. Every semester. Talbott, Goble

PHIL 150 (AR) Reason and Value in Plato's Republic (1)
In the Republic, Plato defines the life of virtue against a skeptical position that denies any significant connection between morality and happiness. Plato's defense of the view that the just life is always the happiest (and that injustice always makes one wretched) involves arguments about the nature of the soul, the meaning of happiness, the relation of individual and community, the nature of education, the limits of government and the role of art in a well-lived life. The aim of this course is to examine those arguments critically and, in the process, to deepen our understanding of what is involved in defending moral values on rational grounds. Analyzing Arguments, Reasons and Values. Fall. Havas

PHIL 210 Philosophy of Religion (1)
Problems of the philosophy of the Christian religion emphasizing religious language and knowledge claims. Certain basic problems of historical and philosophical interest, such as the grounds for belief in God. Alternate years. Talbott

PHIL 230 History of Philosophy: Ancient and Medieval (1)
Ancient and medieval philosophy from Thales through St. Thomas. The important ideas of leading philosophers and the movements they influenced. Emphasis is upon metaphysics and the problems of knowledge. Prerequisite: PHIL 110. Fall. Staff

PHIL 231 History of Philosophy: Modern (1)
Late Medieval, Renaissance and Modern Philosophy through Kant; emphasis upon metaphysics and the problems of knowledge. Major thinkers and influence on schools of thought such as Rationalism and Empiricism stressed. The impact of developments in science is studied, but considerations of ethics and social philosophy are not. Prerequisite: PHIL 110. Spring. Staff

PHIL 232 History of Philosophy: Contemporary (1)
Post-Kantian and contemporary Western philosophy. Major philosophers and movements of the 20th-century, including American. Prerequisite: PHIL 110. Alternate years. Staff

PHIL 235 (W) Philosophical Ethics (1)
Problems of moral judgment and general value theory. Representative theories of major moral philosophers; emphasis on contemporary ethical theory. Prerequisite: PHIL 110. Writing-centered. Alternate years. Markowitz

PHIL 238 Existentialism (1)
An introduction to the works of some of the chief figures of 19th- and 20th-century philosophy commonly labeled "existentialism": Soren Kierkegaard, Fredrich Nietzsche, Martin Heidegger and Jean-Paul Sarte. Prerequisite: One prior course in Philosophy strongly recommended. Annually. Havas

PHIL 242 (AR) What is Art? (1)
What makes something a work of art? Must an artwork be beautiful, or can anything, given the right context, count as a work of art? What does it mean to say that some works of art are better than others? This course will examine such questions and the heated controversies they have provoked among artists, critics, philosophers, anthropologists, historians, and others. Analyzing Arguments, Reasons, and Values. Alternate springs. Markowitz

PHIL 280 Epistemology (1)
Topics in the theory of knowledge: e.g., knowledge of the external world, skepticism, foundations of knowledge, perception, belief, justification, truth. Prerequisite: One course in philosophy. Alternate years, Fall. Goble

PHIL 325 Kierkegaard, Meaning, and the Self (1)
This course will critically examine the notion of the self that underwrites Kierkegaard's conception of the problem of meaning in modern culture. Prerequisites: Closed to freshmen. One Philosophy course or instructor's permission. Alternate years. Havas

PHIL 330 (W) Social and Political Philosophy (1)
A comparison of the conceptions of justice proposed by contemporary political philosophers: the liberalism of John Rawls, the libertarianism of Robert Nozick, the communitarianism of Michael Sandel. It will cover feminist and other radical critiques of these views. Prerequisite: One Philosophy course or instructor's permission. Writing-centered. Spring. Markowitz

PHIL 332 Philosophy of Science (1)
Philosophical analysis of concepts of scientific inquiry, such as: the structure of theory, observation, explanation and prediction, natural law, causation, confirmation, the existence of theoretical entities, the truth of scientific theories. Prerequisite: One course in Philosophy; some science recommended. Alternate years, Spring. Goble

PHIL 333 Metaphysics (1)
A study of some classical metaphysical concepts such as substance, essence, causation, time and freedom of will. Alternate years. Talbott

PHIL 336 Philosophy and Feminism (1) [Cross listed with WGS 336]
Do traditional philosophical theories promote ways of thinking that perpetuate gender inequality? We will evaluate feminist criticisms of epistemology, ethics, social theory and aesthetics. We will also examine feminist alternatives to traditional philosophical perspectives. Alternate years, Fall. Markowitz

PHIL 341 Heidegger's Being and Time (1)
A close and careful reading of Martin Heidegger's seminal work, Being and Time, with special attention paid to Heidegger's critique of traditional philosophy as well as to the conception of human beings he offers in its place. Prerequisites: One course in Philosophy or consent of instructor. Closed to freshmen. Alternate years. Havas

PHIL 343 Philosophy and the Arts (1)
An examination and evaluation of various theories about the nature of art and the aesthetic point of view. We will explore such issues as the possibility of defining art, the determination of the meaning and value of particular works of art, the relationship between our conception of art and the culture in which we live. We will also focus on the way art has developed in this century. Prerequisite: One course in Philosophy or consent of instructor. Spring. Markowitz

PHIL 350 The Self in Question (1)
An examination of the notion of the self from three different points of view. Is the self an object of some sort? If not, in what does self-knowledge consist? Is the self an activity? If so, are there better and worse ways of engaging in that activity? Is the self an illusion? If so, what accounts for the persistence of our sense of self? How might that illusion be seen for what it is? Readings from traditional and contemporary sources in Eastern and Western philosophy. Prerequisite: Philosophical Problems or consent of instructor. Alternate years, Fall. Havas

PHIL 354 (4th Sem Lang Req) Nietzsche and Philosophy (1)
An introduction to the work of Friedrich Nietzsche. Special attention to his attack on morality, his relationship to traditional philosophy, his conception of history and his understanding of the body and culture. Prerequisite: Philosophical Problems or consent of instructor. Fourth Semester Language Requirement. Alternate years. Fall. Havas

PHIL 360 (W) Philosophy of Mind (1)
Analysis of various concepts concerning consciousness and the mind. We will investigate such questions as: the mind-body problem; the problem of other minds; the privacy of experience; personal identity; and the relation between thought and language. Writing-centered. Prerequisite: PHIL 110. Alternate years, Spring. Goble

PHIL 370 (W) Philosophy of Language (1)
Critical examination of some of the concepts central to understanding what language is and the way language works. We will study various philosophical theories of language such as meaning, reference, naming, truth, necessity and analyticity and also look at how the analysis of language applies to other philosophical problems. Writing-centered. Prerequisite: PHIL 110. Alternate years, Fall. Goble

PHIL 388 Special Topics (1)
Content varies with semester. The course may study a particular philosopher or approach to philosophy, or it may examine a particular philosophical problem in depth; it may be historical or it may have a contemporary perspective. Prerequisite: PHIL 110 or consent of instructor. On demand. Staff

PHIL 390 and 490 Independent Study (.5 - 1)
Intensive study of a selected area. Prerequisite: Consent of instructor. On demand. Staff

PHIL 492 (W) Philosophy Senior Seminar: Writing Philosophy (1)
Focus on the craft of philosophical writing as well as on a particular philosophical topic. In addition to analyzing the structure of exemplary works of philosophy, students will criticize each other's work and revise their own short papers. Each student will then write and defend a major paper on some aspect of the topic of the seminar. Most philosophy majors will complete their Senior Year Experience through this course. The seminar is open to other qualified students with the instructor's consent. Writing-centered. Fall. Staff

PHYSICS

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

Many careers are open to those who understand some physics. Graduates work as astronomers, engineers, material scientists and physicists in government, industry and universities as well as in geophysics, oceanography, computer science, medical and health physics and in patent law.

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

REQUIREMENTS FOR THE PHYSICS MAJOR

(9 credits in Physics, 2 in Mathematics, 1 in Computer Science)

PHYS 221 (QA; NW) Introductory Physics I . . . . . (1)
PHYS 222 (QA; NW) Introductory Physics II . . . . . (1)
PHYS 223 (W) Modern Physics* . . . . . (1)
PHYS 339 Mechanics . . . . . (1)
PHYS 396 (W) Advanced Techniques in Experimental Physics . . . (1)
PHYS 496 Research Seminar (resident seniors only) . . . . . (1)
Choose two courses from the following: . . . . . (2)
  PHYS 335 Thermal Physics (1)
  PHYS 345 Electromagnetism (1)
  PHYS 453 Quantum Mechanics (1)
One additional course in Physics numbered above 200. . . . . (1)
MATH 249 (QA*) Multivariable Calculus . . . . . (1)
MATH 256 Differential Equations. . . . . (1)
CS 231 Introduction to Programming . . . . . (1)

**(W will be removed in 2007)*

Graduate schools often require students take courses similar to PHYS 335 (Thermal Physics), PHYS 345 (Electromagnetism, and PHYS 453 (Quantum Mechanics). Students intending to do graduate study in Physics should consider further mathematical study in linear algebra and complex variables. Students preparing for careers in engineering or applied science should consider taking Wave Phenomena and Electromagnetism plus one other course beyond the basic six. Students with other goals in mind should consult the faculty concerning their choice of elective courses beyond the basic six.

REQUIREMENTS FOR THE PHYSICS MINOR

(5 credits)

PHYS 221 (QA; NW) Introductory Physics I . . . . . (1)
PHYS 222 (QA; NW) Introductory Physics II . . . . . (1)
PHYS 223 (W) Modern Physics . . . . . (1)
Two additional Physics courses at 300- or 400-level . . . . . (2)

FACULTY

Roberta A. Bigelow, Associate Professor of Physics, Chair
Mark A. Beilby, Assistant Professor of Physics
Richard W. Watkins, Associate Professor of Physics

COURSE DESCRIPTIONS

PHYS 110 (NW) Astronomy (1)
An introduction to modern theories of the universe and its evolution. Topics include naked eye observations, the solar system, stars, galaxies, and cosmology. Emphasis will be placed on the scientific method and how we understand the universe in terms of basic physical principles. Understanding the Natural World. Laboratory. Fall. Watkins, Beilby

PHYS 221 (QA; NW) Introductory Physics I (1)
An introduction to classical mechanics and thermodynamics. This course studies the concepts and techniques required to measure, describe and predict the motion of particles and extended objects. Topics include kinematics of linear motion, forces and Newton's laws, gravitation, momentum, work, energy, rotational motion, angular momentum, torque, fluids, oscillations, temperature, heat, and thermal energy. Quantitative and Analytical Reasoning, Understanding the Natural World. Prerequisite: MATH 141 (or concurrent enrollment). Every semester. Staff

PHYS 222 (QA; NW) Introductory Physics II (1)
An introduction to electricity, magnetism, and optics. This course studies the concepts and techniques required to understand interactions between charged particles as well as light as an electromagnetic wave. Topics include electrical force, electric field, electric potential, capacitance, electric current, circuits, magnetic field, inductance, Faraday's law, electromagnetic waves, reflection, refraction, interference, diffraction and polarization. Quantitative and Analytical Reasoning; Understanding the Natural World. Prerequisites: PHYS 221 and MATH 141. Laboratory. Every semester. Staff

PHYS 223 (W) Modern Physics (1)
A survey of the major developments in physics of the 20th century, as well as an introduction to more sophisticated mathematical and laboratory techniques. Topics include special relativity, the quantum nature of light, the wave nature of particles, the Schrödinger equation, atomic physics, molecules, quantum statistical physics, nuclear physics, particle physics and cosmology. Prerequisites: PHYS 222 and MATH 142. Writing-Centered. Laboratory. Fall. Watkins, Bigelow

PHYS 335 Thermal Physics (1)
A study of systems with a large number of particles through the methods of thermodynamics and statistical mechanics. Topics include temperature, heat, thermal equilibrium, equipartition theorem, ideal gas, simple two state systems, entropy, heat engines, free energies, phase transformations, kinetic theory, partition functions, quantum statistics, and blackbody radiation. Prerequisites: PHYS 223 and MATH 142. Laboratory. Alternate years. Bigelow, Beilby

PHYS 339 Mechanics (1)
A study of classical mechanics developed by Newton and reformulated by Lagrange and Hamilton. Topics include vector kinematics and dynamics in Cartesian, cylindrical, and spherical form, two-body problem, oscillations, Lagrangian mechanics, non-inertial reference frames, coupled oscillation, rigid body motion. Prerequisites: PHYS 222 and MATH 249. Writing-Centered. Alternate years. Beilby, Bigelow

PHYS 342 Wave Phenomena (1)
A study of the mathematical theory of vibrations and waves as illustrated by mechanical and electromagnetic oscillations. Topics include: simple harmonic motion, forced vibrations and resonance, couple oscillators, wave equation for continuous systems, normal modes, and the superposition, reflection, refraction, interference, diffraction and polarization of waves. Mathematical techniques such complex analysis and Fourier analysis will be discussed. Prerequisite: PHYS 222. Laboratory. Alternate years. Beilby, Watkins

PHYS 345 Electromagnetism (1)
A study of electromagnetism using vector calculus. Topics include static electric and magnetic fields in vacuum and matter, electrodynamics, Maxwell's equations, and electromagnetic waves. Mathematical techniques using vector calculus, and other techniques such as solving boundary value partial differential equations will be discussed. Prerequisites: PHYS 222 and MATH 249. Alternate years. Beilby, Watkins

PHYS 396 (W) Advanced Techniques in Experimental Physics (1)
This course focuses on the methods of conducting research in experimental physics. Important research skills covered are literature searches, experiment design and theory, laboratory techniques, communication of research through oral presentations and written material. The integration of basic physics concepts learned in pervious courses will be emphasized. The first part of the course focuses on electronics, computer data acquisition, use of advanced equipment and data analysis. The second part of the course focuses on completing several advanced experiments, which are related to current research in the department. The final part of the course focuses on the proposing and designing an independent project. Writing-Centered. Prerequisite: PHYS 233. Laboratory. Spring. Bigelow, Beilby

PHYS 453 Quantum Mechanics (1)
A mathematical development of quantum theory. The first part of the course focuses on solving the Schrödinger equation in one, two and three dimensions. Further topics include the theory of angular momentum, the hydrogen atom, identical particles and quantum statistics, and time-independent perturbation theory. Prerequisites: PHYS 223 and MATH 249. Alternate springs. Watkins

PHYS 470 Advanced Topics in Physics (1)
This course focuses on a currently active research field in physics. Integration of fundamental concepts of physics will be applied to a specific topic such as astrophysics and cosmology, condensed matter physics, general relativity, and computational physics. Prerequisite: PHYS 223. Alternate springs. Staff

PHYS 490 Independent Study (.25 or .5 or 1)
Individual programs of independent study of topics selected in consultation with faculty. Every semester. Staff

PHYS 496 Research Seminar (1)
Required Senior Year Experience for all resident Physics majors. Students prepare and carry out individual research projects under the direction of a departmental faculty member. The final product of the course is a written senior thesis and a formal oral presentation. Prerequisite: PHYS 396. Fall. Staff

POLITICS

Politics courses are designed to give students opportunities to develop both theoretical and practical understandings of the political world. Students are encouraged to develop analytic and evaluative skills that will enable them to investigate, understand, and explain political phenomena. The Politics curriculum also aims to foster informed and active participation in the political process.

Those who pursue the Politics major have the opportunity to study in the areas of American politics, political philosophy, comparative politics, and international relations. The senior thesis, required of all majors, involves writing a major research paper under the close supervision of a faculty member. Opportunities for interning in government and politics at the local, state, or national levels are available for qualified students with required academic preparation.

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

REQUIREMENTS FOR THE POLITICS MAJOR
(10 credits)

Two credits are required at the 100 and 200 level. No more than four credits at the 100 and 200 level may count toward the major. If four credits are earned at the 100 and 200 levels, four credits are required in 300 level courses; if three credits are earned at the 100 and 200 levels, five credits are required in 300 level courses; if two credits are earned at the 100 and 200 levels, six credits are required in 300 level courses. Only one credit at the 100 level may count toward the major.

One course is required in each of the following three area concentrations of the major:

One course in Political Theory . . . . . (1)

POLI 212 (TH) History of Western Political Philosophy (1)
POLI 213 (W; IT) Writing Political Philosophy: Individuality and Community (1)
POLI 301 Liberalism and Its Critics (1)
POLI 303 (AR) Topics in Political Theory (1)
POLI 304 (W; AR) Politics of Environmental Ethics (1)
POLI 305 Modern Political Theory (1)
POLI 306 Critical Theories of the Law (1)
POLI 307 American Political Thought (1)
POLI 309 Politics and Literature (1)
POLI 311 (W; IT) Writing Political Humor (1)

POLI 315 Topics in Politics (1)

One course in American Politics . . . . . (1)
POLI 210 (US) American Politics (1)
POLI 307 American Political Thought (1)
POLI 315 Topics in Politics (1)
POLI 319 U.S. Welfare Policy (1)
POLI 334 Law and Public Policy (1)
POLI 337 Constitutional Law (1)
POLI 341 Environmental Policymaking: Politics and Process (1)
POLI 343 Oregon and the Politics of the Pacific Northwest (1)
POLI 345 Forest Ecology and Policy (1)
POLI 351 (W) Women in American Politics (1)
POLI 353 American Political Organizations (1)
POLI 354 The American Presidency (1)
POLI 358 American Political Development (1)
POLI 379 Latinos in US Politics (1)
POLI 396 Internship in Government and Politics (1-2)
POLI 398 Legislative Internship (1)

One course in Comparative and International Politics . . . . . (1)
POLI 214 (US) International Politics (1)
POLI 216 (US) Politics of Advanced Industrial Societies (1)
POLI 218 (US) Political Change in the Third World (1)
POLI 309 Politics and Literature (1)
POLI 315 Topics in Politics (1)
POLI 326 (W) Globalization and Equity (1)
POLI 362 Latin American Politics (1)
POLI 369 Women and Politics (1)
POLI 370 (W) Europe and the International System (1)
POLI 372 American Foreign Policy (1)
POLI 373 International Security and Cooperation (1)
POLI 374 Asia and the International System (1)
POLI/HIST 376 Latin American Revolutions (1) [Crosslisted]
POLI 378 (W) Nations and the International System (1)

One Capstone Course
POLI 480 (W) Senior Thesis is required of all majors. . . . . (2)

At least six credits must be completed in residence at Willamette University. No more than three credits toward the major may be earned through off-campus programs, including AP credit and transfer credits, no more than one credit may be earned toward the major through internship and no more than .25 credit may be earned toward the major through POLI 061X Model United Nations.

REQUIREMENTS FOR THE POLITICS MINOR

(5 credits)

Two credits are required at the 100–200 level. Three credits are required at the 300 level. Only one credit at the 100 level may count toward the minor. At least one course must be taken, at any level, in two of the three area concentrations: Political Theory; American Politics; and Comparative and International Politics. No more than one credit toward the minor may be earned through off-campus programs including AP credits and transfer credits. No credit in POLI 061X Model United Nations may count toward the minor.

FACULTY

Michael Marks, Professor of Politics, Chair
Sammy Basu, Associate Professor of Politics
Joe Bowersox, Associate Professor of Politics
Robert C. Dash, Professor of Politics
Richard J. Ellis, Mark O. Hatfield Professor of Politics
Greg Felker, Assistant Professor of Politics
Robert E. Hawkinson, Adjunct Professor of Politics and Dean of Campus Life
Melissa Buis Michaux, Assistant Professor of Politics
Thomas Scales, Visiting Instructor of Politics

COURSE DESCRIPTIONS

POLI 061X Model United Nations (.25)
Experience in research, preparation for and participation in Model United Nations. No more than .25 credit may be earned toward the major through POLI 061X. Every semester. Staff

POLI 117 (W) Colloquium: Resistance and Empowerment: Politics of the Other (1)
The course will focus on the writings of the traditionally disempowered — the colonized Third World, ethnic and racial minorities and women — to study the politics of exclusion, resistance and empowerment. Students will consider questions central to the discipline of politics from the perspectives of the marginalized groups. Writing-centered. Open to freshmen and sophomores only. Alternate years. Staff

POLI 118 (W; AR) Colloquium: Privacy (1)
This course examines arguments about privacy in the contemporary United States. Attention will be paid to the nature and structure of arguments about privacy, as well as to the ethical dilemmas and legal questions raised by privacy issues. Specific topics that will be taken up include abortion, drug testing, euthanasia, same-sex marriage, the Internet and surveillance in the workplace. Open to freshmen only.

Writing-centered. Analyzing Arguments, Reasons and Values. Alternate years. Ellis.

POLI 119 (IT) Colloquium: Politics and Popular Culture (1)
This course examines the connections between politics and popular culture. It looks at how politics and popular culture have evolved over time. The course introduces students to theoretical writings on politics and culture and methodologies for reading cultural texts. Interpreting Texts. Open to freshmen and sophomores only. Alternate years. Marks

POLI 120 (IT) Colloquium: Political Virtue: Good and Evil in Public Life (1)
This course will examine the changing conceptions of political virtue from the early Greeks to the late 20th-century. Topics include politics and happiness, the public good and changing notions of morality and ethics in political life. Interpreting Texts. Open to freshmen and sophomores only. Fall. Bowersox

POLI 121 (US) Colloquium: Work, Labor, Class (1)
This course examines the changing nature of work, labor, and class from early to "late" modernity. The course engages central debates regarding the political, economic, and cultural causes of change in the workplace, the labor force, and class formation. Service learning is required of students. Understanding Society. Open to freshmen and sophomores only. Alternate years. Dash

POLI 123 (AR) Colloquium: Citizenship and Apathy (1)
In contemporary politics, the phrase "self-government" appears to have lost its meaning for the average citizen who is increasingly less politically engaged and less socially active. This course examines the arguments about the political and social obligations of citizenship in democracies. We analyze the role of social capital and civic engagement in sustaining political life and consider the theories advanced to explain their decline. Analyzing Arguments, Reasons, and Values. Open to freshman and sophomores only. Fall. Michaux

POLI 124 (AR; W) Colloquium: Patriotism (1)
An intensive examination of the meaning of patriotism in the United States. Among the questions to be discussed are: What is the relationship between patriotism and nationalism? Is patriotism illiberal? What does it mean to be an American (or un-American)? Is America exceptional? How do individuals handle conflicting loyalties and identities: Does God come before country? Does family? Does the world? What is the meaning of disloyalty and how do we define and punish traitors? How does the nation attempt to make patriotic citizens? What is the origin of, and what continues to animate, our patriotic rituals such as the flag salute and pledge of allegiance? What do these rituals mean to people? The course will pay particular attention to the role of war in stimulating patriotic feelings in the wake

of September 11, 2001. Analyzing Arguments, Reasons, and Values. Writing-centered. Open to first year students only. Fall. Ellis

POLI 210 (US) American Politics (1)
This course reviews elements of American government in light of contemporary political issues, analyzes political processes through which public concerns are translated into public policies and develops analytical tools with which to examine American politics in its economic and social context. Understanding Society. Closed to seniors except with consent of instructor. Annually. Ellis, Hawkinson, Michaux

POLI 212 (TH) History of Western Political Philosophy (1)
This course studies selected authors in the history of Western political philosophy from Plato to Mill. Emphasis is placed upon the historically situated range of treatments of some of the fundamental theoretical and practical themes of political philosophy, including authority, justice, obligation, liberty, equality, property, revolution, order, progress and rights. Students will explore the interplay between such themes and ideas and the relevant historical, social or cultural contexts, before critically evaluating each philosopher's handling of them. Thinking Historically. Closed to seniors except with consent of instructor. Annually. Basu

POLI 213 (W; IT) Writing Political Philosophy: Individuality and Community (1)
This course examines relevant works of selected ancient and modern Western thinkers and analyzes different conceptions of individuality and community, the nature of their interactions and the implications for the contemporary evaluation of politics. Emphasis is also placed on the theory and practice of writing political philosophy. Writing-centered. Interpreting Texts. Open to freshmen and sophomores only. Annually. Basu

POLI 214 (US) International Politics (1)
Analysis and evaluation of the contending paradigms that inform the study of international politics. Examination of the relevance of these paradigms for understanding the nature and dynamics of the contemporary international system with special emphasis on selected international issues, e.g., nationalism, race and gender, global political economy, human rights, international law, national security and the global environment. Understanding Society. Closed to seniors except with consent of instructor. Annually. Bald, Marks

POLI 216 (US) Politics of Advanced Industrial Societies (1)
Comparative examination of the processes of change that give rise to new patterns of political and social behavior in advanced industrial society; analysis of the causes of these changes and their impact on political, social and economic life in selected

countries. Understanding Society. Closed to seniors except with consent of instructor. Spring. Marks

POLI 218 (US) Political Change in the Third World (1)
Comparative study of politics, development and change in selected countries of the Third World; an examination of the respective roles of domestic factors and the international system in shaping Third World countries. Understanding Society. Closed to seniors except with consent of instructor. Fall. Dash

POLI 301 Liberalism and Its Critics (1)
This course analyzes the debates between liberalism's defenders, including John Stuart Mill, Isaiah Berlin, Friedrich Hayek and Judith Shklar and liberalism's critics, especially feminists, communitarians, Marxists and conservatives. The course engages these debates not only at the philosophical level but also at the level of public policy, including contemporary controversies over pornography, children's rights, environmentalism, immigration, affirmative action and "hate speech." Prerequisite: One of POLI 117 - 124, 212, or 213 or consent of instructor. Alternate years. Ellis

POLI 303 (AR) Topics in Political Theory (1)
This course examines selected topics and themes in political theory, combining conceptual and normative analysis with applications to actual social and political institutions, processes and phenomena. Designation of specific topics will be made at the time of course offering. Analyzing Arguments, Reasons and Values. Prerequisite: One of POLI 117 - 124, 210, 212 or 213 or consent of instructor. Death Cluster. Annually. Basu

POLI 304 (W; AR) Politics of Environmental Ethics (1)
Critical and in-depth analysis of the human/nature relationship, its impact upon political theory and ethics, as well as its larger ramifications for social and moral life generally. Prerequisite: POLI 210 or consent of instructor. Writing-centered. Analyzing Arguments, Reasons and Values. Environmental Cluster. Fall. Bowersox

POLI 305 Modern Political Theory (1)
This course examines selected modern political theorists from Kant to contemporary theorists. Designation of specific theorists will be made at the time of course offering. Prerequisite: POLI 212 or 213 or consent of instructor. Annually. Basu

POLI 306 Critical Theories of the Law (1)
An introduction to the thought and philosophy of American jurisprudence, with specific emphasis upon the influences of the social sciences and humanities on our critical understanding of the foundations, place and function of the law in Ameri-

can history and contemporary politics. Prerequisite: One of POLI 117 - 124, or 210 or consent of instructor. Fall. Bowersox

POLI 307 American Political Thought (1)
Survey of American political thought from the Puritans through Jefferson. Focus on the American founding and its legacies. Emphasis on primary sources. Prerequisite: POLI 210 or consent of instructor. Alternate years. Hawkinson

POLI 309 Politics and Literature (1)
This course examines the political values, attitudes and images presented in a set of selected contemporary novels from the first, second and third worlds, to gain a comparative understanding of the nature and scope of politics in different political, economic and social settings. Prerequisite: POLI 117 or consent of instructor. Alternate years. Staff

POLI 311 (IT; W) Writing Political Humor (1)
This course explores the possibilities and perils involved in writing political humor. It retraces the history of political humor from contemporary political cartoons and films to the Athenian Old Comedy of Aristophanes. Of particular interest is the shifting relationship between humorous discourse and the viability of democratic institutions, culture, and cognitive practices. Students will write political humor of their own in a variety of genres and "publish" these writings on-line. Interpreting Text. Writing-centered. Prerequisite: One Politics class. Not open to freshmen. Alternate years. Basu

POLI 315 Topics in Politics (1)
This course enables faculty and students to focus on a specific topic in politics be it within or across the discipline's subfield. Topics will involve attention to some aspect of the interconnections between ideas, images, personalities, power, and institutions as these arise in the political, socio-economic, and cultural spheres. Designation of specific topic and relevant cases and theories will be made at the time of course offering. Prerequisite: Two Politics courses at the 100/200 level or consent of instructor. Alternate years. Staff

POLI 319 U.S. Welfare Policy (1)
This course examines the nature and development of welfare policy in the United States, analyzing both the philosophical underpinnings of social provision and the role of politics in shaping and changing the extent of that provision. In addition, we consider the most recent attempts to reform welfare, the obstacles to implementation of new policy, and the efforts of states to address poverty issues. Prerequisite: POLI 210 or consent of instructor. Annually. Michaux

POLI 326 (W) Globalization and Equity (1)
This course examines the complex process of globalization that is transforming contemporary politics, economics and culture. The course addresses the movements of political and cultural forms, people, knowledge, capital, technology and consumer goods across national boundaries; and analyzes their effects on state autonomy, public policy, political and cultural change and resistance and equity. Writing-centered. Prerequisite: One 200 level Politics course. Not open to freshmen. Annually. Dash

POLI 330 Topics in Public Policy (1)
This course examines the American public policy process through a case study approach. Attention will be paid to issues of policy formation and implementation with a focus on the role of national and state institutions in altering policy outcomes. Case studies will vary but may include: tax and budget policy, crime, education, housing, health care, morality policies. Prerequisite: POLI 210 or consent of instructor. Alternate years. Michaux

POLI 334 Law and Public Policy (1)
This course examines the law in its social context and the extent to which law reflects social philosophy and public policy. It analyzes law in its formal setting — opinions, precedents and rules — and its informal setting — policy discretion and the political nature of juries and prisons. The course considers the impact of legal education on values and social responsibility. Prerequisite: POLI 210 or consent of instructor. Alternate years. Bowersox

POLI 337 Constitutional Law (1)
This course examines the development of the U.S. Constitution from 1803 to the present from the perspective of Supreme Court decisions. Primary emphasis is placed on the definition of and the priority among principles of limited government, the protection of private property, the promotion of commerce and individual liberty. Prerequisite: POLI 210 or consent of instructor. Alternate years. Bowersox, Staff

POLI 341 Environmental Policymaking: Politics and Process (1)
A comprehensive analysis of the internal and external influences of the environmental policy process, locally, nationally and globally. Students will explore issue formation, models of policy decision-making, risk perception and assessment, and the motivations and powers of various actors in the policy process. Prerequisite: POLI 210 or consent of instructor. Annually. Bowersox

POLI 343 Oregon and the Politics of the Pacific Northwest (1)
Comparative state politics of the Pacific Northwest with primary focus on Oregon and extensive use of state government resources in Salem. Topics include: historical institutional development and political culture, regional and subregional politics,

state–federal relations, local governments, selected public policy areas, politics and parties, interest groups and movements. Prerequisite: POLI 210. Alternate years. Hawkinson, Ellis

POLI 345 Forest Ecology and Policy (1) [Crosslisted ENVR 445]
A case study approach to forests integrating forest policy and ecology. Using class and field instruction, students will design research projects that will emphasize the science and social science issues related to forest management. It is open only to seniors in Environmental Science or junior or seniors in Politics. Prerequisites: ENVR 220, POLI 210, BIOL 130 (or equivalent), and ERTH 112, or consent of instructor. Alternate falls. Arabas, Bowersox

POLI 351 (W) Women in American Politics (1) [Crosslisted with WGS 351]
This course examines the full range of women's participation in American political life through voluntary organizations, social movements and electoral politics. We explore the relationship between the two strains of feminism that have motivated women to political action: difference feminism and equality feminism, and reflect on the uneasy alliance between the struggle for racial equality and gender equality. Contemporary "women's issues" are covered: abortion, welfare, and pay equity. More generally, this course raises questions about the theory of representation and the nature of American politics through the lens of women in politics. Writing centered. Prerequisite: POLI 210 or consent of instructor. Annually. Michaux

POLI 353 American Political Organizations (1)
This course examines political parties, interest groups and political movement organizations in the U.S. context. The course emphasizes alternative theories of organizational development and decay, internal governance, external relations and effectiveness. Prerequisite: POLI 210 or consent of instructor. Alternate years. Hawkinson

POLI 354 The American Presidency (1)
This course analyzes the American presidency. The primary focus is typically on the contemporary period, but the course also includes a substantial historical dimension. The particular presidencies studied will vary from year to year. Prerequisite: POLI 210 or consent of instructor. Annually. Ellis

POLI 358 American Political Development (1)
This course examines the development of American political culture and political institutions in the 19th and 20th centuries. Particular topics and questions vary from year to year. Prerequisite: POLI 210 or consent of instructor. Alternate years. Ellis, Michaux

POLI 362 Latin American Politics (1)
This course examines a range of topics, selected countries and a series of important readings dealing with Latin American political reality. Among the topics included are: caudillismo, political parties and populism, the military, state and regime types, ideologies, change and revolution, and underdevelopment and development. Prerequisite: One of POLI 214 or 218 or LAS 251 or consent of instructor. Not open to freshmen. Alternate years. Dash

POLI 369 Women and Politics (1)
This course uses feminist theory to examine the international political economy, developmental models, political theory, nationalism, the state, political culture, war and immigration. Prerequisite: One of POLI 214, 216 or 218 or consent of instructor. Alternate years. Staff

POLI 370 (W) Europe and the International System (1)
This course is designed to introduce students to politics and foreign policy in modern Europe. Special emphasis is placed on the evolving relationships among European countries in a rapidly changing international environment. Through lectures and discussions, students will explore the political, economic and security relations among European states and Europe's interactions with the rest of the world. The course will also examine various theoretical approaches designed to explain the changing relationships among countries in post-Cold War Europe. Writing-Centered. Prerequisite: POLI 214 or 216 or consent of instructor. Alternate years. Marks

POLI 372 American Foreign Policy (1)
This course analyzes the substance and sources of American foreign policy since World War II and examines the complexity of interests and issues that affect U.S. relations with selected countries and regions. Prerequisite: One of POLI 214, 216 or 218 or consent of instructor. Annually. Marks

POLI 373 International Security and Cooperation (1)
This course introduces students to various important theoretical approaches to the study of international security and cooperation. It also applies these approaches to empirical cases and concrete issues of international harmony and discord. Among the strategies of cooperation examined are strategic interaction and institution-building. These approaches will be analyzed in light of traditional theories that focus on military relationships and armed conflict. Special emphasis is placed on security and cooperation in the post-Cold War world. Prerequisite: POLI 214 or consent of instructor. Annually. Marks

POLI 374 Asia and the International System (1)
This course identifies the constant and variable factors that shape and influence the politics of selected Asian nations and which color these countries' foreign policy choices and international postures within the region and the international system. Intraregional interaction and superpower involvement in the region will be examined within national, regional and global perspectives. Prerequisite: POLI 214 or 218 or consent of instructor. Alternate years. Staff

POLI 376 Latin American Revolutions (1) [Cross-listed as HIST 376]
This course examines selected 20th-century Latin American revolutions. Historical and comparative approaches to the causes and outcomes of revolution are used. Prerequisite: One of HIST 258 or POLI 362 . Not open to freshmen. Alternate years. Dash

POLI 378 (W) Nations and the International System (1)
Examination of the processes of political, economic and cultural forces in the post-Cold War era and consideration of the reciprocal nature of change these forces unleash within and across national boundaries. Writing-centered. Prerequisite: At least one 300 level Comparative or International Politics course, or consent of instructor. Not open to freshmen. Annually. Staff

POLI 379 Latinos in U.S. Politics (1) [Crosslisted with LAS 379]
This course looks at the role of Latino national origin groups in shaping state and national politics in the United States. It examines the political history, voting behavior, and non-electoral political mobilization of the three largest Latino groups in the United States -- Mexican, Puerto Rican, and Cuban, and questions the degree to which it is useful to conceive of a single Latino politics and Latino community. The course also focuses on specific public policies of concern to Latinos, and it pays particular attention to the transnational hemispheric processes that link U.S. Latinos to their countries of origin. Prerequisite: One POLI 100 or 200 level course, or one 200 level LAS course or consent of instructor. Not open to freshmen. Alternate falls. Dash

POLI 390 Independent Study (variable credit)
Opportunity to conduct a major research project, which cannot be satisfied through any existing course in the department's curriculum, under faculty supervision. Proposed projects must be submitted to the Department Chair and must be approved by the department faculty. Every semester. Staff

POLI 396 Internship in Government and Politics (1)
Supervised internships in state and local government. Interns are placed only in positions which provide academic learning opportunities and the availability of such positions may be limited. A student is accepted for internship at the discretion of

the instructor on the basis of demonstrated capabilities, including research and writing skills. Interns are expected to work 12 hours a week, meet regularly with the instructor, attend periodic seminars, and write a final research paper. Minimum preparation for an internship is POLI 210 and sophomore status. Spring of even-numbered years. Michaux

POLI 398 Legislative Internship (1)
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 12 hours a week, meet regularly with the instructor, attend periodic seminars, and write a final research paper. Minimum preparation for a legislative internship is POLI 210 and sophomore status. Spring of odd-numbered years. Staff

POLI (W) 480 Senior Thesis (2)
The Senior Thesis is the capstone experience in the Politics major. It involves the writing of a major research paper under the close supervision of a faculty member. The paper is subject to multiple stages of criticism and rewriting. This process is intended to deepen students' insights into different forms of inquiry, methods and literature; hone their skills of critical thinking; sharpen their abilities to analyze theory and test ideas through research; and ensure that their research designs and methodologies are effective and appropriate. Prerequisite: A minimum of seven Politics credits, and three-credits at the 300 level, two of which must be completed in residence at Willamette; POLI 390, 396 and 398 do not count toward the three credit minimum. Writing-centered. Every semester. Staff

PSYCHOLOGY

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

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

Our curriculum includes courses that provide grounding in the basic theoretical approaches and research methodology of psychology as well as a variety of courses and seminars designed to meet more focused interests, especially in areas of applied psychology. Often cited as the most distinctive strength of our department is the "real life laboratory" available to students who wish to complete field research, gain practical experience and engage in internship programs at the Oregon State Hospital, Services for Children and Families, Hillcrest Youth Correctional Facility and many other human service agencies located in Salem. Comparable practicum and internship programs typically are available only at the graduate level of study. The department also has a newly renovated Biopsychology/Human Experimental Laboratory, including networked computers, for use in individual research projects.

The majority of psychology majors ultimately pursue advanced degrees in psychology or in professional schools (e.g., business, education, law, medicine, social work, and theology). Some graduates choose to work in entry-level positions in psychology and other human service fields before applying to graduate programs. Students who have successfully completed internships clearly improve their prospects for being hired in such positions. Students who have, in addition, gained experience in conducting research, either in conjunction with an internship or by writing a data-based thesis, have a considerable advantage when applying for Ph.D. programs in psychology.

REQUIREMENTS FOR THE PSYCHOLOGY MAJOR
(10.25 credits)

The entry course into the Psychology major is PSYC 210, Introduction to Psychology. PSYC 105, 125, and 130 are intended as general education MOI courses only and do not count toward a Psychology major. These courses are deliberately geared to non-majors. For those students interested in pursuing a major in Psychology, PSYC 210, Introduction to Psychology, is the entry-level course that must be completed.

PSYC 210 Introduction to Psychology . . . . . (1)
PSYC 252 (W; QA) Research Methods and Analysis I . . . . . (1)
PSYC 253 (QA*) Research Methods and Analysis II . . . . . (1)
PSYC 300 Internship/Thesis Orientation . . . . . .(.25)
One course in Biological and Psychophysical Processes . . . . . (1)
- PSYC 345 Biopsychology (1)
- PSYC 351 Sensation and Perception (1)
- PSYC 355 Cognitive Neuroscience (1)

One course in Learning and Cognitive Processes . . . . . (1)
- PSYC 340 Psychology of Learning (1)
- PSYC 346 Principles of Behavior Analysis (1)
- PSYC 350 Cognitive Processes (1)

One course in Developmental and Personality/Social Psychology . . (1)
- PSYC 330 Developmental Psychology: Infancy and Childhood (1)
- PSYC 331 Developmental Psychology: Adolescence (1)
- PSYC 332 Theories of Personality (1)
- PSYC 336 Social Psychology (1)

One course in Clinical and Applied Psychology . . . . . (1)
- PSYC 335 Clinical and Abnormal Psychology (1)
- PSYC 337 Child Psychopathology (1)
- PSYC 341 Personnel and Industrial Psychology (1)
- PSYC 343 (AR; QA) Judgment and Decision Making (1)
- PSYC 348 Health Psychology (1)
- PSYC 354 (US) Psychology of Women and Gender (1)

One course or seminar at the 400 level . . . . . (1)
- PSYC 430 Topical Seminar in Psychology (1)
- PSYC 431 (W) Topical Seminar in Psychology (1)
- PSYC 440 (W) Techniques of Counseling (1)

One Lab-Based course in one of the following: . . . . . (1)
- Biology (1)

Chemistry (1)
Environmental Science (1)
Physics (1)
IDS 220 (AR; NW) The Body in Science and Society (1)
Senior year experience . . . . . (1)
PSYC 394 Major Program Internship (1) OR
PSYC 490 Thesis . . . . . (1)

REQUIREMENTS FOR THE PSYCHOLOGY MINOR
(5 credits)

The entry course into the Psychology minor is PSYC 210, Introduction to Psychology. PSYC 105, 125, and 130 are intended as general education MOI courses only and do not count toward a Psychology minor. These courses are deliberately geared to non-minors. For those students interested in pursuing a minor in Psychology, PSYC 210, Introduction to Psychology, is the entry-level course that must be completed.

PSYC 210 Introduction to Psychology . . . . . (1)
PSYC 252 (W; QA) Research Methods and Analysis I . . . . . (1)
Three additional Psychology courses, selected in consultation with a faculty advisor in the Department of Psychology . . . . . (3)

FACULTY

Susan M. Koger, Professor of Psychology, Chair
James R. Friedrich, Professor of Psychology
Meredyth Goldberg Edelson, Professor of Psychology
Anthony D. Hermann, Assistant Professor of Psychology
Deborah Loers, Associate Professor of Psychology and Director of Counseling
Loren K. McBride, Associate Professor of Psychology
Jeremy Miller, Assistant Professor of Psychology
Staci Simmelink-Johnson , Visiting Assistant Professor of Psychology
Mark T. Stewart, Associate Professor of Psychology

COURSE DESCRIPTIONS

PSYC 105 (US) Ecological Psychology (1)
This course for non-majors focuses on how psychological research and theory may be applied to environmental issues, and will include an overview of many theories in psychology. Will study global ecological problems and explore possible solutions

based on behavioral interventions. Understanding Society. Freshmen and Sophomores only. Environmental Cluster. Alternate years. Koger

NOTE: This course does not count toward a Psychology major or minor.

PSYC 125 (NW) Human Responses to Stress (1)
A course for non-majors that will explore the biological, social, environmental, and cognitive variables related to stress. This exploration will include laboratory assignments regarding physiological and behavioral aspects of stress as well as an intensive self-directed stress reduction project that will be empirically evaluated. Freshmen and Sophomores only. Laboratory required. Understanding the Natural World. Alternate Springs. Edelson

NOTE: This course does not count toward a Psychology major or minor.

PSYC 130 (NW) Evolutionary Psychology (1)
Evolutionary psychology is an approach to psychology in which concepts from evolutionary biology are utilized to study and understand behavior. Specifically, the brain, like other organs, evolved through natural selection, leading to behavioral mechanisms that promote the individual's ability to adapt to his/her environment, survive and reproduce. Because evolutionary theory represents a way of thinking, virtually any area within psychology would be appropriate for inclusion with specific content used to illustrate evolution as a Mode of Inquiry into behavioral processes. The topical focus may include (but is not limited to) comparative analyses of emotional expression, communication and social relations within and between species from a behavior analytic and biopsychosocial framework. Laboratory. Understanding the Natural World. Freshmen and Sohpomores only. Alternate years. Koger

NOTE: This course does not count toward a Psychology major or minor.

PSYC 210 Introduction to Psychology (1)
Major traditional fields and contemporary problems of psychology: clinical, developmental, learning, perception, cognition and motivation as they pertain to behavior and interaction with the social environment. Every semester. Staff

PSYC 252 (W; QA) Research Methods and Analysis I (1)
An examination of the scientific method as applied to psychological research. This course will address issues in theory testing, measurement, experimental and correlational designs and research ethics. The course will also cover descriptive statistics and exploratory data analysis, including graphical and computer-based statistical analysis. Extensive laboratory and writing experience required, with coverage of

library search methods and APA style. Quantitative and Analytical Reasoning non-starred. Writing-centered. Prerequisite: PSYC 210 or consent of instructor. Every semester. Staff

PSYC 253 (QA*) Research Methods and Analysis II (1)
This course is a continuation of PSYC 252. The course will cover basic and intermediate topics in inferential statistics, including coverage of correlation/regression analysis, ANOVA, effect size and power analysis. The course will emphasize the use of statistical software in the analysis of behavioral science data and will require the students to engage in technical writing of statistical reports. Quantitative and Analytical Reasoning starred. Prerequisites: PSYC 252 with a C- or better or consent of instructor. Writing Center and Quantitative and Analytical Reasoning proficiency in PSYC 252 must be demonstrated prior to enrolling in this course. Every semester. Staff

PSYC 300 Internship/Thesis Orientation (.25)
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 an internship contract with the instructor and an off-campus supervisor, or a thesis proposal with a faculty member in the Psychology Department. Prerequisite: PSYC 252 and Junior standing with a declared major in Psychology. Spring. Staff

PSYC 330 Developmental Psychology: Infancy and Childhood (1)
Behavioral development of normal children prior to adolescence, emphasizing a topical organization rather than an ages and stages approach. Course is divided into two major areas: socialization processes (development of social behavior in infancy, the family, effects of peers, moral development and other topics) and cognitive development (learning and motivation and the influence of Piaget). Prerequisite: PSYC 210 or consent of instructor. Fall. McBride

PSYC 331 Development Psychology: Adolescence (1)
Developmentalists regard adolescence as a qualitatively special period/state of life which is different than prior childhood or future adult maturity. In contrast, some social historians see adolescence as a recent phenomenon shaped by industrialization and extended formal education which may be more apparent than real. Our interest is concerned with what adolescence means for our times. We will look at how general psychological theories interpret adolescence. We will also consider general issues young people deal with (family, school, employment, etc.), as well as special problems that some adolescents face (ethnic status, gender perspectives, and poverty). Prerequisite: PSYC 210 or consent of instructor. Spring. McBride

PSYC 332 Personality Psychology (1)
An introduction to the major approaches to studying human personality (e.g., psychodynamic, behavioral, humanistic, cognitive) with emphasis on how traditional personality theories relate to existing and modern research. Assignments will offer opportunities for both self-reflection and analysis of course content. Prerequisite: PSYC 210 or consent of instructor. Every semester. Hermann

PSYC 335 Abnormal Psychology: Adult (1)
This course will explore psychological disorders of adults. Utilizing the current diagnostic framework, symptoms of major mental illnesses such as anxiety disorders, mood disorders, personality disorders, and schizophrenia will be reviewed. Additionally, issues regarding etiology, assessment, and diagnosis will be discussed. The primary focus will be on the understanding of the nature of the disorders; only minor emphasis will be given to the treatment of the disorders. Prerequisite: PSYC 210 or consent of instructor. Annually. Edelson, Staff

PSYC 336 Social Psychology (1)
The study of individual thought and behavior in social contexts. Major content areas include the perception of oneself and others, social judgment and inference processes, attitude formation and change, conformity, altruism, aggression, prejudice and interpersonal attraction. The course emphasizes theory and findings from experimental laboratory research. Prerequisite: PSYC 210 or consent of instructor. Spring. Friedrich

PSYC 337 Abnormal Psychopathology: Child/Adolescent (1)
This course will explore psychological disorders of childhood and adolescence. Utilizing the current diagnostic framework, symptoms of major mental illnesses such as anxiety disorders, mood disorders, conduct and oppositional disorders, and developmental disorders will be reviewed. Additionally, issues regarding etiology, assessment, and diagnosis will be discussed. The primary focus will be on the understanding of the nature of the disorders; only minor emphasis will be given to the treatment of the disorders. Prerequisite: PSYC 210 or consent of instructor. Spring. Edelson

PSYC 340 Psychology of Learning (1)
A systematic introduction to the nature of the learning process emphasizing a topical/theoretical orientation. Major topics covered include the historical legacy of 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: PSYC 210 or consent of instructor. Fall. McBride

PSYC 341 Personnel and Industrial Psychology (1)
This course will explore the field of industrial/organizational psychology in its broadest sense. We will examine the psychology of work behavior from both a management perspective, with its emphasis on efficiency and productivity; and from a worker's point of view, including concerns about career development, job satisfaction and stress. Work-related issues in many types of organizations (e.g., educational institutions, social service agencies, profit-oriented manufacturing companies) will be considered. Prerequisite: PSYC 210 or consent of instructor. Alternate years. Friedrich

PSYC 343 (QA; AR) Judgment and Decision Making (1)
Ethical and descriptive aspects of human judgment and decision making. Rational models based on expected utility, Bayesian statistical inference, falsification logic. "Real life" applications to economics, politics, psychology, risk management and other areas. Special attention to how and why our informal, intuitive strategies deviate from these rational models and to the potential costs and benefits of our heuristic strategies. Prerequisite: Sophomore standing and completion of one college level Math course. Quantitative and Analytical Reasoning. Analyzing Arguments, Reasons, and Values. Annually. Friedrich

PSYC 345 Biopsychology (1)
The biological bases of animal behavior will be examined. Neuroanatomical and psychopharmacological techniques will be applied to processes including sleep, emotion, learning, and memory, as well as neuropsychological disorders. Prerequisite: PSYC 210. Annually. Koger

PSYC 346 Principles of Behavior Analysis (1)
This course will introduce students to contemporary behaviorism and consider the relative contributions of philosophy, anthropology and evolutionary biology to the study of animal behavior. Research on nonhuman animals will be emphasized while we consider how the general principles can be applied to human behavior. Prerequisite: PSYC 210 or consent of instructor. Alternate years. Koger

PSYC 348 Health Psychology (1)
Health psychology is a relatively new field which tries to apply principles of psychology to traditional medical diseases and disorders. It brings together such areas as learning, personality and clinical psychology, social psychology and cognitive processes, and proposes that health and wellness require a holism of mind, body and the ecology within which the person lives. Prerequisite: PSYC 210 or consent of instructor. Spring. McBride

PSYC 350 Cognitive Processes (1)
This course will consider the subjects of attention, concept formation, pattern recognition, language, memory, artificial intelligence, creative thinking, problem solving and other aspects of cognition. Prerequisite: PSYC 210 or consent of instructor. Spring. Staff

PSYC 351 Sensation and Perception (1)
An examination will be made of the processes and mechanisms involved in detecting stimuli from the environment and how we interpret information gathered by our senses. Major topics covered include psychophysics, general neurophysiology, architecture of vision in the cortex, form and depth perception, somatosensory sensation (touch) and pain, and the chemical senses (gustation and olfaction). Prerequisite: PSYC 210 or consent of instructor. Fall. Stewart

PSYC 354 (US) Psychology of Women and Gender (1) [Crosslisted with WGS 354]
An examination of the psychological literature with a focus of how our knowledge of human behavior, which was initially developed from the exclusive study of males, evolved to include the study of females. Issues of sexism in psychological research, biological influences and socialization affecting females and males, and the effect of societally-constructed gender roles on human behavior. Specific topics include: Cognitive abilities, morality, achievement, interpersonal violence, and mental illness. Prerequisite: PSYC 210 or consent of instructor. Understanding Society. Alternate falls. Edelson

PSYC 355 Cognitive Neuroscience (1)
Much of our knowledge of cognitive processes is derived from cases in which something has "gone wrong" with normal brain activities, either through brain injury or disease. Students will receive an introduction to neurobiological techniques and their application to the study of cognition. Neurological, neuropsychological and developmental abnormalities will be emphasized. Prerequisite: PSYC 210. Alternate years. Koger

PSYC 370 Topics in Psychology (1)
This course allows members of the Psychology Department to offer topical courses, in areas not already part of the curriculum, which can be tailored to meet student and faculty interests. Prerequisite: PSYC 210. On demand. Staff

PSYC 371 (W) Topics in Psychology (1)
This course allows members of the Psychology Department to offer topical, writing centered courses in areas not really part of the curriculum, which can be tailored to meet student and faculty interests. Writing Centered. May be repeated for credit. Prerequisite: PSCY 210. On demand. Staff

PSYC 390 Independent Study (.5 or 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. Prerequisite: PSYC 210. Every semester. Staff

PSYC 394 Major Program Internship I (1)
Practical experience (minimum of 12 hours/week) supervised by professional research and/or agency staff in liaison with a faculty member. One paper and an oral presentation are required. Class meetings address the internship experience. Satisfactory completion of this course serves as prerequisite for PSYC 395. Together PSYC 394 and PSYC 395 fulfill the Senior Year Experience requirement for Psychology majors. Prerequisites: PSYC 253, PSYC 300 and senior standing. Fall. Hermann, Edelson, Friedrich

PSYC 395 Major Program Internship II (1)
Continuation of PSYC 394. The focus of this course is on the scholarly paper requirement of the Senior Experience in Psychology. The class meetings address research and writing issues necessary for the successful completion of the paper. Furthermore, the classes serve to link the scholarly paper to the practical experience obtained in PSYC 394. Prerequisites: PSYC 253 and PSYC 394. Spring. Hermann, Edelson, Friedrich

PSYC 430 Topical Seminar in Psychology (1)
An opportunity to take a specialized advanced-level class from a faculty member or a psychologist working professionally in the Salem community. Prerequisite: PSYC 252 and junior or senior standing. Annually. Visiting psychologists and staff

PSYC 431 (W) Writing-Centered Topical Seminar in Psychology (1)
An opportunity to take a specialized advanced-level class from a faculty member or a psychologist working professionally in the Salem community. Prerequisite: PSYC 252 and junior or senior standing. Writing-centered. Annually. Visiting psychologists and staff

PSYC 440 (W) Techniques of Counseling (1)
Introduction to counseling approaches with primary focus on experiential learning of communication skills used in counseling individuals. Prerequisite: PSYC 332, PSYC 335 or consent of instructor. Writing-centered. Alternate years. Loers

PSYC 490 Thesis (1)
A library or laboratory/field project generally started during the last half of the Junior year. The student will normally register for the course the first semester of the Senior year. The work will be guided by one or more faculty members. A paper

and oral presentation are required. Satisfactory completion of the thesis fulfills the Senior Year Experience requirement for Psychology majors. Prerequisites: PSYC 253 and 300. Every semester. Staff

RELIGIOUS STUDIES

Courses in Religious Studies are designed to enrich the student's 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 Religious Studies 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.

REQUIREMENTS FOR THE RELIGIOUS STUDIES MAJOR
(9 credits)

In addition to the Department Colloquia credit, four credits must be satisfied with courses at the 300 level or above . . . . . (4)
All majors are required to take:
REL 385 (W) Theory and Method in Religious Studies . . . . . (1)
REL 381 and 382 Department Colloquium . . . . . (two semesters at .25 each)
REL 481 and 482 Department Colloquium . . . . . (two semesters at .25 each)

Area A — Sources of the Western Tradition:
Two credits from the following . . . . . (2)
REL 113 (TH) Introduction to Old Testament/Hebrew Bible (1)
REL 114 (IT) Early Christian Literature (1)
REL 221 Hellenistic Mystery Religions (1)
REL 222 Gnosticism (1)
REL 223 Judaism in the New Testament (1)
REL 224 Early Christianity (1)
REL 237 (W; 4th Sem Lang Req) Introduction to Syro-Palestinian Archaeology (1)
REL 242 Hebrew Prophets (1)

REL 330 Jesus and the Synoptic Gospels (1)
REL 331 The Gospel of John (.5)
REL 335 (W) The Legacy of Paul (1)
REL 337 Archaeological Methodology (1)
REL 340 (4th Sem Lang Req) Hebrew Torah/Pentateuch (1)
REL 341 Religions of the Ancient World (1)
REL 390 Independent Study (.5 or 1)

Area B — Development of the Western Tradition:
two credits from the following. . . . . (2)
REL 110 History of Christianity I: 100–700 C.E. (1)
REL 111 History of Christianity II: 700–1648 C.E. (1)
REL 214 (TH) Religion in America (1)
REL 230 Modern European Christian Thought (1)
REL 244 Introduction to Judaism (1)
REL 252 Soul Food: Eating and Drinking in Western Religion (1)
REL 254 Three American Traditions of Spirituality (1)
REL 333 Topics in Contemporary American Theology (1)
REL 334 (AR) Liberation Theology and Social Change (1)
REL 346 History of Western Monasticism (1)
REL 390 Independent Study (.5 or 1)
IDS 331 Religion and Science (1)

Area C — Asian and Comparative Studies:
two credits from the following. . . . . (2)
REL 115 (AR) Introduction to the Study of Religion (1)
REL 116 (IT) Introduction to Major Religious Texts (1)
REL 135 Religions of Asia (1)
REL 233 (TH) History and Culture Along the Silk Road (1)
REL 239 Introduction to Chinese Religions (1)
REL 262 Japanese Religions (1)
REL 336 Women in World Religions (1)
REL 348 Buddhism (1)
REL 352 (IT) Shamanism (1)
REL 354 Topics in Asian Religion (1)
REL 356 Taoism (1)
REL 390 Independent Study (.5 or 1)

Senior Experience . . . . . (1)
All majors in Religious Studies are expected to fulfill the Senior Experience by choosing one from the following options and participating in the Department Colloquium where they will share with peers and faculty in the department the results of the Senior Project.

REL 420 (IT) Bible in the American Tradition (1)
REL 437 Archaeological Field Experience (1)
REL 444 (W) Kant, Critique of the Power of Judgement (1)
REL 496 (W) Directed Senior Thesis (1)
REL 498 (W) Heidegger and Theology: Being and Time (1)
HUM 497 (W) Humanities Senior Seminar (1)

REQUIREMENTS FOR THE RELIGIOUS STUDIES MINOR

(5 credits)

REL 385 (W) Theory and Method in Religious Studies . . . . . (1)
One credit in Sources of the Western Religious Tradition . . . . . (1)
One credit in Development of the Western Religious Tradition. . . . (1)
One credit in Asian Comparative Religious Studies . . . . . (1)
One additional credit from any of the above areas as a concentration, or participation in the Department Colloquium . . . . . (1)

FACULTY

Douglas R. McGaughey, Professor of Religious Studies, Chair
David W. McCreery, Professor of Religious Studies
Lane C. McGaughy, George H. Atkinson Professor of Religious and Ethical Studies
Charles I. Wallace Jr., Associate Professor of Religious Studies and University Chaplain
Xijuan Joanna Zhou, Associate Professor of Religious Studies

COURSE DESCRIPTIONS

REL 110 History of Christianity I: 100–700 C.E. (1)
The history of Christianity from the Apostolic period through the age of asceticism and persecution to the dominance of Augustinianism in the West with Gregory the Great. Emphasis is placed on the theological pluralism and institutional development of Christianity toward theological exclusivism and institutional rigidity in this crucial 600–year period of growth. Alternate years. McGaughey, Wallace

REL 111 History of Christianity II: 700–1648 C.E. (1)
The history of Christianity from its medieval hegemony over Europe to the slaughter caused by the religiously and economically motivated Thirty Years War in the 17th-century. With respect to theological developments, the course examines the transformation of Christian theology set in motion by Aquinas, which resulted in

the crumbling of the Augustinian theological dominance and eventually in the fragmentation of Christendom with the rise of Protestantism. Institutionally, the course focuses on the various threats to a unified Christendom from within and outside the church. Alternate years. McGaughey, Wallace

REL 113 (TH) Introduction to Old Testament/Hebrew Bible (1)
An introduction to the history and literature of ancient Israel and to modern methods used in studying the Old Testament and the Apocrypha. The course has three basic aims: to reconstruct the history of ancient Israel on the basis of archaeological and form-critical methods, to survey the spectrum of literary forms in the Old Testament and to identify the major theological themes and symbols used to express Israel's faith. Thinking Historically. Fall. McCreery

REL 114 (IT) Early Christian Literature (1)
An introduction to early Christian literature and to the methods of literary analysis used by New Testament scholars (e.g., form and redaction criticism and structuralism). The course is organized in terms of a typology of the forms of religious discourse in late antiquity, moving from oral forms (parables, sayings and sermons) to written forms bordering speech (letters and dialogues) to consciously constructed pieces of literature (Gospels, theological essays and apocalypses). Some attention will also be given to the history and social world reflected in these texts. Interpreting Texts. Spring. McGaughy

REL 115 (AR) Introduction to the Study of Religion (1)
The course seeks to illuminate three central components shaping the human condition: (1) the human paradox of the perceptive and the imperceptible enabling a distinction between matter and spirit; (2) the necessary role of models for establishing a communal reality; and (3) the necessary dependence of the human upon tradition. These components will then serve for investigating at least one unfamiliar religious community to provide a sympathetic understanding of the variety of religious phenomena. Analyzing Arguments, Reasons, and Values. Fall. McGaughey

REL 116 (IT) Introduction to Major Religious Texts (1)
An analysis of several primary religious documents in light of modern theories of interpretation. Texts will be selected in light of a thematic concern from such writings as the Gilgamesh Epic, Job, John, Augustine's Confessions and the Bhagavad-Gita. Interpreting Texts. Spring. Staff

REL 135 Religions of Asia (1)
A survey of the major religions of India, China and Japan, emphasizing historical development of their various dimensions — theoretical, practical, experiential and sociological. Hindu, Buddhist, Taoist, Confucian and Shinto traditions will be explored. Fall. Zhou

REL 214 (TH) Religion in America (1)
Religion in North America from prehistory to the present, emphasizing the diverse traditions brought to these shores in continuing waves of immigration and the reshaping they received in the New World context. Popular and civil, as well as traditional institutional manifestations and new traditions made in America will be studied — all in creative interplay with other social, cultural and intellectual forces. Thinking Historically. Fall. McGaughey, Wallace

REL 221 Hellenistic Mystery Religions (.5)
A survey of the religions of personal salvation which engulfed the Mediterranean world during the Hellenistic age (c.330–30 BCE), including the worship of the Magna Mater in Asia Minor, the Egyptian cult of Isis and Serapis, the Syrian worship of Bel (Ba'al), Persian Mithraism and Babylonian astrology. Special attention will be given to the theodicy problem, the rise of redeemer figures and religious syncretism. Alternate years, Fall. McGaughy

REL 222 Gnosticism (.5)
An introduction to the religio-philosophical system known as Gnosticism. The course will explore both the dualistic principle which underlies Gnosticism (that matter is inherently evil and that the good God is revealed only through esoteric knowledge) and the major Gnostic sects including Valentinianism and Manichaeism. Survey of the Nag Hammadi library discovered in 1945. Discussion of the influence of Gnosticism on Judaism and Christianity. Alternate years, Fall. McGaughy

REL 223 Judaism in the New Testament (.5)
An introduction to the religious and social world of Judaism from the time of Herod the Great to the completion of the Mishnah (c. 200 CE). The course will survey the various Jewish movements of the period including the Pharisees, the Sadducees, the Zealots and the Essenes. The rabbinic schools of Hillel and Shammai, the writings of Josephus and Philo and the Dead Sea scrolls will also be discussed. Alternate years, Spring. McGaughy

REL 224 Early Christianity (.5)
A historical reconstruction of early Christianity with special attention to the Acts of the Apostles as a historical source. The course will explore contemporary theories of early Christian social formation and investigate the missionary movement within the religious context of the Roman Empire. The transformation of Christianity from a Jewish sect to a Gentile religion after the destruction of Jerusalem in 70 CE will also be studied. Alternate years, Spring. McGaughy

REL 230 Modern European Christian Thought (1)
Designed to introduce the student to the intellectual issues that transformed Christian theology between the 17th- and 19th-centuries in Europe. The course is not comprehensive, but is selective in investigation of issues and individuals revolutionizing Christian theology during these centuries, e.g., Enlightenment Rationality, Romanticism, Idealism and Christian Existentialism. Students will work with primary materials. Alternate years. McGaughey

REL 233 (TH) History and Culture along the Silk Road (1) [Crosslisted with HIST 233]
The goal of this course is to help students develop their understanding of a region of the world that has played an enormously important role in both world and Asian history. Stretching from China to the Mediterranean world, the Silk Road has for thousands of years been alive with dynamic interactions among various Asian cultural groups. It also has served as a vital link in the economic and cultural exchanges that occurred among the civilizations of Eastern Asia, Central Asia, the Middle East, and Western Europe. The course will specifically focus on the roles played by the natural environment, historical events, and individuals in the origins of and changes in Silk Road cultural forms. Prerequisite: Recommended: at least one previous course in Asian Studies. Thinking Historically. Asia Cluster. Alternate years. Zhou

REL 237 (W; 4th Sem Lang Req) Introduction to Syro-Palestinian Archaeology (1)
An introduction to the history and current directions of archaeological research in the Holy Land, concentrating on modern Jordan, Israel and Syria. Particular emphasis will be placed on the relationship between archaeological research and biblical studies. This course is a prerequisite for REL 337 Archaeological Methodology. Writing-centered. Fourth Semester Language Requirement. Fall. McCreery

REL 239 Introduction to Chinese Religions (1)
An introduction to the foundations of Chinese religious thought with an emphasis on Confucianism, Taoism and Buddhism. Alternate years, spring. Zhou

REL 242 Hebrew Prophets (1)
An examination of the nature of Ancient Near Eastern prophecy in general and the Israelite prophetic tradition in particular. Primary focus will be on the prophetic books of the Old Testament, examining their historical setting, cultural context and theological message. The impact of the Old Testament prophetic tradition on the early Christian Church, New Testament and modern religious thought will also be addressed. Alternate years, Fall. McCreery

REL 244 Introduction to Judaism (1)
A survey of Jewish texts, thought, practices and sancta. Attention will be given to the development of Judaism from the biblical period to the present. Alternate years, Spring. Staff

REL 252 Soul Food: Eating and Drinking in Western Religion (1)
An examination of Western religious rituals involving food and drink, both as they have been practiced and rationalized in teaching in various contexts. Reading, discussion and writing will center on such phenomena as ritual sacrifice, Dionysian excess, kashruth and the Passover seder, the Eucharist, religious feasts and fasts, the American temperance movement, health food (both in its 19th-century sectarian manifestation and in its later, more pervasively secular, "New Age" and "simple living" forms) and ethnic "soul food" (church-supper fare and other identity-conferring dietary practices). Alternate years, Spring. Wallace

REL 254 Three American Traditions of Spirituality (1)
This course focuses on the theme of spirituality in the 18th- and 19th-century American theology. Three traditions of spirituality will be addressed: (1) the tradition of spiritual quietism that shaped the predominantly White, Anglo-Saxon tradition rooted in Christian Platonism of New England; 2) the tradition of spiritual activism that shaped the Afro-American tradition; and 3) the tradition of spiritual ideological emotionalism that shaped the revivalist traditions on the frontier. Alternate years. McGaughey

REL 256 (IT) Goddesses and Ghosts: Images of Women in Chinese Tradition (1)
[Crosslisted with WGS 256]
This course examines images of women represented in various forms of texts including Confucian, Taoist, and Buddhist scriptures, novels, poetry, Chinese art and films. Through close reading of these texts from 600 BCE to modern times, the course seeks to explore women's power, spirituality, and gender roles in different periods of Chinese history. The course will also focus on a comparison between the "woman" as an ideological construct and the actual living experiences of women, and between images constructed by male and female writers. Interpreting Texts. Asia Cluster. Alternate years. Zhou

REL 262 Japanese Religions (1)
A survey of Japanese religious traditions, this course presents a comprehensive overview of the Shinto and folk traditions. The course covers topics such as Japanese Buddhism and Confucian influence in Japan. The course will examine these issues through myths, rituals and religious texts. Alternate years, Spring. Zhou

REL 330 Jesus and the Synoptic Gospels (1)
A comparative study of the Synoptic Gospels (Matthew, Mark and Luke) in terms of their verbal similarities and differences, their oral and written sources and their different portraits of Jesus of Nazareth. Special attention will be given to the modern quest for the historical Jesus, to Jesus' teaching methods based on parables and aphorisms and to the various images of Jesus in Medieval and Modern culture. Students will use the major scholarly methods for the study of the Gospels in their research projects. Prerequisite: REL 114 or consent of instructor. Alternate years. McGaughy

REL 331 The Gospel of John (.5)
An intensive study of the language, symbolism and themes of the Fourth Gospel. The following topics are covered: the literary sources of John, the relation of John to the Synoptics, the nature of the Johannine community and the compositional strategies of the author. Half-semester. Alternate years. McGaughy

REL 333 Topics in Contemporary American Theology (1)
An intensive investigation of such issues in American contemporary theology as models and understandings of God, Christology, metaphysics, the nature and function of the Scriptures in Christianity, and feminism. Alternate years, Fall. McGaughey

REL 334 (AR) Liberation Theology and Social Change (1)
A survey of Third World (particularly Latin American) liberation theology and its potential and actual impact on movements for human freedom in the North American context (e.g., those working on Black, Hispanic and Native American issues, feminism, gay liberation and economic justice). Analyzing Arguments, Reasons, and Values. Alternate years, Spring. Wallace

REL 335 (W) The Legacy of Paul (1)
A systematic study of the major historical, literary and theological issues arising from the missionary work and letters of Paul of Tarsus, one of the founders of Christianity. These issues include the chronology of Paul's career, the literary form of Paul's letters, Paul's formulation of Christian faith, the influence of Paul on subsequent Christian history and the significance of Paul's thought for the modern world. Writing-Centered. Prerequisite: REL 114 or consent of instructor. Alternate years. McGaughy

REL 336 Women in World Religions (1)
This course will examine women's roles in various, especially Asian, religious traditions focusing on gender roles, family rituals and social identity in religious literature. Alternate years. Zhou

REL 337 Archaeological Methodology (1)
An overview of the current state of archaeological research in the Middle East, concentrating on the techniques used in surveys, excavations and the interpretation of archaeological material. The course is designed to introduce students to the more technical side of archaeological research and provide the background needed for participation in a middle eastern archaeological field project. Prerequisite: REL 237. Spring. McCreery

REL 340 (4th Sem Lang Req) Hebrew Torah/Pentateuch (1)
A critical analysis of the first five books of the Bible: Genesis through Deuteronomy. The course will focus on modern literary analysis of the pentateuchal traditions and archaeological discoveries which are helping to clarify the historical and cultural context from which the first five books of the Bible emerged. Topics will include the formation of the canon, biblical saga and history and the origins of Israelite law. Fourth Semester Language Requirement. Alternate years, Spring. McCreery

REL 341 Religions of the Ancient World (1)
Selected topics and texts from Mesopotamian, Egyptian, Canaanite, Israelite, Greek and Roman religious traditions. These religious traditions will be investigated both theologically (as unique expressions of the religious sensibility) and historically (their development and impact on Judaism and Christianity). Special attention will be given to religious syncretism and the theodicy problem. Prerequisites: REL 113, 114, 116 or 237 or consent of instructor. Alternate years. McCreery, McGaughy

REL 344 Topics in Contemporary European Theology (1)
An introduction to 20th-century European theology. Particular attentions is given to the definition of key theological issues in their historical context as well as an investigation of the thought of individual thinkers. Alternate years, Fall. McGaughey

REL 346 History of Western Monasticism (1)
This course looks at the theological rationale, institutional development, social impact and repetitive patterns of monasticism primarily in Western Christianity from the third to the 16th-centuries. Alternate years. McGaughey

REL 348 Buddhism (1)
This course is an introduction to the basic beliefs of Buddhism in East Asia. It will examine three main Buddhist traditions: Theravadan, Ch'an/Zen and Tibetan Buddhism. Primary texts of each tradition, such as Dhammapada, the teachings of Vimalakirti and the platform sutra will be examined. Topics also include Buddhist practices and rituals. Prerequisite: REL 135 or consent of instructor. Alternate years, Spring. Zhou

REL 352 (IT) Shamanism (1)
The course introduces beliefs and practices of various shamanic traditions in Asia and North America. It will examine the meaning of shamanic myths, symbols and rituals. It will also discuss the relationship between environmental concerns and the increasing interest in shamanism. Interpreting Texts. Indigenous Peoples and Cultures Cluster. Alternate years. Zhou

REL 354 Topics in Asian Religions (1)
This course studies particular topics such as good and evil, death and dying in Asian traditions, especially in religious traditions that normally are not offered, such as Hinduism, Islam, Manichaeism or Zoroastrianism. Alternate years. Zhou

REL 356 Taoism (1)
An examination of classical Taoist philosophical texts such as Tao Te Ching and Chaung Tzu. The course focuses on the development of Taoist religious beliefs and rituals. The relationship between Tao, Ch'I, Chinese medicine and martial arts will be discussed. Prerequisites: REL 135, REL 239 or consent of instructor. Alternate years, Fall. Zhou

REL 381 and 382 Department Colloquium (.25 each)
Monthly meetings of majors and minors in the department. Serves as the venue for seniors to present their Senior Experience Project (HUM 497W, etc.) to the department (credit/no credit only). Every semester. Staff

REL 385 (W) Theory and Method in Religious Studies (1)
Examines theories on the origin and development of religion and methodological issues related to the study of religion. The intent of the course is to help students encounter successfully the academic literature in religious studies concerned with issues as the origin of religion, methods for studying religion and the role and meaning of symbol and ritual. A writing-centered course required of all majors and minors in the Department of Religious Studies. Spring. McGaughey

REL 390 Independent Study (.5 or 1)
Intensive study of a selected area. Normally for juniors or seniors who are majors in Religious Studies. Requires departmental approval. On demand. Staff

REL 420 (IT) The Bible in the American Tradition (1)
An investigation of the ways in which the Bible has been interpreted in American history in distinction from dominant European approaches, and of the influence of biblical themes and language in American literature and popular culture. Primary documents from four phases of the history of American biblical interpretation will be examined: early 19th-century New England higher criticism, the Chicago

school, the Fundamentalist-Modernist controversy and recent trends. Interpreting Texts. Alternate years. McGaughy

REL 437 Archaeological Field Experience (1)
A four- to eight-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 firsthand archaeological field experience, students will visit ancient sites in the region and receive briefings on various aspects of the modern political situation in the Middle East. Prerequisites: REL 237, 337. Post-session. McCreery

REL 444 (W) Kant, Critique of the Power of Judgment (1)
A careful reading of Kant's third critique that addresses the central issues of aesthetic, moral, and teleological judgments for understanding Kant's view of the human vocation. Writing-Centered. Alternate years. McGaughey

REL 481 and 482 Department Colloquium (.25 each)
Monthly meetings of majors and minors in the department. Serves as the venue for seniors to present their Senior Experience Project (HUM 497W, etc.) to the department (credit/no credit only). Every semester. Staff

REL 496 (W) Directed Senior Thesis (1)
Under only rare circumstances, this course enables a student to undertake an independent study leading to a major paper satisfying the Senior Experience Requirement of the major. Writing-centered. On demand. Staff

REL 498 (W) Heidegger and Theology: Being and Time (1)
This senior seminar will engage in a careful reading of one of the most significant 20th-century texts particularly with respect to its influence on New Testament scholarship as well as Roman Catholic and Protestant theology. Attention will be paid to the ethical ambiguities surrounding the place of Heidegger in the Nazi movement to illustrate the illusion of the academy as an ivory tower and to emphasize the political importance of thought. Writing-Centered. Alternate years. McGaughey

RHETORIC AND MEDIA STUDIES

A major in Rhetoric and Media Studies is intended to provide an appreciation of the role of rhetoric in the creation and maintenance of human understanding; to promote exploration of the role of the symbol in the human condition; to foster an understanding of the role of communication media in contemporary society; and to enhance the ability to critique all forms of human communication. The Rhetoric and Media Studies Department works toward these ends in the context of a liberal arts environment.

Forensics

The department sponsors an active forensic program for students interested in intercollegiate debate and speaking competition. Work and competition is under the guidance of the Director of Forensics and several forensic assistants.

Internships

During their junior and senior years, Rhetoric and Media Studies majors have the opportunity to participate in internships in political communication, radio and television stations, newspapers, hospitals, public relations and corporate communication departments. Students interested in internships should contact their advisor or the chair of the department.

REQUIREMENTS FOR THE RHETORIC AND MEDIA STUDIES MAJOR

(8.25 or 9 credits)

Oral proficiency: RHET 061X, 062X, or 150 (AR) with minimum grade of B ..... (.25 or 1)
RHET 231 Classical Rhetoric. ..... (1)
RHET 261 (W) Rhetorical Criticism. ..... (1)
Two theory courses at the 300 level. ..... (2)
- RHET 331 Argumentation Theory (1)
- RHET 335 Dramatism (1)
- RHET 341 Narrative Theory (1)
- RHET 350 Topics in Rhetoric and Media Studies (1)
- RHET 362 (W) Media Framing (1) (May count toward theory or criticism track, but not both)
- RHET 372 (W) Metaphor and Communication (1)

Two criticism courses drawn from the following list: ..... (2)
- RHET 210 (W; AR; IT) Media and the Environment (1)
- RHET 244 (AR; IT) Latino/Latina Voices in the U.S. (1)
- RHET 320 Mass Media and Society (1)

RHET 365 Rhetoric of Religion (1)
IDS 327 (AR; W) The American Story and the Legacy of Vietnam (1)
RHET 333 (W) Political Communication (1)
RHET 350 Topics in Rhetoric and Media Studies (1)
RHET 360 Rhetoric of War and Peace (1)
RHET 361 Visual Rhetoric: Memory and Memorials (1)
RHET 362 (W) Media Framing (1)(May count toward theory or criticism track, but not both)
RHET 370 Communication Ethics (1)

One additional course from the above theory or criticism courses or from:. . . . . (1)
RHET 160 (AR) Argumentation and Society (1)
RHET 232 (AR) Persuasion, Propaganda and the Mass Media (1)
RHET 242 Leadership and Group Communication (1)
RHET 355 (US) Gender and Communication (1)

Senior year experience:
RHET 496 (W) Senior Seminar. . . . . (1)

Successful completion of written and oral comprehensive exams

RHETORIC/MEDIA STUDIES MINOR

(5.25 or 6 credits)

Oral proficiency: RHET 061X, 062X, or 150 (AR) with minimum grade of B . . . . . (.25 OR 1)
RHET 231 Classical Rhetoric. . . . . (1)
RHET 261 (W) Rhetorical Criticism. . . . . (1)
One 300 level theory course as in the major . . . . . (1)
One 300 level criticism course as in the major . . . . . (1)
One additional Rhetoric/Media Studies course as in the major . . . . (1)

FACULTY

Catherine Collins, Professor of Rhetoric and Media Studies, Chair
Jeanne E. Clark, Associate Professor of Rhetoric and Media Studies
Nathaniel Cordova, Assistant Professor of Rhetoric and Media Studies
Courtney Dillard, Visiting Assistant Professor of Rhetoric and Media Studies
David Douglass, Professor of Rhetoric and Media Studies
Robert Trapp, Professor of Rhetoric and Media Studies and Director of Forensics
Paul Turpin, Visiting Instructor of Rhetoric and Media Studies

COURSE DESCRIPTIONS

RHET 061X (CA) Intercollegiate Speaking (.25)
Preparation, practice and competition in intercollegiate speaking. Students travel to tournaments on other campuses. Speaking events include but are not limited to oratory, expository, extempore and impromptu speaking, oral interpretation and rhetorical criticism. Creating in the Arts. Every semester. Trapp

RHET 062X Intercollegiate Debate (.25)
Preparation, practice and competition in debate. Students travel to tournaments on other campuses. Significant research is required. Every semester. Trapp

RHET 063X Oral Interpretation Activities (.25)
Preparation, practice and public performance of literature as an individual and in an ensemble. Students present reading hours in school and community settings. On demand. Clark

RHET 121 (CA) Performance of Prose (.5)
Study of the art of interpreting to an audience various forms of prose — fiction, description, memoirs, folk tales — through voice and gesture. Public presentation is a required part of this course. Creating in the Arts. Annually. Clark

RHET 122 (CA) Performance of Poetry (.5)
Study of the art of interpreting to an audience various forms of poetry through voice and gesture. Public presentation is a required part of this course. Creating in the Arts. Annually. Clark

RHET 125 (CA) Creating Visual Rhetoric (1)
This is a project-based course in creating visual rhetoric. Looking at case studies of protest art, news images of 9/11, and advertising (political and product), students will explore how words and images interact in persuasive messages. As they create varied visual messages, students will consider what makes an image iconic, how visual and verbal elements contribute to meaning, and what role images play in news stories. Creating in the Arts. Lab required. Fall. Collins

RHET 150 (AR) Public Speaking (1)
Effective communication in front of an audience. Discovery and development of ideas, organization of material, use of language and the modes of presentation. Classroom speeches of different types, short papers, examinations. Analyzing Arguments, Reasons and Values. Every semester. Staff

RHET 160 (AR) Argumentation and Society (1)
This course will investigate methods of constructing and evaluating public arguments. Using a case study method, the course will explore argument and the human condition, the process of identifying arguments and the role of evidence and reasoning in argument. A case study will be selected each semester for argument analysis. Students will construct arguments on the semester topic and will analyze arguments made by actual participants in the public forum. Analyzing Arguments, Reasons and Values. On demand. Trapp

RHET 210 (W; AR; IT) Media and the Environment (1)
This course explores the way the media deals with environmental issues and images, particularly biodiversity. We focus on the emergence of the environment as an important media issue beginning in the 1970s; the way news and entertainment media have presented the environment; and the links between media texts, the culture which they create and reflect and the viewer/reader's response to these messages. Students will learn textual analysis of news stories (print and television), documentary films, and environment and children's programming. We pay particular attention to how these messages reflect the way the culture values and reasons and to how these messages argue for a particular view of the natural world and our relationship with the environment. Part of the environmental cluster. This is a paired course; students must enroll concurrently in BIOL 210 Biodiversity: Discovering Life. Together these courses fulfill two course credits and two writing-centered credits. Analyzing Arguments, Reasons and Values, Interpreting Texts. Environmental Cluster. Spring. Collins

RHET 231 Classical Rhetoric (1)
History and survey of principal theories of rhetoric including Plato, Aristotle and Cicero. Spring. Collins

RHET 232 (AR) Persuasion, Propaganda and the Mass Media (1)
Political rhetoric and advertising serve as case studies for the use and influence of persuasion and propaganda in contemporary society. Special attention is paid to the role of the mass media in this process and to the ethics of persuasive and propagandistic techniques. Analyzing Arguments, Reasons and Values. Every semester. Clark, Douglass

RHET 242 Leadership and Group Communication (1)
Principles of small group communication, including leadership development, role functions, decision-making and problem-solving processes, task and maintenance dimensions of group interaction. Emphasis on integration of theory and practice through small group presentations, observations and videotape review. On demand. Clark

RHET 244 (AR; IT) Latino/Latina Voices in the U.S. (1) [Crosslisted with LAS 244]
This course is a historical-critical survey of the public discourse of Latino/Latinas in the United States from colonial times to the present. As such, we will focus significantly on such issues as language, establishment of identities, civil rights, immigration, the formation of communities, political participation, and cultural assimilation. In order to accomplish our task we will study the historical context of the discourse, prominent rhetors, and various pieces of discourse. Analyzing themes and issues articulated is crucial for understanding Latino/Latina voices in the United States. This course will also count toward the Latin American Studies major. Analyzing Arguments, Reasons, and Values. Interpreting Texts. Annually. Cordova

RHET 261 (W) Rhetorical Criticism (1)
A writing-centered course focusing on the criteria and methods for analyzing discourse. General critical forms such as the analysis of situation, argument, structure and style will be addressed, as well as more specialized methods like cultural analysis and Burkean analysis. Students will write papers employing the various methods. Fall. Douglass, Trapp and Cordova

RHET 320 Mass Media and Society (1)
The role and influence of mass communication media in contemporary society. Effects of mediated communication on the individual. The scope of the course includes a variety of topics: communication theories, history of mass media, social effects, regulation, industry's social responsibilities and profit motive, and future developments. Attention is given to television, newspapers, radio, magazines and film. An in-depth research project on a subject chosen by the student is required as well as class discussions of research methods and findings. Perspectives integral to the course are drawn from all social science disciplines, as well as from the field of communications. Prerequisite: RHET 261 or consent of instructor. Spring. Staff

RHET 331 Argumentation Theory (1)
This course focuses on reasoned discourse: the techniques for planning and making arguments as well as for the critical analysis of arguments. Prerequisite: RHET 231 or consent of instructor. On demand. Staff

RHET 333 (W) Political Communication (1)
This course develops a rhetorical framework for understanding campaign communication, the symbolic nature of the presidency and the way groups and the media control political realities. Language is studied as a symbolic means of creating and projecting images and issues. Writing-centered. Prerequisite: RHET 261 or consent of instructor. Fall. Collins

RHET 335 Dramatism (1)
An exploration of the dramatist theory expounded by Kenneth Burke, the most influential theorist in contemporary rhetoric. Drawing on a selection of texts, students will examine language symbol manipulation, identification, motive and pieties. Prerequisite: RHET 231. Spring. Collins, Douglass, Clark

RHET 341 Narrative Theory (1)
This course surveys significant developments in narrative theory. Narrative in this context is defined broadly, not only as a style or technique of writing, but as a paradigm for understanding human thought and communication at large. Attention is directed to particular case studies that illustrate characteristic functions of narration. Prerequisite: RHET 231. Fall. Collins, Douglass

RHET 350 Topics in Rhetoric and Media Studies (1)
This course provides the flexibility to offer special topics of interest in rhetoric and media studies. Topics might include marginalized discourse, non-Western rhetoric, or mass media and the global village. Prerequisite: RHET 231 or 261 according to topic focus on theory or criticism, or consent of instructor. On demand. Staff

RHET 355 (US) Gender and Communication (1)
This course explores the intersection of three closely related constructs: gender, communication and power. Students in this course will consider gender as an investigative construct, examine the empirical differences in the ways men and women communicate in the United States and critique selected genres of women's rhetoric. Prerequisite: consent of instructor. Understanding Society. On demand. Cordova

RHET 360 Rhetoric of War and Peace (1)
This course examines conceptual and critical approaches to the study of war rhetoric. The first half of the course focuses on international participation in the Cold War between the Soviet Union and the United States. The second half of the course is a case analysis of Gulf War rhetoric. Students will explore media images opposing nations employ to characterize the other; strategic choices in public rhetoric that create and sustain the Cold War or acceptance of the Gulf War; and the literalized metaphors and ideological frames that characterize war rhetoric. Prerequisite: RHET 261 or consent of instructor. Closed to freshmen. Alternate years. Collins

RHET 361 Visual Rhetoric: Memory and Memorials (1)
This project-based course explores the emerging and interdisciplinary investigation of visual culture and rhetoric. It begins with an overview of the relationship between words and images followed by case studies focused on memory and memorials. The course explores the visual rhetoric of witnessing by examining representation, war, the cultural trauma through the images of tragedy, photographs of war,

and war memorials. The course will examine exhibitionary rhetoric through case studies of the role of memorials and reconciliation in Chile and controversial exhibitions in the U.S. Lab required. Prerequisite: RHET 261. Alternate years. Collins

RHET 362 (W) Media Framing (1)
This course examines news accounts as they construct the meaning of the events they report. Students explore how reality is shaped when the media privileges a particular frame for the events; sketches familiar plotlines, characters, or ideologies; or gives authority to some voices and silences others. Finally, the course addresses the effect of media conventionalizing, in the symbolic complexes addressed and the formulaic stories they spawn, on both the range of interpretations and the range of topics that are publicly addressed. Writing-centered. Prerequisites: RHET 261 or consent of instructor. Closed to freshmen. Alternate years. Collins

RHET 365 Rhetoric of Religion (1)
This course is a rhetorical and critical survey of the use of religious language in the public and political discourse of the United States in an attempt to discern how religious discourse is used to engender social change, construct the communities in which we live, and lead our public lives. We will focus on special problems and issues created by words of and about religious belief and speeches, artistic expression, cinematic representation, and other forms of communicative interaction. Prerequisite: RHET 261. Alternate years. Cordova

RHET 370 Communication Ethics (1)
This course is intended to shift our attention from the typical "real world" concern about persuasive effectiveness and refocus attention on the consequences of manipulating language. Accompanying an examination of the theoretical bases for ethical communication, we will examine case studies selected from: social protest, evangelism, propaganda, advertising and political campaigns. Prerequisites: RHET 261 or consent of instructor. Closed to freshmen. Alternate years. Clark

RHET 372 (W) Metaphor and Communication (1)
This course is an exploration of what the use of metaphor does to and for us. The course covers two units roughly corresponding to the theory and criticism of metaphor. The first unit surveys a variety of scholarly attempts to define metaphor and explain metaphorical function. The second unit examines ways that metaphors can be evaluated and the reasons that they should be evaluated. Class periods will primarily be devoted to lecture, guided discussions and reports. Writing-centered. Prerequisite: RHET 231 or consent of instructor. Alternate years. Douglass

RHET 490 Independent Study (1)
Individual program in which a student can study a topic not normally available in the department curriculum. A student could conduct critical or experimental

research in the field or pursue a detailed program of study in a specific area of interest. Each independent study plan must have the approval of the Rhetoric and Media Studies faculty. On demand. Staff

RHET 496 (W) Seminar in Rhetoric and Media Studies (1)
Students and department faculty will read and discuss current research in rhetoric and media studies. Each student will write and present a major paper. Participation in the seminar and completion of comprehensive examinations will constitute the Senior Year Experience. Writing-centered. Prerequisites: RHET 231, 261 and two additional Theory courses. Every semester. Staff

SCIENCE STUDIES

Science Studies is inherently an interdisciplinary major. It not only explores the complex interactions among the sciences, technology and medicine, it also attempts to explain how they interact with different parts of society, such as government, industry, education, religion, and the economy. Science Studies draws upon a plethora of methodologies from various disciplines, including the sciences themselves, history, philosophy, sociology, and anthropology. With the tools provided by these subjects, the discipline of Science Studies illustrates how scientific, technological and medical knowledge is constructed on the one hand, and how culture and society are constructed on the other. In short, Science Studies investigates the link between the content of scientific, technological and medical knowledge and the context in which such knowledge is generated.

Science Studies is meant to branch out into all areas of the Willamette campus. Science students need to be cognizant of how their knowledge influences, and is framed by, society. Such awareness necessitates a sense of social responsibility. Students of sociology, philosophy, history, and anthropology must appreciate how their disciplines can help elucidate the scientific enterprise. Precisely because science, technology, and medicine impact our lives in unprecedented ways, all members of the academy are obliged to become familiar with these fields.

Science Studies is an appropriate major for pre-med students, as medical schools are interested in well-rounded students who can discuss intelligently the social aspects of medicine. Pre-law students, particularly those interested in science policy and intellectual property, can gain a valuable insight by studying the relationship between science and the law. Also, given the importance of biotechnology and genetic engineering to the media, Science Studies would also appeal to those interested in a career in science journalism. Finally, this major is well suited for students of the sciences, history, sociology and cultural anthropology interested in pursuing

graduate work in science studies (including history of science, medicine, or technology, philosophy of science, and sociology of science and technology).

REQUIREMENTS FOR THE SCIENCE STUDIES MAJOR
(11 credits)

Four courses (including any prerequisites) of a science . . . . . (4)
- Chemistry: at least 2 courses at the 200 level, OR
- Biology: at least 2 courses at the 200 level, OR
- Physics: at least 2 courses at the 300 level, OR
- Computer Science: CS 231 (QA*) and 241 (QA) and two courses at the 300 or 400 level (N.B.: any calculus prerequisites may NOT be counted.), OR
- Exercise Science: any four of the following: BIOL 246, BIOL 260, EXSCI 340, EXSCI 360, EXSCI 347; OR
- Psychology: PSYC 130 (NW) and two of the following: 345, 348, 350, 351, and 355

Two of the following three courses: . . . . . (2)
- HIST 122 Intro to the History of Technology (1)
- HIST 240 (TH) Intro to the History of Western Medicine (1)
- SST 120 (TH) Intro to the History of Science (1) [Crosslisted with IST 120]

Four credits from the following (at least three at 300/400 level) . . . . (4)
- ENVR 326 (TH) Environmental History (1)
- EXSCI 330 Science of Nutrition (1)
- HIST 323 (W) Advanced Topics in the History of Science, Technology and Medicine (1)
- IDS 220 (AR; NW) The Body in Science and Society (1)
- IDS 330 (W) Science Studies (1)
- IDS 331 (W) Religion and Science (1)
- IDS 423 (W) Literature of Natural Science (1)
- PHIL 280 Epistemology (1)
- PHIL 332 Philosophy of Science (1)
- PHIL 333 Metaphysics (1)
- PHIL 360 (W) Philosophy of Mind (1)
- PHYS 110 (NW) Astronomy (1)
- SOC 119 Medical Sociology (1)
- SST 389 (TH) Physics and Society (1) [Crosslisted with HIST 389]
- SST 392 (TH) Biology and Society (1) [Crosslisted with HIST 392]

SST 499 (W) Senior Seminar in Science Studies . . . . . (1)

REQUIREMENTS FOR THE SCIENCE STUDIES MINOR
(6 credits)

Two credits in Biology, Chemistry, Physics, Computer Science, Exercise Science or Pscyhology . . . . . (2)
Two of the following three courses . . . . . (2)
- HIST 120 (TH) Intro to the History of Science (1)
- HIST 122 Intro to the History of Technology (1)
- HIST 240 (TH) Intro to the History of Western Medicine (1)

Two credits from the following . . . . . (2)
- ENVR 326 (TH) Environmental History (1)
- EXSCI 330 Science of Nutrition (1)
- HIST 323 (W) Advanced Topics in the History of Science, Technology and Medicine (1)
- SST 389 (TH) Physics and Society (1) [Crosslisted with HIST 389]
- SST 392 (TH) Biology and Society (1) [Crosslisted with HIST 392]
- IDS 220 (AR; NW) The Body in Science and Society (1)
- IDS 330 (W) Science Studies (1)
- IDS 331 (W) Religion and Science (1)
- IDS 423 (W) Literature of Natural Science (1)
- PHIL 280 Epistemology (1)
- PHIL 332 Philosophy of Science (1)
- PHIL 333 Metaphysics (1)
- PHIL 360 (W) Philosophy of Mind (1)
- PHYS 110 (NW) Astronomy (1)
- SOC 119 Medical Sociology (1)

FACULTY

Science Studies Advisory Committee:
William E. Duvall, E. Jerry Whipple Professor of History
Louis F. Goble, Professor of Philosophy
Myles W. Jackson, Associate Professor of History of Science, Chair
Karl Fritz Ruehr, Associate Professor of Computer Science
Todd P. Silverstein, Professor of Chemistry
Barbara Stebbins-Boaz, Associate Professor of Biology
D. Angus Vail, Assistant Professor of Sociology
Richard W. Watkins, Associate Professor of Physics
Peter Wogan, Associate Professor of Anthropology

COURSE DESCRIPTIONS

SST 120 (TH) An Introduction to the History of Science (1) [Crosslisted with HIST 120]
This course offers a general survey of scientific thought from the philosophies of ancient Greece to modern physics and molecular biology. Thinking Historically. Annually. Jackson

SST 389 (TH) Physics and Society (1) [Crosslisted with HIST 389]
This course treats the history of physics from 1700 to the present. We shall investigate how sociocultural factors influence physics and, conversely, how physics has influenced culture and society. Thinking Historically. Annually. Jackson

SST 392 Biology and Society (1) [Crosslisted with HIST 392]
This course explores the relationship between the biological sciences and society from Enlightenment France until the present. Topics include: the role of gender in 18th century classifications of plants, Darwin's theory of evolution and its political and religious implications, eugenics and the Human Genome Project. Prerequisite: One semester of Biology or consent of instructor. Thinking Historically. Annually. Jackson

SST 499 (W) Senior Seminar in Science Studies (1)
This course is intended for science-studies major with senior standing and is comprised of direct reading, research and writing of a senior thesis. The topic of study will be selected by the student after consultation with the director of the science-studies program and the student's advisor. This course is meant as the culmination of a science-studied major; hense, the student is to choose a topic from her/his areas of concentration within the major. The work should represent expertise in methodologies relevant to science studies as applied to a specific scientific, historical, philosophical or sociological area. Writing-centered. On demand. Jackson

SOCIOLOGY

The program in sociology is designed to be a valuable part of every liberal arts education as it teaches students to recognize the impact of social, economic, and historical forces on one's life and the lives of others. Through the progressive acquisition of skills, students learn the basic principles of sociology that they apply to a critical analysis of social issues and social settings. By giving students research and internship opportunities to practically use their sociological knowledge, they are encouraged to become responsible and engaged citizens who are committed to creating positive social change.

Sociology presents many distinctive ways of looking at the world so as to generate new ideas and assess the old ones in most occupational settings. Career opportunities in sociology are numerous but the most popular ones are in the areas of education, social service, government, business, and research. Sociology is also a useful major for students planning careers in professions such as law and medicine. Finally, sociology provides students with a solid background in research and analytic techniques, skills valued by employers in most non-profit and for-profit organizations.

REQUIREMENTS FOR THE SOCIOLOGY MAJOR
(8 credits)

SOC 201 Navigating Social Worlds . . . . . (1)
SOC 301 (QA*) Social Statistics. . . . . (1)
SOC 302 Methods of Social Research . . . . . (1)
SOC 303 (W) Sociological Theory. . . . . (1)
One 400 level Application Course: . . . . . (1)
  SOC 430 Families (1)
  SOC 435 (W) Group Dynamics and Organizational Culture (1)
Two 100, 300 or 400 level Sociology Courses . . . . . (2)
  (Only one of these can be at the 100 level)
Senior Experience, chosen from: . . . . . (1)
  SOC 495 (W) Internship in Sociology (1)
  SOC 497 (W) Senior Thesis (1)
  SOC 499 Senior Seminar in Sociology (1)

REQUIREMENTS FOR THE SOCIOLOGY MINOR
(5 credits)

SOC 201 Navigating Social Worlds . . . . . (1)
Four additional Sociology credits. . . . . (4)
  (Only two of these can be at the 100 level)

Students usually start their minor in sociology with a 100 level exploration course. Navigating Social Worlds is the gateway course to other 300 and 400 level courses and is required for the minor. Students can take up to four additional credits in sociology, besides Navigating Social Worlds, with no more than two of them being at the 100 level. While 300 level courses have a prerequisite of Navigating Social Worlds or any 100-level Sociology course, 400 level application courses also require the completion of Social Statistics, Methods of Social Research, and Sociological Theory.

FACULTY

Linda S. Heuser, Professor of Sociology, Chair
Carol Doolittle, Professor of Sociology
Emily Drew, Assistant Professor of Sociology and American Ethnic Studies
Stephen C. Hey, Professor of Sociology
Kelley Strawn, Assistant Professor of Sociology
D. Angus Vail, Assistant Professor of Sociology

COURSE DESCRIPTIONS

SOC 114 (US) Race and Ethnic Relations (1) [Crosslisted with AES 114]
The nature of majority–minority relations in society are explored with a focus on the causes and consequences of prejudice, discrimination and racism, with special attention on the increasing importance of institutionalized racism in contemporary American society. Attention is also paid to how race relations have changed over time and the differences in the experiences of immigrant and racial minorities. Studies on race relations are explored from a variety of theoretical perspectives. Freshmen and Sophomores only. Understanding Society. Fall. Hey, Drew

SOC 119 Medical Sociology (1)
Study of the social causes and consequences of health and illness. Consideration will be given to topics such as epidemiology, social demography of health, illness as deviance, social effects of acute and chronic illnesses, socialization of health care providers, social policy and health care, and bioethics. Fall. Heuser

SOC 121 (W) Gender Roles in Society (1)
This course considers the impact of social institutions on gender roles, such as the family and the economy, and social processes such as stratification and interpersonal interaction. Studies how people learn gender roles and how these roles are changing. Freshmen and Sophomores only. Writing-centered. Fall. Doolittle

SOC 131 (US) Sociological Inquiry (1)
This course introduces students to the nature of sociological inquiry through the exploration of a specifically defined topic. Emphasis will be given to how sociologists methodologically and theoretically study and derive meaning from the world around us. Topics of critical investigation may include, but are not limited to, art worlds, globalization today, our aging society, technology and the future, childhood and adolescence, religion and spirituality. Understanding Society. Annually. Staff

SOC 132 (W) Sport and Society (1)
The world of sport touches all of us in one way or another. We participate in sports. We watch sports. We read about sports. Why are sports so important to us? What are their benefits socially and individually? In this course, we are interested in examining the sociological significance of sport as it relates to topics such as culture, social organizations, socialization, social stratification, race, gender, economics, and the mass media. Attention will be paid to the national and international influence of sport among individuals, groups, and societies. Freshmen and Sophomores only or consent of instructor. Writing-centered. Spring. Heuser

SOC 134 (US) Crime, Delinquency and the Criminal Justice System (1)
This course examines the nature of crime and delinquency, the persons and social situations involved in crime and delinquency, law enforcement agencies and the traditional and current methods of managing offenders. Freshmen and Sophomores only. Understanding Society. Fall. Staff

SOC 141 (W; US) Chicago Sociology (1)
This course will focus on Chicago during two transitional periods: the early states of the industrial and post-industrial ages. The class will investigate the economic, social and historical forces that were operative in each of the periods and how the "Chicago School," using the methods and theories of sociology, attempted to describe and explain these forces, and the social problems caused by them. Freshmen and Sophomores only or consent of instructor. Chicago Cluster. Writing-centered. Understanding Society. Spring. Hey

SOC 201 Navigating Social Worlds (1)
This course, designed as a gateway into the broader study of sociology, will address three primary foci of sociological analysis: Social Systems, Social Institutions, and Human Agency. Within each of these sections, we will focus on how sociologists employ theories and appropriate research methods to examine power, inequality, and social change. In order to give students the best grounding in these endeavors, the readings will come mainly from primary sources. Every semester. Staff

SOC 301 (QA*) Social Statistics (1)
This course is an introduction to descriptive and inferential statistics. The following topics will be examined: scales of measurement; frequency distributions; graphing data; measures of central tendency, dispersion, and skewness; sampling distributions; confidence intervals and interval estimation; hypothesis testing; t-tests; analysis of variance, chi-square; measures of association; and regression analysis. Prerequisite: SOC 201 or any 100-level Sociology course. Quantitative and Analytical Reasoning*. Fall. Heuser, Strawn

SOC 302 Methods of Social Research (1)
The aim of this course is to introduce students to qualitative and quantitative research methods. Topics to be covered include research design, conceptualization and measurement, methods of gathering information, sampling, ethics, and data analysis. The relationship between theory and research will also be considered. Students will be involved in exercises and projects intended to familiarize them with the different methods of conducting research. Prerequisite: SOC 201 or any 100-level Sociology course; and SOC 301 or MATH 138. Spring. Heuser, Strawn

SOC 303 (W) Sociological Theory (1)
We will look at the foundational statements and recent applications of the four major traditions of sociological thought: Functionalism, Marxism, Verstehen, and Symbolic Interactionism. In focusing on one tradition at a time, students will learn the principles upon which each tradition is based. The goal is to learn how to think like a theorist. Prerequisites: SOC 201 or any 100-level Sociology course. Writing-centered. Fall. Vail

SOC 312 Individual in Society: Social Psychology (1)
In this course, we will uncover the ways people make sense of the world, how they figure out ways of getting along, and how they deal with conflict and differences in power. Since this course is a seminar, most of the time will be devoted to discussing readings, but we may also see a few films. Topics will include the nature of reality, the importance of language, and the process of defining situations. Prerequisite: SOC 201 or any 100-level Sociology course. Fall. Vail

SOC 315 Social Change (1)
The course investigates origins of social change such as revolution, reform, and evolution. Classical and contemporary theories of social change, and major social trends (e.g., industrialization, cybernation, urbanization, secularization) are also considered. Prerequisite: SOC 201 or any 100-level Sociology course. Alternate Springs. Strawn

SOC 322 The Environment and Society (1)
This course will explore sociological aspects of environmental issues such as the rise of the environmental movement, the social mobilization of interest groups, food and population, energy, forest harvesting, pollution and sustainable development. Includes application of sociological concepts to risk assessment and environmental impact statements. Prerequisite: SOC 201 or any 100-level Sociology course. Environmental Cluster. Alternate Falls. Doolittle

SOC 324 Gender and Development (1)
This course uses theories of gender and development and of globalization to consider the effects of development and globalization on women, men, indigenous peoples and ethnic minorities. After identifying relevant international and national actors and forces, the course examines changes in national and local social systems, institutions, and interaction patterns related to development and addressing gender and/or ethnicity. Topics discussed in this context may include agriculture, natural resources, environment, urban development, manufacturing, population, religion, education, and human rights. Prerequisite: SOC 201 or any 100-level Sociology course. Fall. Doolittle

SOC 330 World Population Problems (1)
This course examines population problems in various societies of the world and reviews theories of population growth. It explores critical variables such as fertility, mortality and migration and relates the population problem to factors that indicate the interdependent nature of the modern world. Prerequisite: SOC 201 or any 100-level Socioloty course. Alternate Falls. Hey

SOC 332 Urban Sociology (1)
The aim of this course is to introduce students to the major theories, concepts and issues of urban sociology and to explore the patterns and processes of urban life. Additional attention will be paid to selected social, economic and political problems confronting major urban centers throughout the world. Prerequisites: SOC 201 or any 100-level Sociology course. Fall. Hey, Drew

SOC 334 Inequality in Society (1)
The aim of this course is to provide students with a strong background in the basic concepts and theories of social stratification. It examines structured social inequality in modern society and is primarily concerned with three basic issues: how inequality is structured, how such structures are maintained and the consequences that result from structured social inequality. Each of these issues is explored cross-culturally as well as from the American perspective. Prerequisite: SOC 201 or any 100-level Socioloty course. Spring. Hey, Drew

SOC 339 Deviance and Social Control (1)
In this course, we will focus on how sociologists explain behaviors that many of us see as dangerous, distasteful or unpleasant. The assignments will focus on theories of deviance, some discussion of the preferred methods used in studying deviance, and several topical sections focusing on deviant behaviors such as sex work, drug use, crime, and mental disorders. Rather than condemning deviance and deviants, the course seeks to explain people's behavior and society's responses to them. Prerequisite: SOC 201 or any 100-level Sociology course. Spring. Vail

SOC 340 (US) Social Aspects of Dying, Death and Bereavement (1)
Death represents one of the great mysteries of life. In this course, we undertake an evaluation of the sociological theories and research pertaining to dying, death and bereavement. Cultural variations in these social processes are also considered. Topics include: definitions and images of death; demography and death; the dying and grieving processes; caregiving; and funeral practices. Opportunities to volunteer in the community will be available. Prerequisite: SOC 201 or any 100-level Sociology course. Understanding Society. Death Cluster. Spring. Heuser

SOC 358 Special Topics in Sociology (.5 or 1)
This course offers timely exposure to a variety of relevant topics in sociology. Topics might include the study of homelessness, poverty, death and dying, or cultural diversity. Prerequisites: SOC 201 or any 100-level Sociology course. Every semester. Staff

SOC 430 Families (1)
This course explores changing aspects of marriage and family structures and relationships, including family life cycles, alternative forms of marriage, aging, divorce, remarriage and reconstituted families. Prerequisites: SOC 302 and SOC 303. Spring. Doolittle

SOC 435 (W) Group Dynamics and Organizational Culture (1)
In this course, we will focus on how people figure out, establish, and maintain the rules that make interactions in a variety of settings predictable. We will also spend considerable time on the methods sociologists employ in studying different settings. The readings cover the dramaturgical perspective espoused by Goffman and others, structural arguments and ethnomethodological explanations of how we make sense of the many social worlds we inhabit. Writing-Centered. Prerequisites: SOC 302 and SOC 303. Fall. Vail

SOC 490 Research and Independent Study (.5 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. Prerequisites: SOC 302 and SOC 303. Every semester. Staff

SOC 495 (W) Internship in Sociology (1)
This course provides an opportunity for students to work in selected social service and other organizations supervised by on-site professionals. Opportunity to observe the operation of agencies and develop some skills in working with people. Students spend 12 to 15 hours a week interning and attend a weekly seminar. Writing-Centered. Prerequisites: Senior majors who have completed SOC 302 and SOC 303. Spring. Heuser

SOC 497 (W) Senior Thesis (1)
Open to majors in Sociology Honors Program, the senior thesis involves a comprehensive study of a topic chosen by the student and approved by her/his thesis advisor/s. As an original, quantitative and/or qualitative investigation undertaken as an independent study, the thesis includes the collection and analysis of primary or secondary data grounded in relevant theoretical and empirical literatures. A written thesis and oral presentation of the study's findings are required. Satisfactory completion of this course fulfills the Senior Year Experience requirement for Sociology majors. Prerequisites: Senior majors who have completed SOC 302 and SOC 303 and who qualify for Honors. Writing-centered. Annually. Staff

SOC 499 Senior Seminar in Sociology (1)
Theory and research in sociology as it applies to general and specific areas of study. Particular emphasis is given to contemporary applications. Prerequisites: Senior majors who have completed SOC 302 and SOC 303. Spring. Staff

SPANISH

The goals of the Spanish Department are to contribute to the liberal education of students by providing courses designed to develop an appreciation of the Spanish language and the Hispanic literature 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. The department is committed to the concept of foreign study and strongly encourages students to participate in overseas programs in Granada and Seville, Spain; Quito, Ecuador; Havana, Cuba; or Valparaiso and Osorno, Chile; or Oaxaca, Mexico.

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

REQUIREMENTS FOR THE SPANISH MAJOR
(8 credits)

Spanish 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. Of the credits listed above, at least four must be earned in residence at Willamette University, to include at least one 400 level Spanish Literature course and the Spanish Senior Experience: SPAN 497 (W) Research and Discussion of Selected Topics in Literature.

SPAN 331 (W) Spanish Composition and Discussion. . . . . (1)
SPAN 333 (TH) Hispanic Civilization (1) OR
SPAN 335 (TH) Cultural Institutions of Spain. . . . . (1)
SPAN 497 (W) Research and Discussion of Selected
Topics in Literature . . . . . (1)
Three credits in Spanish literature, from the following. . . . . (3)
(to include at least one 400 level Spanish Literature course to
be taken at Willamette University)
SPAN 340 (IT) Introduction to Spanish Literature (1)
SPAN 351 Literary Movements of the 19th Century (1)
SPAN 355 (IT) Latin American Literature I: Conquest to Modernismo (1)
SPAN 356 (IT) Latin American Literature II:
Modernismo to the Present (1)
SPAN 357 (IT) Indigenous Literatures of Latin America (1)
SPAN 427 Topics in Latin American Literature (1)

SPAN 428 Contemporary Mexican Literature (1)
SPAN 430 History of Hispanic Thought (1)
SPAN 431 Contemporary Novel and Short Story of Latin America (1)
SPAN 432 20th Century Spanish Literature: Drama, Poetry and Novel (1)
SPAN 434 Literature of the Golden Age (1)
SPAN 435 Contemporary Latin American Women Writers (1)
SPAN 438 Contemporary Spanish Women Writers (1)
SPAN 441 Contemporary Novel and Short Story of Spain (1)
SPAN 490, 491 Reading and Conference (1)
Two additional credits in Spanish numbered 300 or above . . . . . (2)

REQUIREMENTS FOR THE SPANISH MINOR

(5 credits)

SPAN 331 (W) Spanish Composition and Discussion. . . . . (1)
SPAN 333 (TH) Hispanic Civilization (1) OR
SPAN 335 (TH) Cultural Institutions of Spain . . . . . (1)
Three credits in Spanish numbered 300 or above . . . . . (3)

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 Spanish are the Willamette semesters abroad in Spain, Ecuador, and Chile, as well as a post-session program in Ecuador.

Credits earned in Willamette University's off-campus study programs, or in other preapproved foreign study programs, may be substituted for required courses in the Spanish Department.

Language students enjoy the use of a state-of-the-art Language Learning Center featuring multimedia stations, foreign language word processing software, foreign television programs transmitted by satellite, and up-to-date communication technology.

FACULTY

Patricia Varas, Professor of Spanish, Chair
Maria Blanco-Arnejo, Professor of Spanish
Jennifer Covarrubias, Instructor of Spanish
Maria Delgado-Hellin, Instructor of Spanish
Gustavo Fonseca, Instructor of Spanish
Martha Gavilanez-Uggen, Instructor of Spanish
Maria McIvor, Instructor of Spanish
Ana Montero, Assistant Professor of Spanish

Rachel Montesano, Visiting Instructor of Spanish
April Overstreet, Assistant Professor of Spanish
John F. Uggen, Professor of Spanish
Jeffrey Ward, Visiting Assistant Professor of Spanish

COURSE DESCRIPTIONS

SPAN 131 Elementary Spanish I (1)
Development of basic skills: comprehension, speaking, reading and writing. Introduction to the present indicative and other elementary grammatical components. Laboratory work. Fall. Staff

SPAN 132 Elementary Spanish II (1)
Continued development of basic skills: comprehension, speaking, reading and writing. Introduction to more indicative tenses and other elementary grammatical components. Laboratory work. Prerequisite: SPAN 131. Every semester. Staff

SPAN 231 Intermediate Spanish I (1)
Development of language skills: comprehension, speaking, reading and writing with classroom and laboratory exercises. Introduction to the subjunctive and more grammatical components. Laboratory work. Prerequisite: Elementary Spanish or two years of high school Spanish, or equivalent with satisfactory AP scores. Every semester. Staff

SPAN 232 Intermediate Spanish II (1)
Continued development of language skills. Comprehension, speaking, reading and writing with short reading and compositions assignments. Introduction to more tenses and applications of the subjunctive and more grammatical components. Laboratory work. Prerequisite: SPAN 231. Every semester. Staff

SPAN 260 (4th Sem Lang Req) Hispanic Literature in Translation (1)
This course will focus on English translations of major literary works originally written in Spanish and their literary, cultural, social, and historic impact. Specific topics will vary. Taught in English. Prerequisite: SPAN 231 or consent of instructor. Fourth Semester Language Requirement. Spring. Blanco-Arnejo
NOTE: Does not count towards major or minor.

SPAN 331 (W) Spanish Composition and Discussion (1)
Oral and written compositions based upon readings of texts emphasizing Spanish culture and literary vocabulary needed in more advanced letters courses. Exercises in syntax and introductory phonetics. Conducted in Spanish. Prerequisite: SPAN 232 or completion of language proficiency or consent of instructor. Writing-centered. Every semester. Staff

SPAN 332 Spanish Conversation and Culture (1)
Classroom discussion and conversation in Spanish about selected topics of Spanish and Latin American culture. Emphasis on vocabulary-building and acquisition of oral communication skills. Classroom presentations and participation required. Conducted in Spanish. Prerequisite: Completion of SPAN 331 or consent of instructor. Spring. Staff

SPAN 333 (TH) Hispanic Civilization (1)
Studies in the geography, history and chronological development of culture and ideas in Hispanic America from 1492 to the present. Class discussion, oral and written reports. Oral and written exams. Conducted in Spanish. Thinking Historically. Prerequisite: SPAN 331 or consent of instructor. Fall. Uggen

SPAN 335 (TH) Cultural Institutions of Spain (1)
Study of how the political, social, and cultural structures of the Spanish Iberian Peninsula changed from Golden Age to modern times. By analyzing historical, literary, artistic, and film texts, the course will examine the changing institutions of Church and State from 15th Century Castile to 21st Century Spain. Prerequisite: SPAN 331 or consent of instructor. Thinking Historically. Spring. Overstreet

SPAN 336 Latin American Cinema (1) [Crosslisted with LAS 336]
This course examines films, features and documentaries, by and about Latin Americans. It focuses on the political, economic, social, and aesthetic tensions that characterize the region and contextualize cinematic production. It explores the constitution of Latin American cultural identity through film. Readings, written and oral work in weekly tutorials will be carried out in Spanish. Prerequisite: SPAN 331. Alternate years, Fall. Dash/Varas

SPAN 340 (IT) Introduction to Spanish Literature (1)
Close textual analysis of representative Spanish and Latin American works of narrative, poetry, and drama. Emphasis on acquiring tools and methodology of literary analysis. One term paper, three midterm exams. Class participation mandatory. Interpreting Texts. Conducted in Spanish. Prerequisite: SPAN 331 or consent of instructor. Every semester. Staff

SPAN 351 Literary Movements of the 19th Century (1)
Study of the major literary movements of 19th-century Spain, including Romanticism, Realism and Naturalism. Close textual analysis of representative authors, with emphasis on the writings of Lara, Espronceda, Duque de Rivas, Bécquer, Pereda, Galdos, Valera and Pardo Bazán. Conducted in Spanish. Prerequisite: SPAN 340 or consent of instructor. Alternate years, Spring. Staff

SPAN 355 (IT) Latin American Literature I: Conquest to Modernismo (1)
A study of representative works of Latin American literature from 1492 to 1900, including Inca Garcilaso, Sor Juana Inés de la Cruz, Fernández de Lizardi, Heredia, Gertrudis Gómez de Avellaneda, Echeverría, Sarmiento, Darío and Rodó. Conducted in Spanish. Written and oral exams. Prerequisite: SPAN 340 or consent of instructor. Interpreting Texts. Alternate years, Fall. Uggen, Varas

SPAN 356 (IT) Latin American Literature II: Modernismo to the Present (1)
A study of representative works of Latin American literature from 1900 to today, including Vicente Huidobro, Delmira Agustini, César Vallejo, Jorge Luis Borges, Pablo Neruda, Rosario Ferré, Rosario Castellanos and Gabriel García Marquéz. Conducted in Spanish. Prerequisite: SPAN 340 or consent of instructor. Interpreting Texts. Alternate years, Spring. Varas

SPAN 357 (IT) Indigenous Literatures of Latin America (1)
In this course we will examine the texts produced by indigenous peoples of Latin America both in Pre-and Post-Columbian. Our attempt would be to comprehend better these cultures, to understand their cultural representations, and to appreciate their artistic productions. We will read these texts both as literature and as cultural and historical representations of the peoples who created them. Interpreting Texts. Indigenous Peoples and Cultures Cluster. Conducted in Spanish. Prerequisite: SPAN 340 or consent of instructor. Alternate falls. Staff

SPAN 365 Spanish Translation (1)
Study of theory and practice of translation. The course includes in-depth study of certain aspects of the Spanish language: slang, idioms, syntax, etc. Through the translation of different genre (poetry, literary prose, newspapers, etc.) the following issues will be addressed: importance of context and situation, relationship between language and culture, relationship between English and Spanish. Prerequisite: SPAN 331(W). Alternate years, Fall. Blanco-Arnejo

SPAN 427 Topics in Latin American Literature (1)
Changing topics in Latin American literature will be discussed in a seminar-style course. Topics such as post-colonial thought, indigenismo, testimony and exile literature will set the discussion for the exploration of Latin American culture and society through its literature. Conducted in Spanish. Prerequisite: SPAN 340 or consent of instructor. Spring. Varas

SPAN 428 Contemporary Mexican Literature (1)
Study of different aspects of Mexican literature. The changing topics will include literature on the Mexican revolution; women writers; contemporary writers; and marginal voices in literature. Conducted in Spanish. Prerequisite: SPAN 340 or consent of instructor. Spring. Staff

SPAN 430 History of Hispanic Thought (1)
Writings dealing with the Spanish mind, its influence on Latin America and the relationship of both to the United States. Representatives from art history, mysticism, philosophy, politics, sociology and psychology. Conducted in Spanish. Written and oral exams. Prerequisite: SPAN 331 or consent of instructor. Alternate years. Uggen

SPAN 431 Contemporary Latin American Novel and Short Story (1)
A study of representative prose fiction writers of Latin America, including Gallegos, Alegría, Garcia Marquéz, Carpentier, Asturias, Borges, Quiroga and Cortázar. Conducted in Spanish. Written and oral exams. One term paper. Prerequisite: SPAN 340 or consent of instructor. Alternate years. Blanco-Arnejo, Uggen

SPAN 432 Twentieth-Century Spanish Literature: Drama, Poetry and Novel (1)
Study of 20th-Century Spanish literature, beginning with the Generacion de 98. Includes the most important authors who analyze the philosophical, political and social problems of modern Spain. Selections of drama, novel, poetry and essay. Conducted in Spanish. Written and oral exams. Prerequisite: SPAN 340 or consent of instructor. Alternate years. Overstreet

SPAN 434 Literature of the Golden Age (1)
Study of the great writers of the 16th- and 17th-centuries with emphasis on Cervantes, Lope de Vega and Calderon. A brief outline of the poetry and theater of the Middle Ages will serve as an introduction to this literature of the Renaissance and Baroque period. Class discussion, oral and written exercises in Spanish. Supplementary readings in the novel, drama, short story and autobiography of the period. Oral and written exams. Conducted in Spanish. Prerequisite: SPAN 340 or consent of instructor. Alternate years. Overstreet

SPAN 435 Contemporary Latin American Women Writers (1)
This course will examine the changing role of the Latin American woman in political and social life as reflected in the literary works of such authors as Storni, Valenzuela, Lynch, Ferré, Burgos, Castellanos. Conducted in Spanish. Prerequisite: SPAN 340 or consent of instructor. Alternate years, Fall. Varas

SPAN 438 Contemporary Spanish Women Writers (1)
This course will study contemporary narrative texts by Spanish women. We will examine the texts in their socio-historical context, focusing on the impact of the civil war, the fascist dictatorship and the unleashing (destape) of cultural and political energies, including the development of Spanish feminism in the post-French period in women's lives. Conducted in Spanish. Prerequisite: SPAN 340 or consent of instructor. Alternate years, Spring. Overstreet

SPAN 441 Contemporary Novel and Short Story of Spain (1)
Study of the major literary movements and authors of novels and short stories in 20th-century Spanish literature. Conducted in Spanish. Prerequisite: SPAN 340 or consent of instructor. Alternate years. Overstreet

SPAN 490–491 Reading and Conference (.5 or 1)
Designed to enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered at Willamette University. Conducted in Spanish. Papers or exams may be required. Prerequisites: SPAN 331, junior or senior standing, g.p.a. of 3.0 or better, consent of instructor. On demand. Staff

SPAN 497 (W) Research and Discussion of Selected Topics in Literature (1)
This seminar course will serve to integrate the linguistic, cultural, historical and literary experiences of seniors in the language. The class will be taught in a flexible manner in order to allow students to highlight their varying individual backgrounds in Spanish. The course will include a discussion of the literature of the Golden Age and the 19th- and 20th-centuries, and literary genres such as the essay, poetry and novel. Students must present a major paper at the end of the semester and pass comprehensive written and oral exams. Conducted in Spanish. Writing-centered. Every semester. Staff

THEATRE

The theatre program at Willamette University offers a Theatre major with emphases in acting, performance, and design, or the option to craft and propose to the department faculty an individual emphasis. A faculty, staff and guest artists with extensive academic and professional experience teach a wide-ranging curriculum, providing the student with a rich variety of perspectives from which to learn. Theatre is a vital part of the liberal arts experience at the University through the public performances of four plays and a dance concert per year, as well as student-created projects and the wide array of classes available to majors and non-majors alike.

Students majoring in Theatre are provided with a range of experiences within all areas of the theatre: acting, directing, stagecraft, costume construction, design, dramaturgy, lighting, voice, movement, theatre history, and dramatic literature. It is the department's intent to train Theatre majors in all aspects of the discipline during their four years at Willamette, thereby creating a well-rounded theatre artist. Just as the liberal arts environment provides the student with insight into and an understanding of a variety of subjects, the Theatre Department strives to create an environment conducive to the individual growth of the student within the context of the most collaborative of the arts disciplines.

The time spent in a university is valuable not only for the particular instruction a student receives; it also serves as a time of great personal growth and heightened self-awareness. The theatre department supports this matriculation in ways both tangible and intangible. The great amount of work done in the department in classes and with mainstage productions demands that the students budget and prioritize their time and energy. Truly, there is no class or subject irrelevant to the study of theatre, and the department's outlook reflects this respect for our place as an integral and vital part of the College of Liberal Arts. Students are expected to develop a high level of self-discipline in the theatre department. Pride of commitment to the work and the willingness to take on the responsibility that comes with being part of an ensemble are tangible rewards that students will carry with them long after graduation. Also, classes offered through the theatre department meet several General Education (Modes of Inquiry) requirements.

In addition to the permanent faculty, there is a guest artist program, providing students the opportunity to learn from and work closely with theatre artists currently working in the profession. Two or three guest artists each year, in the capacity of actors, directors, designers or choreographers, are invited to take up residency for the duration of a production. During that six week period, the guest artists are also involved in the teaching of classes and workshops. Members of the Theatre faculty approach their work with a high level of professionalism and the expectation that

the type of student Willamette University attracts will embrace the demanding yet rewarding opportunities that lie ahead, and rise to meet and learn from those myriad challenges.

The four mainstage productions are selected with care to provide the students with experience in a wide range of theatrical styles. From the Greeks to Shakespeare to the most recent contemporary works by respected modern playwrights, the emphasis is on producing exciting interpretations of well-written texts. The department reaches out to the school community through matinee performances offered specifically for high school audiences. Theatre is a vibrant, exciting, challenging department filled with faculty and students striving to continue the journey of discovery and interaction with our fellow humans that leads to greater understanding of ourselves, our neighbors and our world.

The Willamette Playhouse is the home of Willamette Theatre classes, workshops and productions. The building includes a dance studio, acting studio, costume shop, prop storage, makeup room, scene shop, film studies room, light and sound production facilities, dressing rooms, classrooms, and faculty offices. There are two performance areas: the 250-seat thrust configuration Kresge Theatre and the Arena Theatre, which features flexible seating of up to 125.

REQUIREMENTS FOR THE THEATRE MAJOR

Students majoring in Theatre are required to take the following CORE COURSES (6.5 - 7 credits)

(See Theatre emphasis areas for total number of credits needed)

THTR 140 Acting I . . . . . (1)
THTR 150 Voice/Movement I . . . . . .(.5)
THTR 155 (CA) Stagecraft I . . . . . .(.5)
One credit in music or art history as approved by advisor. . . . . (1)
THTR 217 (W) History of Theatre I - Origins of Performance . . . (1)
THTR 219 (W) Theatre History II - Performance from
Restoration through Modernism . . . . . (1)
THTR 355 Fundamentals of Scene Design . . . . . (1)
THTR 479 Directing I . . . . . (1)
THTR 499 Senior Project. . . . . .(.5-1)

SENIOR PROJECT:

Students must commit to a senior project at the end of the semester prior to entering their senior year. Projects will be proposed in consultation with a departmental faculty advisor to suit the individual emphasis of the student and to provide the best

and most appropriate "capstone" for their undergraduate studies. The criteria for the projects are available from the professor supervising the emphasis track or from your advisor. The proposal must meet the approval of all members of the departmental faculty.

For example:

A project for Acting Majors will either entail a significant role in main-stage production, supplemented by production and character research, and a production journal, or the creation of a one-person performance piece based on a person that you feel has influenced your thinking, feeling, point of view. This person may be dead or alive, historical or fictional. Students who choose this option must work closely with a faculty member.

A project for Design Majors might entail a significant design responsibility on a main-stage production, supplemented by production research, and a production journal.

A project for a Performance Major might entail a significant research and a paper, or directing responsibility on a main-stage production, supplemented by production research and a production journal.

NOTE: All Senior Projects will entail a production journal in which the student makes daily entries of their thoughts and reflections about the process they are undertaking. The final grade the Senior Project is based on the project itself, a daily journal, an academic paper, and a public oral defense.

Majors will fulfill the additional required credits in the major by electing to emphasize one of three different areas within the discipline: Acting, Design, or Performance Studies.

Acting Emphasis (5 to 6 additional credits; 12.5 or 14 credits total)

THTR 141 Acting II ..... (1)
THTR 151 Voice/Movement II ..... (.5)
THTR 340 Acting Studio I ..... (1)
THTR 341 Acting Studio II ..... (1)
THTR 182 (CA) Fundamentals of Modern Dance (.5) OR
THTR 282 (CA) Modern Dance II ..... (.5)
One credit from the following ..... (1)
ENGL 341 Shakespeare: The Comedies (1)
ENGL 342 Shakespeare: The Tragedies (1)
CLAS 244 (IT; W; 4th Sem Lang Req) The Greek and Roman Stage (1)

The Department recommends one credit of physical activity (e.g., yoga, Alexander Technique, etc.) approved by the Acting Supervisor

Design Emphasis (4 additional credits; 11.5 to 12 credits total)

Four credits from the following . . . . . (4)
THTR 165 Stagecraft II (.5)
THTR 233 (CA) Fundamentals of Costume Design (1)
THTR 240 Stage Makeup (.5)
THTR 356 Fundamentals of Stage Lighting (1)
THTR 357 Scene Design/Production Studio I (1)
THTR 358 Scene Design/Production Studio II (1)

Performance Emphasis (4 additional credits; 11.5 to 12 credits total)

THTR 318 (W) Performance in the 20th Century. . . . . (1)
Three theatre courses 300 or above . . . . . (3)

Integral to the education of the theatre major is participation in the department's production activities. Awarding of the B.A. is predicated on student involvement in crew work. Majors will be expected to have a significant involvement in at least twelve productions during their time at Willamette. Participation in set and costume construction, lighting implementation and as crew heads for the running of shows is mandatory and is assigned by the faculty. Specific responsibilities and time requirements vary with each season.

REQUIREMENTS FOR THE THEATRE MINOR (5 credits)

THTR 140 Acting I . . . . . (1)
THTR 150 Voice/Movement I . . . . . .(.5)
THTR 155 (CA) Stagecraft I . . . . . .(.5)
THTR 217 (W) History of Theater I - Origins of Performance . . . (1)
THTR 219 (W) History of Theater II - Performance from Restoration through Modernism . . . . . (1)
THTR 355 Fundamentals of Scene Design . . . . . (1)

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

FACULTY

Susan Coromel, Associate Professor of Theatre, Acting, Chair
Christopher L. Harris, Professor of Theatre, Scene Design, Chair
Jonathan Cole, Assistant Professor of Theatre, Directing/History
Bobby Brewer-Wallin, Instructor of Theatre, Costumer
Virginia Belt, Instructor of Theatre, Dance
Maria Lu, Instructor of Theatre, Dance
Vikki McGuire, Lighting Design and State Management
Steve Thompson, Technical and Scene Shop Supervisor

COURSE DESCRIPTIONS

THTR 010X (CA) Theatre Practicum (.25 or .5)
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. Creating in the Arts. Every semester. Harris

THTR 020X Dance Practicum (.25)
The major focus will be on learning specific dances. Additional attention is given 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. Belt, Harris

THTR 105X Ballroom Dance (.25)
Introduction to the mechanics and conventions of a range of ballroom dance styles, including popular dances of European and North and South American origin. Dances will include the waltz, fox-trot, polka, swing and tango. On demand. Staff

THTR 110 (CA) The Theatre: A Contemporary Introduction (1)
An introduction to the broad spectrum of theatre's principles, goals, physical resources and working procedures. Sections are included on concepts of theatre, acting, production, audience and theatrical literature. Further direct involvement in performance and technical activity, critical writing and discussion, and attendance at outside theatre events. Additional responsibility in applied work on theatre productions. Creating in the Arts. Every semester. Staff

THTR 112 Costumes Through the Ages: Prehistoric to Present (1)
This course examines the relationship of costume to social behavior of diverse cultures. Also studied are evolution of production techniques and economics of costume distribution and display. Aesthetic aspects are discussed through study of extant artworks and artifacts. Fall. Brewer-Wallin

THTR 140 Acting I (1)
Course work in fundamental techniques of acting. The students will do intensive personal and social investigation through exercises in movement, voice training and improvisation as methods of making contact with themselves and others as they explore an actor's training and ensemble work. Corequisite with THTR 150. Fall. Coromel

THTR 141 Acting II (1)
Study of major realistic/naturalistic acting theory. In-depth exploration of play and character analysis, scene and monologue work. Prerequisite: THTR 140. Spring. Coromel

THTR 145 (CA) Acting for Non-majors (1)
The objective of this course is to provide a basic understanding of the art of acting through firsthand experience. The course is meant to increase student awareness of his/her potential through exercises; introduce students to the acting method of psychological realism; and provide students with experience and confidence to perform in front of others. Creating in the Arts. Fall. Staff

THTR 150 Voice/Movement I (.5)
Basic vocal technique and breath control. Development of resonance and vocal power. Work on individual selections to achieve clear tones, control of pitch and vocal resonance response. Corequisite with THTR 140. Fall. Coromel

THTR 151 Voice/Movement II (.5)
Basics of articulation with work on the articulatory mechanisms and individual American-English sounds. Work on the International Phonetic Alphabet (IPA) and stage combat is included. May include elementary work on basic dialects, interpretive work in scene studies, classical drama and/or dramatic literature in translation. Corequisite with THTR 141. Prerequisite: THTR 140 and 150. Spring. Coromel

THTR 155 (CA) Stagecraft I (.5)
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 backstage point of view. Fall. Staff

THTR 157 (CA) Introduction to Design for the Stage (1)
A course designed to be an introduction for all students to the basic ideas and techniques of designing for the stage. Team-taught by members of the Theatre Design faculty, focusing particularly on the development of scenic designs, costume designs and lighting designs. Particular attention to be paid to the development of an appropriate theatrical image and understanding how each of the various design areas contribute and support each other in creating a seamless unified whole. Creating in the Arts. Spring. Harris

THTR 165 Stagecraft II (.5)
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. Fall. Staff

THTR 175 (CA) Introduction to Dance Technique (.5)
Students are introduced to the basic principles of dance technique through participation in beginning ballet, jazz and modern dance vocabulary. Creating in the Arts. Fall. Belt, Lu

THTR 180 (CA) Beginning Jazz Dance (.5)
Class participation in basic jazz techniques. Develops student's understanding of jazz dance as an expressive art form. *Creating in the Arts. On demand. Belt, Lu

THTR 181 (CA) Fundamentals of Ballet (.5)
Class participation in basic techniques of ballet. Develops an understanding of the ballet aesthetic. *Creating in the Arts. On demand. Belt, Lu

THTR 182 (CA) Fundamentals of Modern Dance (.5)
Class participation in basic modern dance technique. Through developmental exercises and dance combinations, the students are introduced to modern dance as an expressive artistic medium. *Creating in the Arts. On demand. Belt, Lu

**To complete the Creating in the Arts Mode of Inquiry requirement in the Dance classes, students must satisfactorily complete two of THTR 175, 180, 181, 182, 282, 283, 284, and 384 OR a student may repeat any one of these classes in order to fulfill the CA requirement.*

THTR 213 Introduction to Dance (1)
Introduction to an analysis of the function of dance in society, including historical, anthropological, cultural, aesthetic and educational aspects. The significance of dance as an art form will be examined. Attention will be given to the interdisciplinary nature of dance and its relation to the other fine arts. Alternate years, Spring. Belt

THTR 217 (W) History of Theater I - Origins of Performance (1)
Study of evolution of religious ritual into structured performance practice and the origins of theatre in various parts of the world. Special attention to how dramatic text, cultural values, political structures, and performance spaces and styles interact to create performance phenomena from shamanistic times through the mid-16th century. Writing-Centered. Fall. Cole

THTR 219 (W) History of Theater II - Performance from Restoration through Modernism (1)
Study of dramatic texts and performance practice and theory from the late 16th century through 1900. Emphasis on how theatre participated in the profound changes that mark the development of world culture into the modern period. Writing-Centered. Alternate years, Spring. Cole

THTR 233 (CA) Fundamentals of Costume Design (1)
This course covers play script analysis for costume design, with projects involving the design process, costume rendering and presentation. Fabric dyeing and basic principles of costume construction are also covered. Open to all majors. Fall. Brewer-Wallin

THTR 234 (CA) Dance Composition (1)
An introduction to principles of composition in dance. Students are introduced to methods of structuring movement in order to create original dances. Principles of choreography and composition are applied to practical tasks in dance making. Prerequisites: A minimum of three courses in ballet, jazz, modern or ethnic dance, one of which must have been THTR 282 Modern or THTR 283 Jazz, or consent of the instructor. Closed to freshmen. Creating in the Arts. Alternate years, Spring. Belt

THTR 240 Stage Makeup (.5)
This course will investigate techniques used in applying corrective and character makeup for the stage. The course is intended for students interested in theatre, although it is also of interest to those wanting to learn more about makeup in relation to fashion and facial anatomy. Purchase of makeup kit is required for practical application of the techniques studied. Fall. Brewer-Wallin

THTR 282 (CA) Modern Dance II (.5)
Course work utilizes principles and techniques learned in THTR 182 Fundamentals of Modern Dance. Emphasizes further refinement of skills and expressiveness. Prerequisite: Previous modern dance training or consent of instructor. *Creating in the Arts. Spring. Belt, Lu

THTR 283 (CA) Intermediate Jazz Dance (.5)
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. *Creating in the Arts. Spring. Belt, Lu

THTR 284 (CA) Intermediate Ballet (.5)
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. *Creating in the Arts. Spring. Belt, Lu

THTR 318 (W) Performance in the 20th Century (1)
Study of major movements in the 20th century as they embody significant new approaches to the writing and staging of plays and performance events, and express change in social values and intellectual discourse. Writing-centered. Spring. Cole

THTR 340 Acting Studio I (1)
Advanced actor training designed to allow individual in-depth exploration of the realistic acting process, play and character analysis and ensemble work, through the study of the works of Shaw, Ibsen, Chekhov, Miller, Williams and contemporary playwrights. Intended for upper-division theatre majors. Prerequisites: THTR 140, 141 and consent of the instructor. May be repeated once for credit. Fall. Coromel

THTR 341 Acting Studio II (1)
Advanced actor training designed to allow individual in-depth exploration of style through the study of the works of Shakespeare and other Elizabethan/Jacobean dramatists. Intended for upper-division theatre majors. Prerequisites: THTR 140, 141, 340 and consent of instructor. May be repeated once for credit. Spring. Coromel

THTR 345 Advanced Stage Makeup (.5)
Theory and practice in makeup for the stage, television and cinema; further development of skills in pigment, character analysis, selection and use of makeup supplies. Exploration and development of new techniques in mold and mask making, plastics, foams, hairpiece and wig construction, nonrealistic makeup and makeup design. Prerequisite: THTR 240. On demand. Brewer-Wallin

THTR 355 Fundamentals of Scene Design (1)
A course to promote an understanding of the process of creating scenic designs. Through project assignments, class work will focus upon the reading and analysis of texts, the discovery and selection of dramatic images and their translation into a three-dimensional scenic form. Fall. Harris

THTR 356 Fundamentals of Stage Lighting (1)
The study of lighting design theory and its application to performance and performance spaces. The course will cover electricity, uses of instruments and control equipment, the principles and theory of light and color, textual analysis, enhancement of dramatic atmosphere and image. Prerequisite: THTR 155 or consent of instructor. Alternate years, Spring. Staff

THTR 357 Scene Design/Production Studio I (1)
Advanced course allowing individual in-depth exploration of various aspects of the theatrical design process. Incorporates through both theoretical and practical projects: text and performance analysis, development of scenic, costume and/or lighting concepts, problems of technical execution. Prerequisites: THTR 355 and consent of instructor. Spring. Harris

THTR 358 Scene Design/Production Studio II (1)
Advanced design projects incorporating the skills developed in Design Studio I, with special emphasis on production period and style. The class will include production design work and assignments geared toward portfolio presentation. Prerequisites: THTR 357 and permission of instructor. On demand. Harris

THTR 360 (CA) Stage Combat (1)
Stage Combat is a course designed to introduce students to the fundamentals of stage combat. Students will explore basic principles of movement, safety practices, and will learn the history and application of three Western stage combat forms: unarmed combat and two others drawn from the following list: rapier and dagger, single sword, broadsword, or quarterstaff. Prerequisite: consent of instructor. Alternate years. Cole

THTR 384 Advanced Ballet (.5)
Class participation in advanced Ballet technique. Utilizes principles, techniques and concepts learned in Ballet 181 and 284. Emphasizes further Ballet vocabulary, speed, style, expressiveness, and refinement of technique. Prerequisite: THTR 284 or instructor consent. Creating in the Arts. Annually. Lu, Belt

THTR 430 Special Topics in Performance Studies (1)
This course provides the flexibility to offer topics of special interest in the various areas of theatre studies. Among the courses that will be offered are: Cultural Diversity in the American Theatre; The History, Function and Role of the Dramaturg; Metatheatre — Its Social, Political and Cultural Implications; Theatre Design in the 20th Century. May be repeated once for credit. On demand. Staff

THTR 444 Arts Management (1)
Study of the business and legal aspects of arts activity in America's establishment and nonestablishment art areas. Special attention to such subjects as general funding, touring, government grants and alternative careers. On demand. Staff

THTR 479 Directing I (1)
Fundamental historical, theoretical and practical aspects of play direction. Analysis of directorial approaches, scripts and conditions of presentation in various performance circumstances. Practical application of script analysis and rehearsal techniques. Prerequisite: Theatre Core or consent of instructor. Fall. Cole

THTR 480 Directing II (1)
Advanced study in history, theory and practice of staging plays. Preparation and presentation of a one-act play. Prerequisite: THTR 479. Alternate years, Spring. Cole

THTR 491 Special Studies in Theatre (1)
Special Studies in Theatre is designed to allow advanced students an opportunity to undertake a study of specific topics in theatre which are not offered in the regular curriculum. Prerequisite: Consent of instructor. Every semester. Staff

THTR 499 Senior Project (.5 to 1)
Individual projects in performance study, theatre design or acting. Satisfactory completion of the project constitutes the Senior Year Experience. Every semester. Staff

WOMEN'S AND GENDER STUDIES PROGRAM

Feminist scholarship, which arose in the late twentieth century in response to the historically masculine bias of the academy, explores the important but often hidden ways that gender and gender inequality have shaped, and been shaped by, our cultural, social, and personal worlds. In recent years, scholars in the field have increasingly recognized that gender and gender inequality cannot be understood in abstraction from other axes of social identity and power, especially those of race, class, sexual orientation, and nation. Thus, the program in Women's and Gender Studies offers students the opportunity to examine, from both disciplinary and interdisciplinary perspectives, gender's intersections with other dimensions of social power and identity. In addition to addressing these intersections, courses may focus on developments within feminist thought, on applications of feminist scholarship to a particular field of study, or on selected topics concerning gender and gender inequality. All Women's and Gender Studies classes encourage students to think systematically and critically about gender and to confront the challenges of moving toward a more equitable world.

STRUCTURE OF THE PROGRAM

Courses counting towards the Women's and Gender Studies Major and Minor fall into one of three groups:

GROUP A: Basic Courses
- WGS 245 Feminism, Gender, and Society (1)
- WGS 342 Topics in Feminist Analysis* (1)
- WGS 353 (W) Feminist Theory (1)
- WGS 390 Independent Study in Women's and Gender Studies* (1)
- WGS 499 Senior Thesis (1)

GROUP B: Courses that emphasize the intersection of gender with some other axis of social power or identity
- ENGL 438 Literature and Sexuality (1)
- RHET 350 Race, Gender, and the Public Sphere (1)
- SOC 324 Gender and Development (1)
- WGS 342 Topics in Feminist Analysis* (1)
- WGS 390 Independent Study in Women's and Gender Studies*

GROUP C: Courses that examine particular disciplies or issues from feminist perspectives as well as other relevant courses on gender or women
- ANTH 345 Gender Issues in Anthropology (1)
- CLAS 247 (IT; 4th Sem) Women in Roman Literature and Life (1)
- ENGL 335 (W) Feminist Criticism (1)
- HIST 262 American Women's History (1)
- IDS 260 (NW; W) Women Naturalists of the Western Americas (1)

REL 336 Women in World Religion (1)
RHET 355 (US) Gender and Communication (1)
SOC 121 (W) Gender Roles in Society (1)
SPAN 435 Contemporary Latin American Women Writers (1)
SPAN 438 Contemporary Spanish Women Writers (1)
WGS 256 (IT) Goddesses and Ghosts: Images of Women in Chinese Traditions (1)
WGS 336 Philosophy and Feminism (1)
WGS 342 Topics in Feminist Analysis* (1)
WGS 351 (W) Women in American Politics (1)
WGS 354 (US) Psychology of Women and Gender (1)
WGS 390 Independent Study in Women's and Gender Studies* (1)

**WGS 342 and WGS 390 will count as Group A, B, or C depending on the specific topics studied.*

REQUIREMENTS FOR THE WOMEN'S AND GENDER STUDIES PROGRAM MAJOR

(8 credits)

Students will complete eight courses, including:
WGS 353 (W) Feminist Theory. . . . . (1)
WGS 499 (W) Senior Thesis . . . . . (1)
One course from Group B. . . . . (1)
An additional course from either Group A or Group B . . . . . (1)
Any four electives from Group A, B, or C which can include up to two courses by petition* . . . . . (4)

***Courses that may be counted by petition are those that are offered one time only or have variable emphasis but that, in a given semester, focus on scholarship in Women's and Gender Studies.*

REQUIREMENTS FOR THE WOMEN'S AND GENDER STUDIES PROGRAM MINOR (5 credits)

Students will complete five courses, including:

WGS 353 Feminist Theory. . . . . (1)
One course from Group B. . . . . (1)
One course from Group A or B . . . . . (1)
Two additional courses from Group A, B, or C which can include one course by petition** . . . . . (2)

**WGS 342 and WGS 390 can be counted as Group A, B, or C depending on the specific topic studied.*

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

FACULTY

Nathaniel Cordova, Assistant Professor of Rhetoric and Media Studies
Rebecca Dobkins, Associate Professor of Anthropology
Carol J. I. Doolittle, Professor of Sociology
Meredyth Goldberg Edelson, Associate Professor of Psychology
Ortwin Knorr, Associate Professor of Classics
Thabiti Lewis, Assistant Professor of English
Carol S. Long, Professor of English, and Dean, College of Liberal Arts
Sally Markowitz, Professor of Philosophy
Melissa Buis Michaux, Assistant Professor of Politics
Frann Michel, Associate Professor of English
Pamela A. Moro, Associate Professor of Anthropology
April Overstreet, Assistant Profesor of Spanish
Sharon L. Rose, Professor of Biology
Patricia E. Varas, Professor of Spanish
Xijuan Joanna Zhou, Associate Professor of Religious Studies

COURSE DECSCRIPTIONS

WGS 245 Feminism, Gender and Society (1)
This interdisciplinary course will explore the ways that gender inequality structures aspects of personal lives and social institutions. We will examine a variety of feminist perspectives on work, family, sexuality and culture and will consider the role of class, race and ethnicity in feminist thought. Emphases will vary with instructor. Fall. Michel, Markowitz

WGS 256 (IT) Goddesses and Ghosts: Images of Women in Chinese Tradition (1)
[Crosslisted with REL 256]
This course examines images of women represented in various forms of texts including Confucian, Taoist, and Buddhist scriptures, novels, poetry, Chinese art and films. Through close reading of these texts from 600 BCE to modern times, the course seeks to explore women's power, spirituality, and gender roles in different periods of Chinese history. The course will also focus on a comparison between the "woman" as an ideological construct and the actual living experiences of women, and between images constructed by male and female writers. Interpreting Texts. Asia Cluster. Alternate years. Zhou

WGS 336 Philosophy and Feminism (1) [Cross listed with PHIL 336]
Do traditional philosophical theories promote ways of thinking that perpetuate gender inequality? We will evaluate feminist criticisms of epistemology, ethics, social theory and aesthetics. We will also examine feminist alternatives to traditional philosophical perspectives. Alternate years, Fall. Markowitz

WGS 342 Topics in Feminist Analysis (1)
This course provides an opportunity for qualified students to examine, from an interdisciplinary perspective, a particular topic in feminist analysis. Seminar topics and staff will change from year to year. Closed to freshmen. (May be taken a second time.) Prerequisite: Two previous courses focusing on feminist scholarship or instructor's permission. Spring. Markowitz

WGS 351 (W) Women in American Politics (1) [Cross listed with POLI 351]
This course examines the full range of women's participation in American political life through voluntary organizations, social movements and electoral politics. We explore the relationship between the two strains of feminism that have motivated women to political action: difference feminism and equality feminism, and reflect on the uneasy alliance between the struggle for racial equality and gender equality. Contemporary "women's issues" are covered: abortion, welfare, and pay equity. More generally, this course raises questions about the theory of representation and the nature of American politics through the lens of women in politics. Wrirting-centered. Prerequisite: POLI 210 or consent of instructor. Annually. Buis Michaux

WGS 353 (W) Feminist Theory (1)
This interdisciplinary course will examine such basic issues as gender difference and its relationship to women's subordination; the intersections of gender with other dimensions of social identity and power (e.g., class, race/ethnicity, sexuality, nation); the way gendered discourse shapes social reality. These issues will be discussed from a variety of feminist theoretical perspective (e.g., those influenced by liberalism, Marxism/socialism, psychoanalysis, radical feminism, post-modernism, and post-colonialism). Writing-Centered. Prerequisite: One previous Women's Studies course. Closed to freshmen. Spring. Staff

WGS 354 (US) Psychology of Women and Gender (1) [Crosslisted with PSYC 354]
An examination of the psychological literature with a focus of how our knowledge of human behavior, which was initially developed from the exclusive study of males, evolved to include the study of females. Issues of sexism in psychological research, biological influences and socialization affecting females and males, and the effect of societally-constructed gender roles on human behavior. Specific topics include:

Cognitive abilities, morality, achievement, interpersonal violence, and mental illness. Prerequisite: PSYC 210 or consent of instructor. Understanding Society. Alternate falls. Edelson

WGS 390 Independent Study in Women's and Gender Studies (1)
Qualified students will undertake a program of independent research with a Women's and Gender Studies faculty member. Prerequisite: WGS major or minor; closed to freshmen; permission of instructor. Every semester. Staff

WGS 499 Senior Thesis (1)
Senior Women's and Gender Studies major will research and write senior papers on topics of their choice. Prerequisite: Senior Women's and Gender Studies majors. Every semester. Staff

SECTION III

Campus Resources

CAMPUS LIFE

The Division of Campus Life provides a broad range of student services and substantive programming designed to enhance the learning experience of Willamette students. In part, this means providing opportunities for learning outside the classroom and in part it means helping to sustain an environment conducive to student success in the formal curriculum. Campus Life staff work closely with students, faculty and other administrators to achieve these goals.

ATHLETICS

The athletic program at Willamette University has been an important part of the life of the institution for more than 100 years. As a member of the NCAA Division III, Willamette offers a broad range of competitive opportunities. The overall balance of the athletics program (10 sports for women; 10 sports for men) continues to be a defining strength of the University. Willamette offers opportunities for intercollegiate competition in the following sports: baseball, basketball, crew, cross country, football, golf, soccer, softball, swimming, tennis, track, and volleyball.

Willamette University Athletic Philosophy and Objectives

The Willamette University Department of Athletics seeks first to support the academic mission of the University, which emphasizes mutual respect for all persons, cognitive development, acceptance and celebration of diversity, active participation in learning, a commitment to service and community, and an acknowledgment of the ethical and spiritual dimensions of education. Willamette's athletic emphasis is based on the value of participation for student athletes of both genders. Furthermore, it is the goal of the University that individuals and teams be challenged with the same intensity and purpose they encounter in the classroom, including opportunities for developing leadership, dealing with adversity, working as a team, fulfilling commitments, and acquiring time management skills. Willamette believes strongly in providing each student with quality programs and opportunities for personal growth within the parameters of NCAA, Division III competition.

Integrating the mandates established by Willamette University, the Northwest Conference and the NCAA, the Department of Athletics recognizes a dual commitment to serve both student athletes and the University.

BISHOP WELLNESS CENTER

Counseling Services

The Counseling Service offers psychological counseling to assist individual students, couples, and small groups to deal with personal crises, eating disorders, social and academic transitions, family relations, alcohol, and other drug problems. Other issues of concern to the individual such as health issues, time management, stress, and anxiety reduction may also be discussed with the counselors.

If problems are of a long-term nature or require medication, the staff of the Counseling Center will work with the individual to assess his/her needs and, if necessary, refer the student to appropriate resources. All services are confidential.

Disability and Learning Services

The mission of this office is to facilitate accommodations for those students with a qualifying disability or temporary medical condition and to provide academic assistance on an individual basis to any student who requests it. Students with disabilities are encouraged to contact this office as soon as they are accepted to discuss the necessary documentation and individualized accommodations/services.

Health Services

The University Health Services staff delivers health care for illnesses, minor injuries, and preventive care. In addition, Health Services seeks to assist students through patient education to maintain good health and to seek and utilize appropriate health care services at Willamette and in the community. Students with special health care needs should contact Health Services early in the semester so that staff can assist in developing a plan of care.

Other services include medical care for men's and women's reproductive health, a self-help center with non-prescription medications and information, and assistance with referral to medical specialists in the Salem community.

Following requirements of the State of Oregon Health Division, all incoming students must show evidence of two immunizations for measles. The Health History forms in the admission packet provide a way to verify compliance. This requirement is for the health and safety of the entire University community.

Insurance

The University offers a Student Health Insurance Plan for medical service coverage including mental health. This is a $10,000 aggregate policy and is intended as a secondary insurance, meaning that other coverage must be utilized first, when available. Additionally, if you are covered by a Health Maintenance Organization

(HMO) or a Preferred Provider Organization (PPO), you should check with them regarding out-of-area coverage and ascertain if you will be covered by them while at Willamette. All students are enrolled in the Student Health Insurance Plan and if the student has other health insurance, they may elect to sign a waiver out of this student plan.

CAMPUS RECREATION DEPARTMENT

Campus Recreation consists of five programs: Intramurals, Extramurals, Fitness, Special Events, and Sport Clubs. Intramurals are divided into League Intramurals (weekly scheduled games) and Tournament Intramurals (compete in a one or two day format). Our Extramural Program sends our intramural champions in various sports to compete against other university intramural champions in a state or regional tournament. The Fitness Program (non-credit) offers different classes to meet the needs of the student body. Classes offered include, but are not limited to: Pilates, Martial Arts, Hip-Hop, and Cardio Kick. Special Events include the Opening Days Grass Volleyball Tournament and Dorm Wars -- our end of the year competition in which each residence hall competes against each other in various events to crown a campus champion. Finally our Sport Club Program enables men and women to participate in regional and intercollegiate activities, organized by students for students, outside the athletic department. Currently, Willamette University officially recognizes the following sport clubs: Men's and Women's Lacrosse, Swing Dance, Ultimate Frisbee, Dance Team, Cheer Squad, Jujitsu, Ski and Snowboard, Bowling, Educated Climbing Bums, Surfahs, and Kickball.

CAMPUS SAFETY

The University seeks to provide a safe and secure environment for members of the campus community. To achieve this objective, campus safety officers, residence hall staff, and other administrators are trained and available to assist members of the campus community. Campus Safety officers are on duty 24 hours a day to provide escorts, admission to classrooms and laboratories, and to provide other safety and security services. Willamette University is an open campus, however, 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. In compliance with the Student Right-to-Know and Campus Security Act of 1990 and The Sexual Assault Victim's Bill of Rights of 1992, an annual Report to the Willamette University Campus is published and distributed campus-wide each year. This report includes both campus crime statistics and campus security policies and is available upon request from the Office of the Dean of Campus Life.

CAREER SERVICES

The Career Services Office assists students and alumni individually and collectively with career and life planning and works closely with faculty advisors when appropriate. Regularly scheduled workshops and programs are offered throughout the school year covering such issues as resume writing, job search strategies, interviewing skills, choosing a major, and applying to graduate schools.

The Career Resource Center (CRC) contains materials on careers, graduate/professional school programs, employers, internships, opportunities abroad, and job search advice. Part-time jobs, summer jobs, internships, and full-time opportunities are posted in the CRC and online regularly. SIGI PLUS, a computerized career assistance tool, is now online and available for students and alumni to help identify their career plans and options.

Willamette University is a founding member of the Oregon Liberal Arts Placement Consortium (OLAPC), a cooperative placement organization of nine schools founded to serve liberal arts students. A career information and job fair is held every spring to provide information, internship, and employment opportunities for students.

Career Services works cooperatively with the Office of Alumni and Parent Relations and the Alumni Board to present annual programs such as "Mentor Day" and an Etiquette Dinner. It also connects, via the web, to the Alumni Career Network, a service through which students and alumni can seek information and advice from one another.

COMMUNITY SERVICE LEARNING

The Office of Community Service Learning (CSL) at Willamette University, which includes the Community Outreach Program (COP) and the Service-Learning Program, has consistently provided more than 12,000 volunteer hours to the community each year, with more than a third of the undergraduate students participating in service activities. The CSL Office seeks to develop curricular and co-curricular service opportunities with a wide variety of projects and people, involving many different skills from faculty, students and the community.

Co-curricular service activities sponsored by the Community Outreach Program operate on the premise that university-community collaboration is mutually beneficial and is consistent with Willamette's motto -- "Not unto ourselves alone are we born." For example, the COP assists student leaders in the organization of one-time volunteer projects and other co-curricular volunteer activities. The

COP also sponsors campus-wide events to raise awareness of social issues in our local and global community.

Academic service-learning is initiated by faculty who integrate service as a pedagogical tool into course curricula. The collaboration of those involved in service-learning: faculty, students and community partners, creates an effective forum for learning by connecting classroom theory to real life experience.

The overall goal of the Office of Community Service Learning is to encourage a sense of civic responsibility among students, faculty and staff through critical engagement and participation in one's community.

GREEK ORGANIZATIONS

Willamette University's Greek community consists of five fraternities and three sororities which have national/international recognition. Beta Theta Pi, Kappa Sigma, Phi Delta Theta, Sigma Alpha Epsilon, and Sigma Chi fraternities and Alpha Chi Omega, Delta Gamma, and Pi Beta Phi sororities have on-campus housing facilities with University staffing.

All fraternities and sororities are represented through the Interfraternity and Panhellenic Councils respectively. Advising and program development for the Greek community is provided by the Office of Residence Life and the Office of Student Activities.

MULTICULTURAL STUDENT AFFAIRS

The Office of Multicultural Affairs (OMA) promotes multiculturalism throughout the campus community, providing opportunities for education, enrichment and support. The office fosters the academic and personal development of all students by addressing issues of diversity and by supporting the ongoing development of multicultural student organizations and programs. Specific organizations supported by the OMA include: Alaska Club, ANGLES, Asian Student Association (ASA), Black Student Organization (BSO), Hawaii Club, Native American Enlightenment Association (NAEA), unidos Por Fin, Korean Culture Club (KCC), Movimiento Estudiantil Chicano de Aztlan (M.E.ChA.).

OMA and student organizations include The Celebration of Culture, MLK Celebration, Social Powwow, Black History Celebration, Hispanic Heritage Month, Cinco de Mayo, HLuau, Salmon Bake, Guess the Straight Person, Safer Sex Cabaret, Genderfunk.

Ohana, a pre-orientation program, addresses the needs of first year multicultural students.

RELIGIOUS LIFE

True to its heritage as a United Methodist-related university, Willamette affirms the significance of religion in personal and social life, while at the same time rejecting narrow sectarianism. Consequently, it offers a variety of voluntary opportunities for growth in religious understanding, commitment, and action. The Office of the Chaplain organizes worship, speakers, forums, and discussion groups. It is also the University liaison with the various denominational and para-church groups on campus, among which are InterVarsity Christian Fellowship, Campus Ambassadors, Willamette International Christian-Students Fellowship, Fellowship of Christian Athletes, Newman Club (Catholic), Jewish Student Union, the Latter Day Saints Student Association, and the United Methodist Student Fellowship. Depending on enrollment and interest, other groups (e.g., Muslims and Buddhists) receive organizational support from the office. Under the Lilly Endowment Grant for the Theological Exploration of Vocation, the office also provides counseling for students making such decisions (particularly those interested in the ministry and other helping and social change professions). Counseling is also available for couples preparing for marriage and for those wrestling with religious issues.

RESIDENCE SERVICES

The Offices of Residence Services and Residence Life provide living communities that support students' academic success and co-curricular learning. Willamette offers 11 coed residence halls, five national fraternities, three national sororities and two apartment buildings (for juniors, seniors and graduate students). Five of the halls are theme residences for students interested in an international focus, maintaining their connection to the outdoors and environment, wellness or substance-free living spaces. Live-in professional staff members supervise student staff members who focus on community development and programming for the students in their communities.

In order to enrich the on-campus experience, the residential communities are based on a student-centered approach to student governance. Staff members collaborate with students to develop and maintain a self-sufficient community in addition to offering leadership opportunities and events that promote educational, recreational, social, and cultural development.

Willamette University's relationship with Tokyo International University of America offers an exceptional opportunity for students to learn more about Japanese

culture. Unique options such as having an international roommate are a distinctive part of Willamette and they foster many lasting global friendships.

Willamette University requires that all freshmen and sophomores live on campus unless they are married, over 21, or living with parent(s) within a commutable distance of 25 miles or less.

STUDENT ACTIVITIES

The Office of Student Activities seeks to offer numerous opportunities for co-curricular involvement that supplement classroom learning. The staff is committed to teaching students the value of getting involved outside the classroom, whatever the type or scope of involvement. Through the advisement of student leaders and organizations, programs with an educational, cultural, social, or recreational focus are provided for the campus community. Students are given the opportunity to oversee and implement these programs whenever possible, as the value of student-initiated and run programs cannot be emphasized enough.

The office works in cooperation with students, faculty, and staff on development of the following University programs: Opening Days, Parents and Family Weekend, celebrated speakers and performers, Campus Life Honors and Awards Program, Women's Programming, coffeehouses, intramural activities, and outdoor programs. Student organization formation, University recognition, and program advising are also coordinated through the office.

The Associated Students of Willamette University

All undergraduate students taking more than 1.5 credits automatically hold membership in the ASWU. Committees of student government include the Elections Board and Finance Board. Students in the College of Liberal Arts are eligible to hold ASWU 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 academic work and conduct must be maintained throughout the tenure of office or participation in a nonacademic program.

Student Organizations

Willamette students have the opportunity to participate in many student organizations, ranging from multicultural groups, student chapters of professional societies, and the Associated Students of Willamette University, to religious organizations, academic honoraries, and special interest groups. A complete listing of student organizations is provided annually in the Student Handbook which is distributed to all undergraduates and is available on the Web.

ALUMNI ASSOCIATION

All students who have attended Willamette University two or more years are considered members of the Alumni Association. Any person who graduates is automatically considered a member of the association.

The existence of the association is a recognition on the part of the University and alumni that (1) interest in education does not end when a student leaves; (2) the campus has played a significant role in the lives of those who have studied and lived here; (3) there are many benefits to alumni who participate in Alumni Association programs; and (4) the institution will derive important benefit from the continued interest of its former students.

Alumni throughout the country assist the Office of Admission by serving as liaisons between the University and high school students, counselors, and parents. The Alumni Career Network numbers over 3,500 and is accessible on the Internet; call the Alumni Office for access to the Network.

The Association's activities and programs include the following: annual alumni recognition awards, class and special group reunions, establishment of and support for Willamette alumni clubs throughout the United States and in Japan, assistance with providing information for the Willamette Scene and other alumni publications, opportunities for continuing education through study tours, support services for alumni groups such as those for the College of Law and the Atkinson Graduate School of Management, living organizations and athletic and academic departments, annual campus Homecoming/Reunion Weekend, and raising funds to help meet University annual needs, especially financial aid, as well as supporting capital campaigns and special projects.

All alumni programs are administered through the Office of Alumni and Parent Relations. The management of the Association is vested with a board of directors composed of the officers, 21 directors, two members of the University faculty, and two current students. Two alumni serve on the University Board of Trustees as representatives of the Association and numerous other alumni are members of the Board of Trustees.

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 maintain and to improve a campus climate which 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 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 application represent the best consensus that has been achieved through the active participation of the various constituent parts of the University community. The are administered by the Dean of Campus Life and are given authorization with the approval of the President of the University acting on behalf of the Board of Trustees. 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 sanctions for failure to fulfill responsibilities to the community as a whole.

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 Selected Policies Manual for Willamette University. The Selected Policies Manual is distributed to all students at the beginning of each academic year and is updated on the Web (http:www.willamette.edu/dept/campuslife/policies/) to provide all members of the campus community with information governing campus conduct and judicial procedures.

ACADEMIC POLICIES AND PROCEDURES

Registration

Students whose applications for admission have been accepted pre-register by sending a list of preferred courses to the Registrar's Office prior to the beginning of the semester, and finalize their registration schedule during an individual appointment with the faculty advisor during orientation.

In the second half of each semester, pre-registration is held for returning students. Academic advising takes place in the two weeks prior to the pre-registration and students then make their course selections (using Web technology) for the following semester.

Registration Changes
Students who wish to make changes in their course schedules after the registration or preregistration period may do so by completing an Enrollment Change (Add/Drop) card. Enrollment Change cards may be obtained from the Registrar's Office and require signatures from the academic advisor and the professor of the affected courses. Deadlines for adding and dropping courses are listed in the academic calendar. Students are urged to note the deadlines carefully.

Students with physical disabilities or limitations are encouraged to request assistance from the Director of Disability Services prior to course selection/registration if they need accommodations on the day of registration. Relocation of scheduled classes to more accessible rooms and other accommodations are also possible, as necessary.

The normal program at Willamette includes four credits per semester. Each credit is equivalent to four semester hours or six quarter hours. A student may register for up to 4.5 credits without extra charge. A student is considered full time if registered for 3.0 or more credits. A student is considered in good academic standing if he or she is not on academic probation.

Any undergraduate student in good academic standing, who is making normal progress toward an undergraduate degree, is eligible to register for more than 4.5 credits with the concurrence of an advisor. Students not meeting these criteria must petition the Academic Status Committee for approval of an overload. Petition forms are available in the Registrar's Office.

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

Class Attendance Policy
Class attendance is subject to the following guidelines:

Students are expected to attend classes. Any student not attending the first class session of a class will be considered to have dropped that class and will be deleted from the class roster.

Instructors set the specific attendance standards for their own classes.

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

Final Examination Policy

PREAMBLE: This policy seeks to promote effective preparation for final examinations and optimal conditions for the synthesis and assimilation of course materials by designating and safeguarding specific days at the end of the semester to be devoted exclusively to study. This policy further seeks to assure that the full semester is available to complete course work by reaffirming that a semester does not end until the last day of final examinations. To enhance student learning and performance and to provide an environment for the fair and positive conclusion of work undertaken in all classes, the faculty of the College of Liberal Arts agrees to adhere rigorously to it.

The maximum length of a final examination is three hours. Faculty members may schedule shorter examinations if they wish.

Faculty members are to give their written final examinations during the times indicated in the published schedule. Students are permitted to take early examinations by obtaining the instructor's approval. The last written examination for a course is to be administered on the day scheduled for the course final examination. No evaluative instrument for a course, including an oral examination, is to be administered or due during the four calendar days prior to the beginning of final examinations. Final oral classroom presentations may extend into those four days but only during the regularly scheduled class times. Finally, a final examination and an additional evaluative instrument are not both to be administered and due on the scheduled day of the final examination.

No classes or formal class activities are to be held during the Study Days that intervene between the end of classes and the beginning of final examinations or the Study Days that are scheduled during the week of final examinations. Faculty members are to be available for consultation with students during these times.

Final examinations for first half-semester courses are to be administered during the last regular class period. Final examinations for second half-semester courses are to be administered during the scheduled final examination time for that class period as in full-semester courses.

Faculty members are to make separate arrangements with each student to administer final examinations in courses not covered in the published schedule.

All faculty members in the College of Liberal Arts are to have on file in the library a representative sample final examination for each class taught, except in the case of a class that is being taught for the first time.

Grading Policy

The following symbols are used for grades included in the calculation of the grade point average (g.p.a.):

A (4.0)	A- (3.7)	
B+ (3.3)	B (3.0)	B- (2.7)
C+ (2.3)	C (2.0)	C- (1.7)
D+ (1.3)	D (1.0)	
F (0.0)		

where the following terms are used:
A = Excellent; B = Good; C = Satisfactory; D = Below Standard; and F = Failing.

The grade of AUD (audit) is used when a student chooses to take a course for no credit. The grade of CR (credit), used in those courses designated by the faculty or those courses selected by students on the Credit/No Credit option, will be granted credit toward the degree but will not be computed in the g.p.a. The grade of NC (no credit) will not be granted credit and will not be computed in the g.p.a. 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.

The grade of I will stand for Medical Incomplete. This grade can be given only in cases of illness or for certain other exigencies verified by a health professional 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. The contingency grade will not be recorded on the permanent record (transcript) and will not be used in g.p.a. computation or in determinations of academic status unless the Registrar does not receive a new final grade from the instructor by the I grade deadline. At that time the contingency grade will be retained as the final grade.

The grade of NGR (No Grade Received) is used on a temporary basis if an instructor's grade has not been received by the grade deadline.

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.

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. The contingency grade will not be recorded on the permanent record (transcript) and will not be used in g.p.a. computation or in determinations of academic status unless the Registrar does not receive a new final grade from the instructor by the T-grade deadline. At that time the contingency grade will be retained as the final grade.

The grade of W will stand for Withdrawal and is given at the request of the student concerned within the stated deadlines. No credit will be granted toward a degree and the W grade will not be computed in the g.p.a. The final date to drop a class in order to receive a grade of W, at the instigation of the student, will be the tenth Friday of the semester for full-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.

Grade Changes

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

Credit/No Credit

To be eligible to take courses on a Credit/No Credit basis, a student must be a full-time student in good academic standing and must have successfully completed three credits at Willamette during the previous semester. An eligible student may declare a total of three credits to be recorded on a Credit/No Credit basis. Under no circumstances may a letter grade that has been recorded Credit/No Credit be revealed, even by petition. (Courses which have been designated exclusively for Credit/No Credit grading are not included among those courses a student may elect to declare.) Credit (CR) is equivalent to grades of A through C-minus. No Credit (NC) is equivalent to grades of D-plus and below. CR grades will count as part of the 31 satisfactory credits required for graduation, but CR grades are not computed in the grade point average.

After signing up for courses in the regular manner, students desiring to take a course on a Credit/No Credit basis will file the appropriate form in the Registrar's Office before the following deadlines: (1) for full-semester courses, 30 class days after the first day of classes; (2) for first-half semester courses, 15 class days after the first day of classes; (3) for second-half semester courses, 15 class days after the first day of second-half courses. Once filed, this form may not be withdrawn or amended.

After the Credit/No Credit forms are filed and for the remainder of the semester, they shall be considered as privileged information. The Registrar 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 Registrar will then change the grade to CR or NC in the appropriate cases.

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

Transcripts
One official transcript or record will be issued without charge by the Registrar. Subsequent requests require a fee of $5 for each transcript unless more than one is ordered at a time, in which case a charge of $2 for each additional transcript will be made. All requests must be confirmed in writing by the student.

Course Listings and Numbering
The faculty reserves the right to add and delete courses, to make changes in course content and to make other curricular changes at any time.

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

010X-099X	Exercise science, forensics, Model United Nations, theatre, and music activities courses. No extra fees charged if addition of one of these courses constitutes an overload. Note also that credit may be earned for only one exercise science activity course in any given semester.
100-299	Courses generally suitable for freshmen and sophomores.
300-495	Courses generally suitable for juniors and seniors.
496-499	Senior year experiences.

W	Writing-Centered.
AR	Analyzing Arguments, Reasons, and Values.
CA	Creating in the Arts.
TH	Thinking Historically.
IT	Interpreting Texts.
NW	Understanding the Natural World.
US	Understanding Society.
QA	Quantitative and Analytical Reasoning.

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 high honors) and cum laude (with honors).

Transfer students will be considered for University Honors based on the lower of the following: (1) Willamette University g.p.a.; or (2) g.p.a. for combined Willamette and transfer grades.

A student may graduate with department honors in the major field of study by distinguished completion of a thesis, research project, performance or creative exhibition, by attainment of a departmentally specified cumulative grade point average for courses within the major and by completing other requirements as prescribed by the major program faculty.

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

Phi Beta Kappa

Phi Beta Kappa, which was founded at the College of William and Mary in 1776, is the oldest and most prestigious of the national honor societies. The first chapter was founded to promote the ideals of freedom of inquiry within a broad liberal education, and these concerns have remained a hallmark of the organization ever since. Only the top 10% of four-year colleges nationwide have been granted Phi Beta Kappa Chapters.

Student Selection Criteria: Students are nominated for membership in the society primarily on the basis of their scholarly achievement, good character, and broad cultural/academic interests. Our chapter nominates the top 2% of each junior class, and the top 10% of each senior class (including those nominated as juniors). At least three/fourths of a candidate's courses must be liberal arts courses (as opposed to applied or professional courses). Seniors must have a minimum cumulative GPA of 3.50, and juniors 3.75, in order to be considered for membership. Aside from GPA, weight is given to breadth of academic program (number and variety of courses taken outside the major), faculty recommendations, service to the department or university, good character, academic awards and achievements, and extracurricular activities.

Policy on Academic Achievement

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

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

- Semester g.p.a. below 2.00
- Cumulative g.p.a. below 2.00
- Completion by a full-time student of fewer than three credits.
- Serious academic difficulty as determined by the Academic Status Committee.

Academic Progress Information

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

- 7 credits completed by the end of the first year
- 11 credits completed by the end of the third semester
- 15 credits completed by the end of the second year
- 19 credits completed by the end of the fifth semester

- 23 credits completed by the end of the third year
- 27 credits completed by the end of the seventh semester
- 31 credits presented for graduation at the end of the fourth year

A student completing an average of three credits for each full-time semester of attendance at Willamette University is considered to be making satisfactory progress toward a degree.

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:

- Ineligible to represent Willamette University in any public performance, to include participation in varsity athletics;
- Ineligible to hold any campus office
- Subject to review of his/her financial aid status (if receiving aid from the University) by the Director of Financial Aid;
- 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, cocurricular and extracurricular 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.

Academic Petitions

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

Nature of Petition	Destination
Departmental and major requirements	Department or program chair
General education requirements	Registrar's Office
Writing program requirements	Writing Program Advisory Committee
Special majors	Academic Programs Committee *(c/o Dean's Office)*
Most other petitions	Academic Status Committee *(c/o Registrar's Office)*

Petition forms are available in the Registrar's Office. The Registrar's Office can also answer other questions about the petition process.

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

- satisfactory completion of a minimum of 31 credits
- completion of the General Education requirements
- completion of the Senior Year Experience
- cumulative g.p.a. of 2.00 in work taken at Willamette
- cumulative g.p.a. of 2.00 in the major

The completion of department requirements may be modified or waived by the departments themselves, but not by the Academic Status Committee.

Plagiarism and Cheating Policy

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

When appropriate during the semester, such as in conjunction with assignment of a class project or review for an exam, faculty members are encouraged to discuss plagiarism and cheating and how to avoid them.

Definitions and Penalties

Cheating is any form of intellectual dishonesty or misrepresentation of one's knowledge. Plagiarism, a form of cheating, consists of representing someone else's work as one's own. All members of the Willamette University community are expected to be aware of the serious breach of principles involved in plagiarism. Ignorance of what constitutes plagiarism shall not be considered a valid defense. If students are uncertain as to what constitutes plagiarism for a particular assignment, they should consult the instructor for clarification. A faculty member may impose penalties for plagiarism and cheating ranging from a grade reduction on an assignment or an exam to failure in the course. A faculty member also may suggest that the Dean of the College of Liberal Arts initiate further action.

1. Initial Determination and Penalty

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

Immediately meet with the student(s) involved, provide evidence of cheating or plagiarism, discuss the matter, determine whether an infraction has occurred, and decide on a penalty. If the faculty member suspects plagiarism or cheating during a final exam period and timely resolution is not possible, the professor shall assign the student(s) involved a grade of T and provide the student(s) with a written explanation. The faculty member shall meet with the student(s) no later than the first week of classes the following semester to complete the steps outlined above.

Within five working days (excluding holidays) of meeting with the student or students, a confidential file will be submitted to the Dean of the College of Liberal Arts with a form detailing the incident, providing documentation, and indicating the penalty. Upon receiving the form, the Dean of the College of Liberal Arts:

- Shall provide the student(s) a copy of the form filed by the faculty member, noting on the form the date on which it was delivered to the student. All forms in a student's file shall be destroyed at graduation or after seven years of filing, whichever comes first.
- May initiate a hearing by the Academic Status Committee if the Dean believes the report of plagiarism or cheating sufficiently egregious to warrant a hearing on whether the student should be suspended or dismissed from the college.
- Shall, after allowing time for an appeal, determine if there have been mul tiple violations. If the student's file contains two forms, the Dean shall initiate a hearing by the Academic Status Committee to determine an appropriate penalty, which can include placing the student on academic suspension for a period of time or dismissing the student from the College.

2. Student Right to Appeal Initial Determination and Penalty

A student has the right to appeal the finding of plagiarism or cheating, or the severity of the penalty imposed by the faculty member, to the Academic Status Committee within five working days of the date on which a copy of the form was delivered by the Dean to the student.

3. Academic Status Committee Hearing

The Academic Status Committee shall hold a hearing on the appeal by a student or initiative from the Dean within five working days of receipt of the notice of appeal or initiative. The hearing shall be confidential; the student, Dean and faculty member, as appropriate, may testify and present evidence.

If, while hearing an appeal, the Academic Status Committee finds that plagiarism or cheating did not occur, then the Committee shall ask the Dean to remove the form filed by the faculty member from the student's confidential file. If the Academic Status Committee finds that the penalty should be changed, then the Committee shall determine a procedure that is fair to the faculty member and the student for changing the penalty. If the Academic Status Committee upholds the decision of the faculty member, the chair will record the decision on the form and return it to the Dean to be placed in the student's file.

If hearing an initiative, the Academic Status Committee shall determine an appropriate penalty.

The chair of the Academic Status Committee shall provide written notification of its action to the student, faculty member, and Dean. The decision of the Academic Status Committee shall be final.

ACADEMIC SUPPORT SERVICES

THE MARK O. HATFIELD LIBRARY

Opened in 1986, the Mark O. Hatfield Library serves as the library for the College of Liberal Arts, the School of Education, and the Atkinson Graduate School of Management. The building is a gracious, modern, glass-walled structure that overlooks the Mill Race and Jackson Plaza, one of the main gathering places on campus. The library offers students and faculty a diverse, well-chosen collection of more than 385,000 volumes, over 1,700 print and electronic journal subscriptions, and computer access to information and documents from around the world. The facility also houses a collection of United States Government documents, the Mark O. Hatfield Archives, the Willamette collection, the Rare Book collection, and a collection of Pacific Northwest materials.

A highly qualified staff of librarians and support personnel, committed to developing and maintaining strong collections and services, supports the research needs of the Willamette community. Each academic department and school has a liaison librarian with whom students and faculty can work. Course-related instruction presented by liaison librarians ensures that students not only find the information they need to satisfy course requirements, but also learn the search strategies needed to retrieve and critically evaluate information in a society that places increasing importance upon these skills. Librarians are also available at the reference desk, by phone, and by email. Liaison librarians are also available by appointment for individual research consultations.

The book collection, developed over more than a century, provides strong support for undergraduate and graduate research. The library's holdings also include musical scores, music sound recordings, and a video collection of classic motion pictures and instructional films designed to support courses across the curriculum. A wide ranging selection of journals and newspapers completes the collection.

The library also participates in the Orbis Cascade Alliance, a consortium of academic libraries in Oregon and Washington that share an online catalog called Summit. Summit provides information on the over 22 million volumes held by the member libraries. Automated borrowing through Summit allows students, faculty, and staff to initiate online orders for books from the other member libraries; materials are delivered within two to three days. An efficient interlibrary loan/document delivery service provides quick access to materials not available in the local collection or through Summit.

The Hatfield Library's online catalog includes records of all books and most other library holdings. The catalog is available 24 hours a day from office, home, or residence hall. The library's Web site has become a substantial digital library of content and services designed to facilitate research in all disciplines. It includes access to research databases, local library holdings, online journal collections and primary materials, links to full-text content, Summit and interlibrary loan, electronic reserves, local digital collections, and other resources and services.

The Hatfield library includes many attractive areas suitable for study and reflection. A variety of displays are hosted and lectures, readings, and recitals are held frequently in the Mark O. Hatfield Room. The Hatfield Archives house the papers and memorabilia of former United States Senator Mark O. Hatfield. A permanent exhibit of Senator Hatfield's memorabilia is available for viewing. A 24-hour study room equipped with vending machines provides comfortable study space during the hours the library is closed.

UNIVERSITY REGISTRAR

The Office of the University Registrar is responsible for maintaining and safeguarding the official academic records of the University. In addition to serving as an ex officio member of the Academic Status and Academic Programs Committees, the University Registrar consults with students regarding general academic requirements and provides reports about academic progress. The Registrar's Office is also responsible for confirming veterans' benefits status, certifying athletic eligibility, evaluating credit earned at other colleges and universities, determining eligibility for graduation and honors, certifying enrollment status and administering academic records privacy as specified by the Family Educational Rights and Privacy Act.

INSTITUTIONAL RESEARCH AND PLANNING SUPPORT

The Office of Institutional Research and Planning Support provides information about the University to both internal and external constituents. The office is the primary source for current and historical data about student enrollment, demographics and outcomes and coordinates reporting to government and oversight agencies. Additionally, the office supports enrollment management, planning assessment and accreditation reviews through both primary and secondary research efforts. The office serves as the University's liaison to our regional accrediting agency.

WILLAMETTE INTEGRATED TECHNOLOGY SERVICES (WITS)

Willamette Integrated Technology Services (WITS) enables the effective and Innovative use of technologies in teaching, learning, research, and administration. The department provides leadership, facilities, equipment, and staff support for the use of information technologies, including computer hardware and software, classroom equipment, data networks (wired and wireless), multimedia equipment, graphics production, instructional design, administrative systems, and telecommunications.

All faculty, students and staff are eligible to have accounts to access the University's network, though additional authorization may be required to use particular resources. Within the bounds of the University's Acceptable Use Policy, faculty, students, and staff have virtually unrestricted use of the facilities at no charge. In order to provide primary support to all users of campus computing facilities, WITS maintains a Help Desk that is staffed both by WITS employees and students. The Help Desk is normally open for business during normal working hours, but during the beginning of the semester the hours are extended considerably. A group of User Services Consultants provides technical support to various campus constituencies.

Facilities and resources available through WITS begin with the campus data network and the telephone system. The campus network offers access to electronic mail, file storage, the on-line catalog of the Hatfield library, administrative services, the Blackboard course management system, a variety of software applications, the University's web site, and the internet. Other facilities include a general access computer lab, an instructional development center, a multimedia workroom, a small video recording studio, a language learning center, and a faculty development/ training room. A number of classrooms are equipped with video and data projection capabilities; nearly all classrooms have overhead projectors, video monitors, and network connections. Equipment available for circulation includes laptop computers, cameras, digital cameras, video recorders, video projectors, and sound systems. Other equipment available for use includes scanners, slide scanners, film recorders, DV and DVD transfer equipment, and video editing equipment.

All University owned computer workstations are connected to the campus network with access to the internet and most general-purpose software applications. The general access lab is open to students 24-hours a day, seven days a week during the academic year. Other computer facilities, including the Language Learning Center, are open to students except during scheduled classes. In addition, all residence hall rooms have network connections. Students bringing their own computers to campus may connect them to the network, as long as the machines meet certain minimum standards. The University provides for dial-in access from off-campus for all students, faculty and staff to access the campus network.

Through the Instructional Design Center, WITS provides a wide variety of support services to faculty wishing to incorporate information technologies into instruction. WITS also offers workshops for students, faculty, and staff on the use of computers, application software, the campus network, the internet, as well as development of web sites and electronic presentations. User Services staff consult with faculty and students concerning software applications, hardware appropriate to those applications, the use of multimedia for teaching and presentations, computer-aided instructional methods and general questions about any aspect of computing at Willamette.

The WITS Multi-media Production group provides "for-fee" services to develop and produce video material, photographic slides, brochures, posters and other materials related to instruction and campus activities. The multi-media workroom is also available for self-service development of many of these same kinds of materials.

Four other services of WITS — Network and Systems Management, Administrative Computing, Telecommunications, and Technical Services — provide support and maintenance for the campus network equipment and servers, the administrative information system, the telephone and voice mail systems and the University's technology equipment in offices, classrooms, and laboratories.

ADMISSION

Admission to Willamette University is selective. Each year approximately 470 first-year and 50 transfer students are enrolled for the Fall semester from a group of slightly more 3,000 applicants. As a selective institution, Willamette University does not operate on a rolling admission basis. Willamette reviews all applicants as a group, selecting those students who show the greatest likelihood of benefiting from and contributing to the academic and co-curricular richness of the campus community.

Each application is reviewed for its individual merits, with consideration for diversity as well as a balance of academic and personal strengths. Although a personal interview is not required for admission, it is strongly encouraged. A student body demonstrating high intellectual achievement, curiosity, social awareness, interesting personal qualities and ethnic, religious, socioeconomic and geographic diversity is sought.

In keeping with Willamette's academic nature, academic transcripts receive the greatest consideration in the admission decision. Preference for first-year applicants is given to those who have completed a minimum of four years of college preparatory English and mathematics and three years each of foreign language, laboratory

science and social studies (history). It is expected that a student's work in academic subjects will include Honors, Advanced Placement or International Baccalaureate courses where those are available in the secondary school curriculum.

The record of a transfer applicant is reviewed in much the same way except it is the college record that is given greatest emphasis. Successful transfer applicants should present previous college coursework suitable in subject matter and level of challenge for transfer to a rigorous liberal arts and sciences program.

DEADLINES

Willamette offers three options for applying for the Fall semester. **Early Action I** has a postmark deadline of November 1 and notification by December 15. **Early Action II** applications should be postmarked by December 1 and the decisions will be mailed by January 15. Early Action is non-binding, requiring no non-refundable Advance Deposit until the National Candidate Reply Date of May 1. The **Regular Decision** deadline (postmark) is February 1 and notification is made by April 1. To receive maximum consideration for admission, as well as merit-based scholarships and need-based financial aid, all application credentials should be postmarked by the respective deadline. Late applications will be considered if space is available. Willamette also accepts applications from students wishing to enter the university in the Spring semester. The postmark deadline for Spring applications is November 1 with notification by December 1.

Scholarship (merit-based) consideration is given to all applicants at each stage in the admission cycle based on the quality of the academic record. All students wishing to be considered for need-based financial aid must submit the Free Application for Federal Student Aid (FAFSA) as soon after January 1 as possible and no later than February 1 for priority consideration. Students applying for either Early Action admission cycle who wish to be considered for need-based aid must also file the College Scholarship Service Financial Aid PROFILE (CSS PROFILE) by November 1 (EA 1) or December 1 (EA II) in order to receive a priority, need-based estimated financial aid award.

National Candidate Reply Date (May 1)
May 1 is the nationally agreed upon reply date by which students are expected to notify colleges of their plans to attend (or not). To reserve a place in Willamette's entering class, the Acceptance of Enrollment & Housing Intent Form and the $200 non-refundable Advance Deposit must be postmarked no later than May 1. Deposits postmarked after May 1 may be returned if the entering class has already been filled. If the class is not complete by this date, later deposits will be accepted on a space available basis.

First Year Application Procedures

To apply for admission to First Year standing, the applicant must submit:

1. An Application for Admission accompanied by the $50.00 non-refundable fee. The application fee is waived for students who submit their applications online via the University's own online form or the Common Application. Both on-line applications are available on the admission web site at www.willamette.edu/admission.

2. An official secondary school transcript showing grades and courses from the freshman year through the first trimester or semester of the senior year. For students applying Early Action, the transcript should be complete through the junior year of high school.

3. The School Report Form (counselor recommendation) completed by the secondary school guidance counselor or a teacher of an academic subject (i.e., English, math, history, science, etc.)

4. Standardized test results from the SAT-I or the ACT with the writing section. Students are strongly advised to take one or both of these tests early in the spring of the junior year. This allows for an opportunity to re-take the tests, if the applicant desires, in the fall of the senior year with sufficient time to meet application deadlines.

Transfer Application Procedures

To apply for admission as a transfer student, the applicant must submit:

1. An Application for Admission accompanied by the $50.00 non-refundable application fee. The application fee is waived for students who submit their applications online via the University's own online form or the Common Application. Both on-line applications are available on the admission web site at www.willamette.edu/admission.

2. Official transcript(s) of all previous college work. The names of all colleges previously attended must be listed on the Application. Failure to do so constitutes cause for cancellation of the student's registration at Willamette. Transfer students must be free from both academic and disciplinary action at all colleges attended previously in order to be eligible for admission to Willamette.

3. An official secondary school transcript.

4. A Transfer Reference Form completed by an academic advisor or professor from the college the student currently attends (or most recently attended). If the majority of coursework was completed at a different institution than the one currently attended, a professor/advisor from the former institution should complete this form. If the applicant has been out of school for five years or more, please consult the Office of Admission to determine an appropriate source of recommendation.

HOME-SCHOOLED STUDENTS

Willamette University is interested in enrolling students from diverse educational institutions, including those who have received much or all of their education in non-traditional settings. Home-schooled students whose goals and values complement the mission and philosophy of the university, and who are therefore likely to benefit greatly from all that the campus offers, are encouraged to apply. Students who are successful at Willamette are typically self-directed, creative and service-minded. Any information the applicant can present that demonstrates the aforementioned qualities will allow us to make more informed comparisons to other applicants.

The guidelines below represent our best effort to fairly assess a home-schooled student's educational preparation and achievements and to appropriately make comparisons to the educational achievements of other applicants in our competitive admission process.

Home-schooled applicants must include the following information in addition to completing the *Willamette University Application for Undergraduate Admission* or the *Common Application*:

1. A portfolio of work to include samples of work from the two most recent years, a comprehensive list of books/texts read over the course of the secondary education, a detailed outline of the curriculum studies during this same period and a list of any activities in which the student participated outside of the home during the secondary education. NOTE: It is assumed that a home-schooled student's secondary education will encompass a four-year period of study, allowing for appropriate sequences of coursework in the college preparatory subjects of English, mathematics, foreign language, laboratory sciences and history/social studies.
   (a) One sample of work should be a writing sample such as a term paper, thesis or literature analysis.
   (b) The curriculum outline can include descriptions of course work/content

from recognized, published curriculum guides and programs or a detailed transcript from the teacher/parent.

(c) The list of books should include only those read as part of the academic program.

2. SAT I or ACT test with writing/essay scores.

3. A minimum of two letters of recommendations, one from a parent/teacher and one from a non-family individual who is knowledgeable about the student's academic abilities/potential or who can address personal qualities such as responsibility, creativity, service and initiative.

4. An interview and campus visit is strongly recommended. The interview may be with an admission counselor or an alumni admission representative.

Home-schooled students who have completed course work at an accredited college or university should include official transcripts of that work. No more than eight Willamette credits (the equivalent of 32 semester or 48 quarter credit hours) will be granted for credit completed prior to what would be considered the high school graduation date. Students who complete an Associate of Arts degree from a community college or the equivalent of a high school diploma with community college courses will enter Willamette with no more than sophomore standing.

Home-schooled applicants who are admitted to Willamette University are eligible to apply for federal and state financial aid programs. In addition, admitted home-schooled students are considered for the same merit-based scholarships as all other first-year applicants.

TRANSFER CREDIT/ADVANCED STANDING

Transfer students

In most cases, courses taken at regionally accredited colleges or universities will receive full credit if they are comparable to courses offered at Willamette. Courses with grades below a C- (C minus) will not receive credit. Six quarter hours or four semester hours of transfer credit equal one Willamette credit. Although students admitted with a college transfer Associate of Arts degree from an accredited community college will be automatically granted 15 Willamette credits (Junior standing) upon entrance, satisfaction of specific general requirements and major requirements will be determined on the basis of a course-by-course evaluation of the transcript(s). A maximum of 16 credits (15 credits for junior/community college) will be granted to transfer students.

Once a Willamette student has accumulated a total of 15 Willamette credits (60 semester or 90 quarter hours), including any transfer work, no further credits from a two-year college will be accepted toward the degree, although such courses do remain part of the official record.

Freshmen students with advanced standing
Willamette University encourages student participation in the **Advanced Placement (AP)** program sponsored by the College Board. All AP scores of "4" and "5" will be granted a minimum of one credit (4 semester hours). For a current listing of AP course equivalencies, contact the Registrar's Office.

The University also encourages participation in the **International Baccalaureate (IB)** program as offered in many schools overseas and, increasingly, in the United States. Willamette will grant one credit (4 semester hours) for each IB Higher Level examination passed with a score of "5" and two credits each for Higher Level exams passed with a score of "6" or "7." Willamette will also grant one additional credit to students who earn the full IB Diploma with a score of 30 or above. For a current listing of IB course equivalencies, contact the Register's Office.

A maximum of eight credits total may be earned from the AP and IB programs. This credit may be applied to major and minor programs with the approval of the academic departments concerned. Credit earned based on AP or IB scores may not be used to satisfy Mode of Inquiry (MOI) requirements.

College credits earned prior to secondary school graduation in concurrent enrollment programs may transfer to Willamette University if the credits are earned in regularly scheduled college classes taught by college professors to classes of primarily degree-seeking college students. Such courses must be more advanced in the discipline than courses normally offered at the secondary school. In order to be eligible for transfer for college courses must be described in the college catalog. College credit is not awarded for college courses taught at the high school.

In preparing for enrollment at Willamette University, secondary school students should have four years of college preparatory study including English, mathematics, foreign languages, history or social studies, and laboratory science. Secondary school students who take college courses that are replacements for courses available in their secondary school are considered to be doing their college preparatory work outside the secondary school curriculum, rather than accumulating credit toward the baccalaureate degree. Therefore, introductory courses taken at a college instead of a secondary school are viewed as college preparatory and not transferable. Credits that apply to secondary school diploma cannot be applied a second time to the baccalaureate degree.

Secondary school students who have completed an introductory course offered at their secondary school and who go on to do more advanced study in that subject at a college may earn baccalaureate transfer credit if their secondary school does not offer more advanced courses in that subject. No college credit is granted for College Level Examination Program (CLEP).

College credits earned prior to secondary school graduation that do not fall under the above specific policies are evaluated on a case-by-case basis. Secondary school students should consult the Office of Admission or Office of the Registrar with any questions regarding the transferability of college credits earned prior to high school graduation. Under no circumstances will more than eight Willamette credits (the equivalent of 32 semester or 48 quarter credit hours) be granted for credit completed prior to secondary school graduation.

INTERNATIONAL APPLICANTS

Willamette University welcomes the diversity and richness that international students contribute to the campus and encourages applications from well-qualified citizens of other countries. Scholarship support from the University for international students is limited, so international students are strongly advised to realistically assess the personal and family resources available to them prior to initiating an application for admission. The information requested on the application form for international students is sufficiently different from that requested for domestic applicants that a separate form, available upon request from the Office of Admission or on-line at www.willamette.edu/admission, is required.

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, NON-DEGREE AND PART-TIME STUDENTS

Students may apply to the University as non-degree and part-time candidates. Application procedures vary with individual circumstances for these special students. For further information and the appropriate application forms, contact the Office of Admission.

GENERAL EDUCATION DIPLOMA (G.E.D.)

Willamette University recognizes 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 600, no individual score lower than 550 and a total score of at least 300.

READMISSION

All students seeking to return to Willamette University after an absence of one or more semesters must apply for readmission through the Office of Admission unless they have been 1) in an approved Off-Campus Study Program or 2) on an approved Leave of Absence. Students who left the University because of Medical Withdrawal will be asked about their readiness to return and necessary accommodations. Students who were academically dismissed must be absent for one year and petition the Academic Status Committee for reinstatement. Students who left due to a behavioral suspension can apply for readmission only after the specified time away and any other conditions are met.

TUITION AND FEES

Willamette University is committed to focusing its financial resources on providing a quality academic program. We strive to provide a low student-to-faculty ratio, and strong compensation packages that allow us to recruit and retain an excellent faculty. We encourage innovation and quality in all our academic programs. Tuition and fees provide the primary source of revenue for the University, but a large endowment and generous giving from our alumni help to offset tuition costs through endowed scholarships and gifts.

2005-2006 TUITION AND FEES

Tuition	$28,250.00
Student Body Fees	169.50
Room and Meal Plan	7,000.00
Books & personal expenses (estimated)	1,800.00
Total estimated expenses	**$37,219.50**

*The above costs are for Meal Plan B and a multiple-occupancy room.

Health Insurance** ..... $410 (optional)

**Health insurance coverage is optional. Students can be exempted from health insurance charges by completing a waiver with the Business Office within 10 days of the start of the Fall semester. The health insurance is offered for students not already covered by an existing policy. For further information about health insurance, please contact the Health Center 503-370-6062.

Application Fee $50
This non-refundable application fee is charged to cover the cost of processing and evaluating the applicant for admission, which is submitted with the application. This fee is waived for applications submitted online.

Advance Deposit $200
A non-refundable Advance Deposit submitted by students who have been accepted is due by May 1, which is the National Candidate Reply Date. This guarantees an entering student a position in the incoming class, and on housing and registration rosters. This deposit is credited toward the student's first semester tuition bill.

ROOM AND MEAL PLAN RATES

All students living in a residence hall or fraternity are required to participate in the Willamette Meal Plan Program. The Willamette Meal Plan has been designed with flexibility to meet the unique needs of each student. The meal plan program has two parts. Part I consists of "all you can eat" Meal Plan dinners from Sunday through Friday and brunch on Saturday. Part II is a Meal Plan Points program, which offers four different Points options. Points meals are breakfast and lunch Monday through Friday, dinner Saturday and brunch Sunday. Food at these meals is offered "a la carte."

Meals are served throughout the school year in three locations: Goudy Commons, Kaneko Hall, and the Bearcat Cavern in the University Center (Monday through Friday, breakfast and lunch only). No meal service is provided during Thanksgiving break and winter and spring vacations.

The room and meal plan costs include four different meal plan choices. Costs for 2005-2006 are as follows:

	Room & Meals per semester	Room & Meals per academic year	Meal Plan Points per Semester
Plan A	$3,450.00	$6,900.00	350
Plan B	$3,500.00	$7,000.00	425
Plan C	$3,550.00	$7,100.00	525
Plan D	$3,600.00	$7,200.00	650

*Room rates are based on multiple-occupancy. Single rooms are an additional $375 per semester ($312.50 per semester in Lee/York/fraternities.)

Willamette University's 'Residency Requirement' states that all freshmen and sophomores are required to live on campus unless they are married, over the age of 21, or living with parent(s) within a commutable distance of 25 miles or less. Freshmen and sophomores who meet these criteria and who plan to live off campus need to provide supporting documentation to the Residential Services before making arrangements to live off campus.

All students contract for rooms for the full academic year. Room and meal plan charges are payable by the semester in advance. No refund is allowed for meals missed. If a student withdraws from the University, the student is responsible for room and meal plan costs through the date of check out.

PAYMENT

Tuition, fees, and charges for room and board are payable in full by the start of each semester and are paid to the Business Office. If a student fails to complete fee payment through the Business Office by 4:00 p.m. of the day designated to pay fees each semester, the student will be assessed a $50 late fee and interest will accrue at 12 percent APR (annual percentage rate). If payment is still not received within 30 days of semester start date, the student will be disenrolled for nonpayment of fees and his/her housing contract cancelled.

TUITION AND PAYMENT OPTIONS

The 10-Month Payment Plan
This plan offers parents a program through which educational expenses for the year can be spread out over 10, 9, or 8-month payment plans. The monthly payment plan option is administered by Tuition Management Systems and has a $65 application fee for the year. Under this plan you estimate the amount of net expenses for the year and come up with your annual Budget Amount. Divide your budget amount by 10, 9 or 8 to determine your monthly payment. Payments begin July 15 and end April 15. Please call Tuition Management Systems at 1-800-356-8329 or visit their website at www.afford.com for more information.

WITHDRAWALS

Students are admitted to Willamette University with the understanding that they will remain until the end of the semester unless unforeseen circumstances necessitate their withdrawal. Students who are suspended or expelled from the University **forfeit** all refunds.

In compliance with the Higher Education Amendments of 1998 (Section 668.22) Willamette University's refund policy is as follows:

- A student's withdrawal date is the date the student began the institution's withdrawal process or officially notified the institution of intent to withdraw, or the midpoint of the period for a student who leaves without notifying the institution.

- Refunds for tuition will be prorated on a per day basis based on the academic calendar up to the 60% point in the semester. There are no refunds for tuition after that point in time.

- Withdrawing students are responsible for applicable room and meal plan charges through the date they checked out of their campus housing with your Residence Life staff member.

- Students withdrawing for medical reasons may petition for a Medical Withdrawal. In the case of an approved Medical Withdrawal, the student refund is the same as a student who withdraws from the University; however, the student's transcript will indicate a withdrawal for medical reasons. Applications for a Medical Withdrawal may be obtained from the Registrar's Office.

- Health insurance charges and student body fees **will not be** refunded to withdrawing students.

- In the case of a student's death during a term, a full tuition refund will be granted to the student's estate.

Students who withdraw and have received financial aid will receive their refund (if any) after the required portion of their financial aid is returned to the aiding programs. The required portion of financial aid that is returned to the aiding programs are calculated as follows:

- Title IV aid and all other aid is earned in a prorated manner on a per day basis based on the academic calendar up to the 60% point in the semester. After the 60% point, no refunds are granted for tuition.

- Recalculation of financial aid is based on the percent of earned aid using the following formula:

  * Percent Earned = Number of days completed up to the withdrawal date divided by total days in the semester (105).

- Federal financial aid is returned to the federal government based on the percent of unearned aid using the following formula:

  *Aid to be returned = (100% - percent earned) X the amount of financial aid applied to the student's account.

- When financial aid is returned, the student may owe a balance to the University. The student should contact the Business Office to make arrangements to pay the balance.

Questions regarding this refund policy should be directed to the Assistant Controller located in the University's Business Office.

The term "Title IV funds" refers to the Federal Financial aid programs authorized under the Higher Education Act of 1965 (as amended) and includes the following programs: unsubsidized FFEL loans, subsidized FFEL loans, subsidized Federal Direct Stafford loans, FFEL PLUS loans, Federal Direct Stafford loans, Federal Perkins loans, FFEL PLUS loans, Federal Direct PLUS loans, Federal Pell grants, and Federal SEOG.

FINANCIAL AID

Affordability is a large consideration when selecting a college. However, a high-quality education and opportunities for personal growth such as Willamette offers are equally important considerations. As the primary beneficiary of the investment in a college education, the student, and by extension the student's family, is expected to assume primary responsibility for financing educational expenses. Of course, many families cannot afford the entire cost of college. Financial aid, therefore, is designed to assist in bridging the gap between what the student can afford and what it will cost to attend Willamette. Although most financial aid is administered on the basis of financial need, there are also several merit-based programs available for which need is not a consideration.

DETERMINING FINANCIAL NEED

Willamette University uses data collected from the Free Application for Federal Student Aid (FAFSA) to calculate the Expected Family Contribution (EFC) for each financial aid applicant and to determine eligibility for both government and University aid funds. The EFC is compared to the total annual costs at Willamette University, which include tuition, fees, room, board, and estimated amounts for books, personal, and travel expenses. For those students with an EFC less than Willamette's costs, financial need exists. If the EFC exceeds the student's annual educational expenses, the student is ineligible for need-based assistance.

The need analysis formula considers parental income and assets as well as such factors as size of the family, age of the parent(s), and the number of children attending college. Also considered are necessary family expenditures such as taxes and standard cost of living. The formula does not consider discretionary expenses, e.g., consumer indebtedness, in its calculation of parental contribution. In addition to the parent contribution, students are expected to contribute toward their college expenses from current income, savings, and any other personal resources such as trust funds.

APPLICATION PROCEDURES

1. Apply for admission. No student will be awarded financial aid prior to being admitted to the University. Entering students who have submitted all admission and financial aid materials by February 1 will be given maximum consideration for financial aid.

2. File the FAFSA. Applicants for need-based aid must file the FAFSA. The FAFSA should be submitted to the Federal Student Aid processors as soon

after the first of January as possible, but no later than February 1, for entering students, and no later than March 1 for returning students. Applicants who file their FAFSAs after these dates will be awarded financial aid on a first-come, first-served basis. Students applying for admission under the Early Action program must also file the College Scholarship Service PROFILE if they want to receive an early estimate of their need-based aid. The CSS PROFILE must be filed by December 1.

NEED-BASED FINANCIAL AID AWARDS

The majority of University grants and scholarships are awarded to students with demonstrated need. Although need is an eligibility factor, these scholarships and grants are also awarded in recognition of academic achievement and leadership, based on the information students provide in their Applications for Admission. The FAFSA is the only application required to be considered for these awards.

Financial aid awards for entering students who have submitted all application and financial aid materials by published deadlines will be sent within one week of the letters of admission. Early Action awards, therefore, will be mailed no later than mid-January and awards for Regular Decision applicants will be mailed by April 15. Renewal awards for returning students will be mailed beginning June 1.

Financial aid is generally awarded as a package. That is, the student will receive both cash (grants and scholarships) and self-help (campus employment and student loans). Grants and scholarships do not have to be repaid. Campus employment consists of a part-time job for which students are paid monthly based on the hours worked. Student loans, of course, must be repaid.

To accept a financial aid award, a student must return a signed copy of the notice of award by the date indicated on the notice. Entering students must also submit the $200 Advance Deposit. An award is not considered accepted unless the student has also confirmed his/her attendance with the nonrefundable Advance Deposit. Early Action and Regular Decision admission candidates are expected to return both items by the National Candidate Reply Date of May 1 or within two weeks of receiving their admission and financial aid notifications, if either of these arrives after April 15.

MERIT-BASED SCHOLARSHIPS

There are a number of scholarship programs at Willamette for which financial need is not a consideration. Most of these are the result of generous gifts from alumni and friends of the University who have endowed scholarship funds to recognize students

whose academic and extracurricular records suggest they will make the greatest contributions to the Willamette University community. In addition to the academic scholarships, Willamette University recognizes students who demonstrate outstanding talent in music, forensics, and theatre by providing merit awards in these performance areas.

Merit selections are made on a competitive basis. All applicants who complete their Applications for Admission by the published deadlines are given automatic consideration for these scholarships. No separate scholarship application is required for most Willamette academic scholarships. University Talent/Scholarship Awards in Forensics, Music and Theatre do require an audition or separate application. In order to recognize as many outstanding students as possible, applicants will be selected for only one Willamette academic scholarship. Students may receive both an academic award and a talent scholarship.

RENEWAL

In order to receive need-based financial assistance (including institutional grants) each academic year, a student must submit the FAFSA by March 1 each year. Students who file their renewal FAFSAs late risk being placed on a wait list for financial aid and possibly losing some or all of their University grant or scholarship funds.

For students entering Willamette as freshmen, need-based Willamette University grants are available for 9 semesters, and merit-based scholarships are available for 8 semesters, as long as the student maintains full-time student status (minimum 3 credits each semester) and makes satisfactory academic progress as determined by the Academic Status Committee of the University. All academic merit-based scholarships have specific renewal criteria that are outlined in the initial written confirmation of the award sent to the student.

The amount of a student's merit-based scholarship award will be renewed annually as long as the appropriate GPA requirement is met. Need-based Willamette University grants will be renewed annually at the same percentage level of demonstrated financial need as assessed through the FAFSA application process. The amount of Willamette University need-based grant aid may therefore vary with changes in student and family income and assets. There are a limited number of endowed and restricted scholarships available to juniors and seniors based upon faculty recommendation and/or student application.

For students transferring to Willamette from another institution, the Office of Financial Aid will notify the student of the number of semesters of aid eligibility

available once the Office of the Registrar has evaluated the credits which will transfer to Willamette.

Students placed on academic probation by the Academic Status Committee are ineligible for financial aid. Appeals to this policy will be reviewed by the Director of Financial Aid.

Federal and state awards are contingent upon the availability of governmental funding. Willamette University does not guarantee replacement of reduced governmental aid.

SOURCES OF FINANCIAL AID

FROM FEDERAL FUNDS

Eligibility for the following sources of financial aid is determined by a standardized analysis of the information submitted on the FAFSA.

Pell Grant
The Pell Grant is awarded to students with the lowest Expected Family Contributions (EFCs).

Supplemental Educational Opportunity Grant (SEOG)
This grant is awarded to students with exceptional financial need — that is, students with the lowest EFCs who also receive Federal Pell Grants.

Federal Work-Study (FWS)
Students with financial need generally work an average of 10 hours per week and earn approximately $2,000 annually. Hourly wages vary and depend on the type of work the student is hired to do and the skills required for the job.

Perkins Loan
Students with financial need are automatically considered for this loan during the financial aid review process. Priority is given to students with exceptional need. The current interest rate is five percent. Interest and repayment are deferred until nine months after a student ceases to be enrolled at least half-time.

Stafford Loan
Stafford Loans are either subsidized or unsubsidized. A subsidized loan is awarded on the basis of financial need. The federal government pays all interest on the loan until the student enters repayment. An unsubsidized loan is not awarded on the basis of need. The student is charged interest from the time the loan is disbursed until it is paid in full. Repayment for the subsidized and unsubsidized Stafford

Loans begins six months after the student is no longer enrolled at least half-time. Interest is variable.

FROM STATE FUNDS

The Oregon Student Assistance Commission administers state-funded and private awards for Oregon residents who will attend an Oregon college. Unless a student specifically requests otherwise, information for an Oregon resident contained in the FAFSA will automatically be sent to the Oregon Student Assistance Commission to be used in determining a student's eligibility for the following programs:

Oregon State Opportunity Grants
Awards are based strictly on family size, income, and the number of family members attending college.

Private Awards
The Oregon Student Assistance Commission also administers a number of awards funded by private donors. Though many of these awards have some restrictive eligibility requirements, most recognize primarily outstanding academic achievement. In addition to the FAFSA, students are required to submit a separate application to the Oregon Student Assistance Commission by March 1. Applications are available from high school counseling offices or by calling the Commission at 1-800-452-8807. Information may also be obtained by visiting their Web site at www.osac.state.or.us/.

FROM WILLAMETTE UNIVERSITY FUNDS

The following represent the primary merit-based awards and scholarships available from Willamette University for entering freshmen. No separate application is required unless stated otherwise.

G. Herbert Smith Presidential Scholarships
Students with a minimum 3.8 g.p.a. in solid subjects and 1350 combined SAT or 30 ACT Composite scores will be considered. Past recipients have all demonstrated particularly strong records of leadership in their schools and communities. Awards are available for four years as long as the recipient maintains full-time student status and a 3.0 cumulative g.p.a. at Willamette.

Elmer and Grace Goudy Scholarships
Students with a minimum 3.7 g.p.a. in solid subjects and 1300 Combined SAT or 29 ACT Composite scores will be considered. Awards are available for four years as long as the recipient maintains full-time student status and a 3.0 cumulative g.p.a. at Willamette.

Willamette University Scholarships for National Merit, National Hispanic and National Achievement Scholars
Selection of semifinalists in these programs is made by the National Merit Scholarship Corporation based on PSAT results from the Junior year in high school. Finalist status is determined by a committee of educators, selected by the National Merit Scholarship Corporation, which reviews additional application credentials submitted by the semifinalists. Awards are available for four years as long as the recipient maintains full-time student status and a 3.0 cumulative g.p.a. at Willamette. (National Merit) or a 2.0 cumulative g.p.a. (National Hispanic and National Achievement).

Mark O. Hatfield Scholarship for Public Service
One full-tuition scholarship for an entering first-year student with an exceptional record of serivce and leadership. *A separate application and interview required.* Renewable.

Hallie Ford Trustee Scholarship
Named for a lifetime trustee and generous benefactor, Trustee Scholarships are awarded to those entering applicants judged to have the most significant potential for outstanding scholarship as students at Willamette and beyond. Grades and test scores are considered, but other evidence of intellectual curiosity are also important.

Regional Scholarships
Various scholarship donors have contributed funds to recognize outstanding students from their particular regions and communities. Among these are the Hallie Ford Scholarships for students from Douglas County schools (including transfers from Umpqua Community College) — this scholarship also includes an opportunity for summer employment in Douglas County; the Ancil Payne Scholarship for students from The Dalles (Oregon) High School; the Mel Goode Scholarship for students from South and West Albany (Oregon) High Schools; the Hazel Newhouse Scholarship for students from Gresham (Oregon) High School; the Robert F. Smith Scholarship for students from Harney County (Oregon); the Winterscheid Scholarship for students from the Greater Puget Sound area in Washington; and the Olympic Scholarship for graduates of Clallum or Jefferson County (Washington) high schools.

Music Talent Scholarship
Any student who intends to participate in a performing ensemble at Willamette, regardless of intended major, may audition for a music award. These scholarships are renewable, based on continued ensemble participation.

Forensics Talent Scholarship
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. To apply, students must submit a letter of application listing all forensics experiences, years of participation and all awards, prizes and recognitions achieved. In addition, students must submit a written recommendation from their forensics coach.

Theatre Talent Scholarship
Students must have demonstrated outstanding achievement in theatre activities during high school and must plan significant participation in Willamette's Theatre program. Awards are renewable. To apply, students must submit a letter of application describing their interest in Willamette's Theatre program and indicate which specialty (acting, directing, or design/technical) is of primary interest. The Department of Theatre also conducts on-campus auditions for these awards.

Through the generosity of various groups and friends, Willamette offers a number of scholarships, prizes, and awards for achievement in the different fields of college endeavor. These awards recognize scholarship as well as leadership and character and many provide funding for Willamette's need-based grant programs.

Following is a complete list of prizes, awards and scholarships available to Willamette University students in the College of Liberal Arts. Those for which entering students will be considered are marked with an asterisk (*).

Scholarships, Prizes and Awards

Joseph H. Albert

Marion Bacon Allen

Ruth Buche Allen (History)

Charles D. Allis (Economics)

Althoff Writing Prize

Alumni Association

Alumni Honors*

Philip C. Armstrong (Biology)

Vera M. Armstrong

Myrtle L. Atkinson Foundation

Edward F. Averill

Elizabeth Baker and Lavina Wheeler

Kenneth A. Batchelder Memorial (Computer Science; Sigma Chi)

Anna M. Barrett

Bishop Bruce R. Baxter

Bay Area Alumni

Ruth Bedford (Music)

Howard C. and Mae C. Belton

Lester J. and Ida May Bennett (Ministry or Sociology)

Blackman/Barber (Biology, Chemistry, Physics)

Walter Blake

Lelia S. Bortzmeyer (Methodist Ministry)

Andrew G. Bottin

Charles and Barbara Bowles

Julius J. and Joanna Brauer

Oliver C. Brown (Economics)

Violet Burlingham Mu Phi Epsilon (Music)

Helen Purvine Burnett (Politics)

Ellen J. Chamberlain and Julia L. Schultz (Music)

Claude E. Chandler MD and Martin W. Grefnes (Pre-Medicine)

Ben B. Cheney Foundation

Chevron Merit Award*

Chiles Foundation

John I. and Ruth I. Church (Math, Economics)

Class of 1932

Class of 1933

Class of 1940

Class of 1948

Class of 1949

Class of 1952

Class of 1953

Class of 1954

Class of 1960

Class of 1966

Gilbert J. Clausman (Music)

Jack R. Clumeck

Beuford S. Cole

Mary L. Collins

Truman W. Collins (National Merit Finalists)

William D. and Phina Collins (Ministry or Religion Education)

Edwin and June Cone (Senior)

Covert Family (Music)

A. Gale Currey

Denison Family

Mary L. Denton (Piano)

Max and Susan de Sully

Mary A. and Martin J. Dietz

Paul M. Duell (Chemistry)

Margaret Klund Earnheart

Adele Egan

Erickson Family

Mary E. Eyre (Salem)*

Farmers Insurance

Al Ferrin (Pre-Medicine)

First Security Bank

Robert M. Fitzpatrick (Pre-Medicine and Pre-Engineering)

Hallie Ford Trustee (Academic, Art)*

Forensic Talent*

Mabel H. Fraer

Richard K. Frederick (Music)

H. Leslie and Betty Lewis Frewing (International Students)

Louis J. Gates

Margaret L. Gates (MAT)

M. Clare Geddes

Melvin and Ruth Geist (Music)

Richard M. Gillis (Economics)

Florence Lee Godfrey (Music)

Mel Goode (Albany)*

Elmer and Grace Goudy*

George H. Grabenhorst Memorial

Donald K. and Evelyn Grant

Garrison J. Gray

John D. Gray (Economics)

Robert D. and Lois E. Gregg (History)

R. Samuel Hall (Mathematics)

Mark O. Hatfield (Politics)

Mark O. Hatfield Scholarship for Public Service

Harold Hauk

Timothy C. Hawkins

Haynes/McHale

Hearst Foundation

Louise Findley Heinl (Music)

Willis and Margaret Hisey

Lloyd and Grace Tyler Hockett

Bernice Jackson Hoffman (Foreign Study)

Shannon P. Hogue (Journalism)

Alice S. Hopkins

Joyce Horn and Elda Branson (Music)

Hoyt Family (Law)

Esther Wright Huffman (Art)

Dr. Norman A. Huffman (Religion)

Elizabeth H. Jaqua

Leonard D. Jaqua

Magic Johnson

Jesse M. and Alice Rose Jones

Malcolm and Helen Jones

Jory-Hafferkamp (Mathematics)

Noel F. Kaestner (Psychology)

Cleve Keas

Spec Keene

Richard E. Kerr (Pre-Medicine)

Peter and Bonnie Kremer

Dr. Sceva Bright and Lillian Goodall Laughlin (Sociology)

M. Evelyn Lawrence

William and Minnie Lawrence

Marguerite Lawson

David O. and Julia B. Lear

Margaret and Dwight Lear

Charles H. Leavitt

Kristine Landon Liepins (Computer Science)

Robert H. Lillig

Theodore W. Loder Sr.

Bill Long

Howie Long

Dr. Ivan Lovell (History)

Chester F. Luther (Mathematics)

Helen Yeomans Luther (Foreign Languages)

Charles E. McCulloch

James Newton McCurdy (Ministry)

Henry F. McLauchlan (Pre-Nursing)

Meier and Frank

Donald G. Metcalf

Paul F. and Frances Lemery Miller (Biology, Chemistry, Physics)

Cecil R. Monk Memorial (Biology)

Ferne and Brooks Moore

Mary Putnam Mort

Charles and Valona Moser

Dan Mosee (East Portland)

Mulligan Fund

Music Talent*

Royal Nakano

National Achievement Finalists*

National Hispanic Recognition Finalists*

National Merit Finalists*

George Neuner

Hazel R. Newhouse (Gresham)*

Dr. George Allen Odgers

J. Orin and May C. Oliphant

Olympic*

Operation Mid-Point

Robert H. Pace

Padilla

Mary Parkinson (Ministry)

Ancil H. Payne (The Dalles)

Morton E. and Jessie G. Peck (Biology)

Harry F. and Z. Irene Pemberton (Religious Studies)

Dorothy Ann Perkins (Music)

Richard P. Petrie (Economics)

PGE

Phi Theta Kappa

Pi Kappa Lambda (Music)

James H. Polhemus

Elizabeth Powell

Russel and Alice Pratt

Presser Foundation (Music)

Robert L. Purbrick (Physics)

Ralph E. Purvine (Pre-Medicine)

Charles R. Randall

Charlotte and D. Russell Rarey

Betty S. Reardon

Katie Redmond Memorial (Alpha Chi Omega)

Reynolds Trust Fund of The United Methodist Church

Ernest C. and Myrta M. Richards

R. Cloyd Riffe (Music)

Bernice M. Rise (English)

Nellie L. Roberts

Leta O. Roehl (German)

Mary Stuart Rogers

Cora G. and Frederick L. Rose Memorial (Music)

Dona Adams Rothwell

Howard and Mary Runkel (Rhetoric)

Salem Breakfast Club

James Scariot

Sara Bingay Schultz (Delta Gamma)

Wilson Henry Scott

Senators (Politics)

Sesquicentennial

Theodore E. D. Shay (Economics)

Leland A. Shinn

Sigma Tau Memorial

Edmund Arthur and Helen Cavitt Smith (Politics)

G. Herbert Smith Presidential (Academic Leadership)*

Marie C. Smith

William B. Smullin

Sorority Scholarship

Robert Smith

Sparks Family

Theresa Sprain* (Kalispell, Montana)

Martha Springer (Biology)

Edward O. Jr. and Dorothy Alexander Stadter

Helen E. Stanclift

M. Emma Stannus (Music)

Charles L. Starr

Dr. Laban A. Steeves

Sarah Hunt Steeves

Betty Louise Stevens

Ed Stillings Memorial

Glenn and Dorothy Summers

Irene Gerlinger Swindells (Music)

Muriel Steeves Tate

Theatre Talent*

Ernst and Selma Thoman

Michal Ann Thomas

Vernon V. and Augusta M. Thompson (Biology)

Thompson/Payne (MAT)

Tokyo International University

Clorinda Risley Topping (Music)

Town and Gown (Music)

Virginia Treat (Music and Math)

Max D. and Rose E. Tucker

Rex A. Turner

United Methodist Church

UPS Scholarship

Bill and Alma Rhorer Vinson

Florian Von Eschen (Chemistry)

Glen C. Wade (Music)

Nancy K. Detering Waechter (Biochemistry)

Helena W. Wallace (Music)

Nancy Black Wallace (Music)

Taul Watanabe* (Japanese descent)

Taul Watanabe (Science)

Watanabe-Skopil

William B. Webber

E. Jerry Whipple

Whipple Family

Bruce E. White

Colonel Percy Willis

Wilson (Law)

Winterscheid* Puget Sound

WU Half Century

Dr. Robert and Pauline Wulf

Richard and Elizabeth Yocom (International Studies)

William Wallace Youngson (Religious Studies)

SECTION IV

Campus Information

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

Julianne Abendroth-Smith, 2000. B.S., University of Colorado, Boulder; M.S., University of Oregon; Dr. of Education, University of Northern Colorado, Greeley. Associate Professor of Exercise Science, 2000. (Sabbatical Spring 2006)

Lisa Alexander, 2005. B.A., Grinnell College; M.A., University of California, Los Angeles. Lausanne Graduate Fellow, 2005.

Karen B. Arabas, 1996. B.A., Wesleyan University; M.A., George Washington University; Ph.D., Pennsylvania State University. Associate Professor of Geography and Environmental Science, 1996.

Mary R. Bachvarova, 2003. A. B., Harvard University/Radcliffe College; M.A., Ph.D., University of Chicago. Assistant Professor of Classics, 2003.

Sammy Basu, 1993. B.A., M.A., University of Calgary, Canada; Ph.D., Princeton University. Associate Professor of Politics, 1999.

Mark A. Beilby, 2000. B.A., Occidental College; M.S., University of California, Los Angeles; Ph.D. University of California, Irvine. Assistant Professor of Physics, 2000.

Roberta A. Bigelow, 1986. B.A., Macalester College; Ph.D., University of Wisconsin. Associate Professor of Physics, 1992.

Richard Birke, 1994. B.A., Tulane University; J.D., New England School of Law; LL.M., Harvard University. Associate Professor of Law and Director of the Center for Dispute Resolution, 1999.

Maria D. Blanco-Arnejo, 1992. B.A., University of Santiago de Compostela, Spain; Ph.D., University of Colorado. Professor of Spanish, 2003.

Gerard F. Bowers, 1971. B.A., City College of New York; M.A., Ph.D., Harvard University. Professor of English, 1981.

Joseph W. Bowersox III, 1993. B.A., Oregon State University; M.A., Ph.D., University of Wisconsin. Associate Professor of Politics, 2001.

Richard F. Breen Jr., 1976. A.B., Dartmouth College; LL.B., University of Maine; M.L.S., University of Oregon. Professor of Law, Law Librarian, 1980.

Cheryl K. Brown, 1982. B.S., Western Oregon University; M.A.T., Lewis and Clark College. Assistant Professor of Education, 1994. Director of the Center for Excellence in Teaching, 2000.

Jill Bryant, 2000. B.A., Principia College; M.A.T., Webster University; Ph.D., University of Missouri-Columbia. Associate Professor of Education, 2000.

Alison Butler, 2003. B.A., Sonoma State University; M.S., Ph.D., University of Oregon. Assistant Professor of Economics, 2003.

Russell J. Cagle, 1985. B.S., University of Montana; M.A., San Diego State University; Ph.D., Oregon State University. Professor of Exercise Science, 1999.

Gilbert P. Carrasco, 2001. B.A., University of San Diego; J.D., Santa Clara; LL.M., Georgetown. Professor of Law, 2001.

Vincent F. Chiappetta, 1997. B.S.E.E., Massachusetts Institute of Technology; Diplôme de Zème Deg, University of Strasbourg, France; J.D., University of Michigan. Professor of Law, 1997.

G. Marc Choate, 1974. B.A., M.B.A., Ph.D., University of Washington. Professor of Finance and Business Economics, 1981.

David S. Clark, 2001. A.B., J.D., J.S.M., Stanford University. Wilson Endowed Professor of Law, 2001.

Jeanne E. Clark, 1986. B.A., Wheaton College; M.A., Ph.D., University of Arizona. Associate Professor of Rhetoric and Media Studies, 1992.

Lisbeth Claus, 2003. B.A., M.A., K.U. Leuven (Belgium); M.B.A., University of San Francisco; Ph.D., Saint Louis University. Associate Professor of Human Resources Management, 2003.

Jean-David Coen, 1986. B.M., Juilliard School of Music; M.M., Yale University; D.M.A., University of Southern California. Professor of Music, 2000.

Jonathan Cole, 2003. B.A., Dickinson State University; M.S., Ph.D., University of Oregon. Assistant Professor of Theatre, 2003.

Robin Morris Collin, 2004. B.A., Colorado College; J.D., Arizona State University. Professor of Law, 2004.

Catherine A. Collins, 1981. B.F.A., Pacific Lutheran University; M.A., University of Arizona; Ph.D., University of Minnesota. Professor of Rhetoric and Media Studies, 1991. (Sabbatical Spring 2006)

Mark Conliffe, 2000. B.A., University of Toronto; M.A., McGill University; Ph.D., University of Toronto. Assistant Professor of Russian, 2000.

Patrick E. Connor, 1982. B.S.E.E., University of Washington; M.S.I.A., Purdue University; Ph.D., University of Washington. Professor of Organizational Analysis, 1982.

Nathaniel Cordova, 2002. B.A., M.A., Ph.D., University of Maryland. Assistant Professor of Rhetoric and Media Studies, 2002.

Susan L. Coromel, 2000. B.A., Theatre, Keene State College; M.F.A., Professional Actor Training Program, Southern Methodist University. Associate Professor of Theatre, 2003.

Seth A. Cotlar, 2000. B.A., Brown University; Ph.D., Northwestern University. Assistant Professor of History, 2000.

David P. Craig, 2001. B.S., Lewis and Clark College; Ph.D., University of Colorado, Boulder. Assistant Professor of Biology, 2001.

Deborah B. Dancik, 2005. B.A., M.L.S., University of Michigan; M.Ed., University of Alberta. University Librarian, 2005.

M. David Daniel, 1988. B.S., Western Oregon University; J.D., Willamette University. Supervising Attorney, Clinical Law Program, 1998.

Robert C. Dash, 1986. B.A., San Diego State University; M.A., California State University, Los Angeles; Ph.D., University of California, Riverside. Professor of Politics, 1996.

Gaetano DeLeonibus, 1993. B.A., City University of New York, Hunter College; M.A., Ph.D., Princeton University. Associate Professor of French, 2000. (Sabbatical Fall 2005)

Rebecca J. Dobkins, 1996. B.A., University of Massachusetts; M.A., Ph.D., University of California, Berkeley. Associate Professor of Anthropology, 2002.

Carol J. I. Doolittle, 1977. B.A., Stanford University; Ph.D., Cornell University. Professor of Sociology, 1992.

Michael U. Dothan, 1997. B.S., M.S., Institute of Technology, Israel; Ph.D., Harvard University. Guy F. Atkinson Professor of Economics and Finance, 1997.

David A. Douglass, 1990. B.A., M.A., California State University, Fresno; Ph.D., Pennsylvania State University. Professor of Rhetoric and Media Studies, 1996 and Associate Dean of the College of Liberal Arts, 2001. (Sabbatical 2005-2006)

Emily M. Drew, 2005. B.A., M.A., Loyola University. Assistant Professor of Sociology and American Ethnic Studies, 2005.

Carol A. Drost, 1984. B.A., Kalamazoo College; A.M.L.S., University of Michigan. Associate University Librarian for Technical Services, 1993.

Marva G. Duerksen, 2001. M.M, The University of Alberta; B.M., Brandon University; Ph.D., The Graduate School and University Center of the City University of New York. Assistant Professor of Theory and Music History, 2001.

William E. Duvall, 1971. B.A., Whitworth College; M.A., University of Pennsylvania; Ph.D., University of California, Santa Barbara. E. Jerry Whipple Professor of History, 1984. (Sabbatical 2005-2006)

Meredyth Edelson Goldberg, 1991. B.A., Macalester College; M.A., Ph.D., University of Illinois. Professor of Psychology, 2003.

H. Peter Eilers, 1982. B.A., M.A., San Jose State University; Ph.D., Oregon State University. Professor of Earth and Environmental Science, 1990.

Ellen M. Eisenberg, 1990. B.A., Carleton College; Ph.D., University of Pennsylvania. Professor of History, 2001. Dwight and Margaret Lear Professor of American History, 2003. (Sabbatical Spring 2006, Fall 2006)

Richard J. Ellis, 1990. B.A., University of California, Santa Cruz; M.A., Ph.D., University of California, Berkeley. Mark O. Hatfield Professor of Politics, 1999.

Greg Felker, 2005. B.A., Boston University; M.P.A., Ph.D., Princeton University. Assistant Professor of Politics, 2005.

Ludwig M. Fischer, 1980. B.A., University of Regensburg, Germany; M.A., Ph.D., University of Colorado. Professor of German, 1995. (Sabbatical 2005-2006)

Amadou Fofana, 2005. Ma^itrise and License, Universite' Cheikh Anta Diop, Dakar, Se'Ne'gal; M.A., Michigan State University. Assistant Professor of French and Italian, 2005.

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

James R. Friedrich, 1992. B.A., Oberlin College; M.A., Ph.D., University of Michigan. Professor of Psychology, 1998.

Robin W. Fromherz, 1997. B.S., Cleveland State University; M.S., Western Oregon University; Ph.D., Oregon State University. Assistant Professor of Education, 1997.

Miho Fujiwara, 2000. B.Ed., Hiroshima University, Hiroshima, Japan; M.S., Ph.D., Georgetown University. Assistant Professor of Japanese, 2000.

Bruce L. Gates, 1974. B.S.E., Princeton University; Ph.D., University of Pittsburgh. Professor of Quantitative Methods and Public Management, 1981.

Christine A. Gentzkow, 1967. B.A., Willamette University; M.A., Portland State University. Associate Professor of German, 1994.

Louis F. Goble, 1986. B.A., Oberlin College; M.A., Ph.D., University of Pittsburgh. Professor of Philosophy, 1997.

Francoise A. Goeury-Richardson, 1964. B.A., Willamette University; Licence ès Lettres, University of Nancy, France; Ph.D., University of California, Santa Barbara. Professor of French, 1994.

David E. Goodney, 1977. B.A., Austin College; Ph.D., University of Hawaii. Professor of Chemistry, 1988.

James B. Goodrich, 2003. B.A., Occidental College; M.A., University of Kansas; Ph.D., University of California, Los Angeles. Dean Atkinson Graduate School of Management, 2003.

William B. Gould IV, 2002. A.B., Rhode Island; LL.B., Cornell. William M. Ramsey Distinguished Professor of Law, 2002.

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

Jerry D. Gray, 1990. B.S., Santa Clara University; Ph.D., University of Utah. Professor of Economics, 1995 and Associate Dean of the College of Liberal Arts, 2005.

Steven K. Green, 2001. B.A., Texas Christian University; M.A., University of North Carolina Chapel Hill; J.D., University of Texas; Ph.D., University of North Carolina Chapel Hill. Associate Professor of Law, 2001.

Heidi Preuss Grew, 1999. B.A., B.F.A., University of Illinois; M.F.A., Ohio University. Associate Professor of Art, 2005.

Richard B. Hagedorn, 1984. B.S., Oregon State University; J.D., Willamette University. Professor of Law, 1989.

Elysabeth J. Hall, 1976. B.A., Humboldt State University; M.L.S., University of Oregon. College of Law Cataloging Librarian, 1976.

Karen D. Hamlin, 1991. B.A., Willamette University; M.Ed., Ph.D., Oregon State University. Professor of Education, 2002. Director of the School of Education, 2003.

Michael L. Hand, 1979. B.S., Oregon State University; M.S., Ph.D., Iowa State University. Professor of Applied Statistics and Information Systems, 1988.

James S. Hanson, 1976. B.A., Yale University; A.M., Ph.D., Stanford University. Professor of Economics, The Peter C. and Bonnie S. Kremer Professor of Economics, 2004.

Peter A. Harmer, 1990. B.S., M.S., M.Ed., Ph.D., University of Oregon. Professor of Exercise Science, 2001.

Edward J. Harri, 1986. B.A., Walla Walla College; M.S.A.S., Montana State University; J.D., Willamette University. Assistant Dean for Student Affairs, College of Law, 1998.

Christopher L. Harris, 1984. B.Ed., Leeds University, England; M.F.A., University of Wisconsin. Professor of Theatre, 1995.

Randall E. Havas, 1996. B.A., University of California, Berkeley; Ph.D., Harvard University. Associate Professor of Philosophy, 1999. (Sabbatical 2005-2006)

Scott D. Hawke, 1971. B.S., San Diego State University; M.S., University of British Columbia, Canada; Ph.D., University of California, Riverside. Professor of Biology, 1982.

Robert E. Hawkinson, 1982. B.A., Swarthmore College; M.A., Ph.D., University of Chicago. Adjunct Professor of Politics, 1999, and Dean of Campus Life, 1999.

Anthony D. Hermann, 2003. B.A., California State University, Fresno; B.S., Northern Michigan University; M.A., Ph.D., Ohio State University. Assistant Professor of Psychology, 2003.

Robert H. Hess, 1972. B.F.A., Indiana University; M.F.A., University of Notre Dame. Professor of Art, 1986.

Linda S. Heuser, 1990. B.A., Willamette University; M.A., Ph.D., University of Oregon. Professor of Sociology, 2001.

Stephen C. Hey, 1982. B.A., Western Illinois University; M.A., University of Northern Colorado; Ph.D., University of Colorado. Professor of Sociology, 1994.

Karen M. Holman, 2001. B.A., Willamette University; Ph.D., University of California, Santa Barbara. Associate Professor of Chemistry, 2005.

Roger P. Hull, 1970. B.A., Whitman College; M.A., Ph.D., Northwestern University. Professor of Art History, 1982.

Myles W. Jackson, 1998. A.B., Cornell University; M.A., Harvard University; M.Phil., Ph.D., Cambridge University. Associate Professor of History of Science, 1998.

M.H. Sam Jacobson, 1989. B.S., University of Oregon; J.D., University of Iowa. Instructor of Legal Research and Writing, 1990.

Mark R. Janeba, 1986. B.S., California Lutheran University; M.A., Ph.D., University of California, Santa Barbara. Associate Professor of Mathematics, 1994.

Inga Johnson, 2004. B.S., Stockton State College of New Jersey; M.A., University of Oregon; Ph.D., University of Oregon. Assistant Professor of Mathematics, 2004.

Sahnny Johnson, 2002. B.A., Drury College; M.A., M.S., Ph.D., Indiana University. Associate Professor of Computer Science, 2002.

Timothy P. Kelly, 1994. B.A., University of Kansas; M.L.S., Emporia State University; J.D., Washburn University. Law Reference Librarian, 1994.

David R. Kenagy, 1991. B.A., Pomona College; J.D., University of California, Los Angeles. Associate Dean for Administration, College of Law, 1991.

Susan R. Kephart, 1981. B.A., Ohio Wesleyan University; Ph.D., Indiana University. Professor of Biology, 1990.

Anita S. King, 1981. B.M., Oberlin College; M.F.A., D.M.A., University of Iowa. Professor of Music, 1995. (Sabbatical 2005-2006)

Sarah R. Kirk, 2002. B.A., Whitman College; M.S., Ph.D., University of California, San Diego. Assistant Professor of Chemistry, 2002.

Gary M. Klein, 1995. B.A., M.L.S., State University of New York, Buffalo. Management and Business Economics Librarian, 1995.

Ortwin Knorr, 2001. Ph.D., University of Gottingen. Associate Professor of Classics, 2005.

Susan M. Koger, 1993. B.A., Kean College; M.A., Ph.D., University of New Hampshire. Professor of Psychology, 2005.

Bonnie V. Laux, 1998. B.A., Connecticut College; J.D., Lewis and Clark Law School. Law Reference Librarian, 1998.

Laura B. Leete, 1999. B.A., University of California, Berkley; M.A., Ph.D., Harvard University. Fred Paulus Director for the Center of Public Policy, 1999.

Peter V. Letsou, 2002. B.A., Harvard College; J.D., University of Chicago Law School. Van Winkle Melton Professor of Law; Director, Law and Business Program, 2002.

James R. Levenick, 1985. B.S., Ph.D., University of Michigan. Associate Professor of Computer Science, 1991.

Thabiti Lewis, 2002. B.A., M.A.T., University of Rochester; Ph.D., Saint Louis University. Assistant Professor of English, 2002.

Ronald P. Loftus, 1983. B.A., George Washington University; M.A., Johns Hopkins University; Ph.D., Claremont University Center Graduate School. Professor of Japanese Language and Asian History, 1993.

Carol S. Long, 1972. B.A., Pomona College; M.A., Ph.D., Northwestern University. Professor of English, 1986. Dean of the College of Liberal Arts, 2004.

Wallace H. Long, 1983. B.M., M.M., D.M.A., University of Arizona. Professor of Music, 1994.

Elliot N. Maltz, 1999. B.A., Trinity University; M.B.A., University of California, Davis; Ph.D., University of Texas, Austin. Associate Professor of Marketing, 1999.

Sally J. Markowitz, 1983. B.A., University of Pennsylvania; M.A., Ph.D., University of Michigan. Professor of Philosophy, 1997.

Michael P. Marks, 1994. B.A., Stanford University; M.A., Ph.D., Cornell University. Professor of Politics, 2005.

Steven M. Maser, 1978. S.B., Massachusetts Institute of Technology; M.A., Ph.D., University of Rochester. Professor of Public Administration and Public Policy, 1988.

Helen L. Mazur-Hart, 1987. B.A., Mills College; J.D., Willamette University. Instructor of Legal Research and Writing, 1990.

Loren K. McBride, 1971. B.S., University of Idaho; M.A., University of Montana; Ph.D., University of Missouri. Associate Professor of Psychology, 1977.

Cecily McCaffrey, 2003. B.A., Tufts University; M.A., University of California, Berkeley; Ph.D., University of California, San Diego. Assistant Professor of History, 2005.

David W. McCreery, 1988. B.A., Sterling College; M.Div., Pittsburgh Theological Seminary; Ph.D., University of Pittsburgh. Professor of Religious Studies, 1995.

Douglas R. McGaughey, 1988. B.A., Boston University; M.Div., Chicago Theological Seminary; Ph.D., University of Chicago. Professor of Religious Studies, 1997.

Lane C. McGaughy, 1981. B.A., Ohio Wesleyan University; B.D., Drew University; M.A., Ph.D., Vanderbilt University. George H. Atkinson Professor of Religious and Ethical Studies, 1981.

Michelle M. Mhoon, 2000. B.A., Linfield College; M.B.A., Willamette Atkinson Graduate School of Management; J.D., Willamette University. Instructor in Legal Research and Writing Coordinator, 2000.

Melissa Buis Michaux, 2000. B.A., Boston College; Ph.D., Brandeis University. Assistant Professor of Politics, 2000.

Frann Michel, 1990. A.B., Barnard College; Ph.D., University of California, Berkeley. Associate Professor of English, 1997.

Joyce V. Millen, 2005. B.A., Tulane University; M.P.H., University of Connecticut Medical Center; Ph.D., University of Connecticut. Assistant Professor of Anthropology, 2005.

Jeremy K. Miller, 2005. B.A., Millersville State University; M.S., SUNY Binghamton; Ph.D., State University of New York at Binghamton. Assistant Professor of Psychology, 2005.

Ana Montero, 2005. B.A., University of the Basque Country, Spain; J.D.; University of Deusto, Spain; Ph.D., Emory University. Assistant Professor of Spanish, 2005.

Gretchen Moon, 1999. B.A., University of Oregon; Ph.D., University of California, Los Angeles. Associate Professor of English and Writing Center Director, 1999. (Sabbatical Spring 2006)

Pamela A. Moro, 1996. B.A., M.A., Ph.D., University of California, Berkeley. Associate Professor of Anthropology, 1998.

Kenneth E. Murphy, 2003. B.A., Reed College; M.S., Oregon State University; M.S., Ph.D., Carnegie Mellon University. Associate Professor of Information Systems, 2003.

P. Maureen Musser, 1998. B.S., Pacific University; M.S., Ph.D., Portland State University. Associate Professor of Education, 1998.

James A.R. Nafziger, 1977. B.A., University of Wisconsin; J.D., Harvard University. Thomas B. Stoel Professor of Law, 1995.

Donald H. Negri, 1990. B.A., University of California, Berkeley; M.A., Ph.D., University of Michigan. Professor of Economics, 2005.

Ann M. Nicgorski, 1995. B.A., University of Notre Dame; M.A., Ph.D., University of North Carolina, Chapel Hill. Associate Professor of Art History, 2001, and Associate Dean of the College of Liberal Arts, 2003.

Kenneth S. Nolley, 1967. B.A., Westmont College; M.A., University of Virginia; D.A., Ph.D., University of Oregon. Professor of English, 1983. (Sabbatical Fall 2005)

Michael B. Nord, 2000. B.A., State University of New York at Buffalo; M.M., Manhattan School of Music; Ed.M., Ed.D., Columbia University. Assistant Professor of Music Technology and Music Education, 2001.

Terrance O'Reilly, 2003. B.A., Williams College; Ph.D., Stanford University; J.D., Yale University. Assistant Professor of Law, 2003.

Genevieve B. Orr, 1995. B.A., Grinnell College; M.S., University of Wisconsin; M.S., Drexel University; Ph.D., Oregon Graduate Institute of Science and Technology. Associate Professor of Computer Science, 1996.

April Overstreet, 2001. B.A., Pacific Lutheran University; M.A., Ph.D., University of Michigan. Assistant Professor of Spanish, 2001.

Arthur D. Payton Jr., 1962. B.S., Illinois Institute of Technology; M.S., Ph.D., Yale University. Research Professor of Chemistry, 1976.

John M. Peel, 1990. B.A., University of Texas; M.F.A., Ph.D., Princeton University. Irene Gerlinger Swindells Professor of Music and Composer-in-Residence, 1993.

Scott H. Pike, 2005. B.A., Oberlin College; Ph.D., University of Georgia. Assistant Professor of Environmental and Earth Sciences, 2005.

Stephen K. Prothero, 1963. B.S., M.A., Oregon State University. Professor of Mathematics, 1995.

John M. Repplinger, 2000. B.S., Western Oregon University; M.L.I.S., University of Illinois at Urbana-Champaign. Science Librarian, 2002.

Steven M. Rhine, 1995. B.A., University of California, Los Angeles; M.A., Loyola Marymount University; Ed.D., University of California, Los Angeles. Associate Professor of Education, 1995.

Dean M. Richardson, 1974. B.A., University of Rochester; J.D., Syracuse University. Professor of Law, 1974.

Debra J. Ringold, 1994. B.A., Texas Technical University; M.B.A., Southern Illinois University; Ph.D., University

of Maryland. Professor of Marketing, 1997.

Joni R. Roberts, 1989. B.A., Willamette University; M.L.S., San Jose State University. Associate University Librarian for Public Services and Collection Development, 1993.

Sharon L. Rose, 1988. B.A., California State University, Long Beach; M.A., Humboldt State University; Ph.D., Oregon State University. Professor of Biology, 1998.

Daniel S. Rouslin, 1986. B.M., Oberlin College; D.M.A., University of Iowa. Professor of Music, 1995.

K. Fritz Ruehr, 1997. B.S., M.S., Ph.D., University of Michigan. Associate Professor of Computer Science, 1997.

Ford C. Schmidt, 1989. B.A., University of California, Irvine; M.L.I.S., University of California, Berkeley. Head of Library Reference Services, 1993.

Junpei Sekino, 1978. B.S., Nihon University, Japan; B.A., M.S., Ph.D., Oregon State University. Professor of Mathematics, 1993.

Todd P. Silverstein, 1989. B.A., M.S., Brandeis University; Ph.D., University of California, Berkeley. Professor of Chemistry, 1999.

J. Doreen Simonsen, 2001. B.A., M.A., University of Oregon; M.L.I.S., University of Michigan. Humanities and Fine Arts Librarian, 2001.

Nathan Sivers Boyce, 2002. B.A., Earlham College; M.S., Ph.D., Stanford University. Assistant Professor of Economics, 2002.

William T. Smaldone, 1991. B.S., M.A., State University of New York College, Brockport; Ph.D., State University of New York, Binghamton. Professor of History, 2001.

Kenneth A. Smith, 2004. B.A., Anderson University; M.B.A., Ball State University; Ph.D., University of Missouri. Assistant Professor of Accounting, 2004.

Susan L. Smith, 1989. B.A., Reed College; M.P.P., J.D., Harvard University. Professor of Law, 1994.

Michael W. Spalti, 1995. B.A., Central College; M.L.S., Syracuse University. Associate University Librarian for Systems, 2005.

Jeffrey A. Standen, 1990. A.B., Georgetown University; J.D., University of Virginia. Professor of Law, 1995.

Colin L. Starr, 2003. B.S., Linfield College; M.S., Ph.D., University of Kentucky. Assistant Professor of Mathematics, 2003.

Stasinos Stavrianeas, 1999. B.S., University of Athens; M.S., Ph.D., University of Oregon. Associate Professor of Exercise Science, 2005.

Barbara Stebbins-Boaz, 1998. B.A., Mount Holyoke College; Ph.D., Brown University. Associate Professor of Biology, 2004. (Sabbatical 2005-2006)

Mark T. Stewart, 1998. B.A., University of California, Santa Barbara; M.A., Humboldt State University; Ph.D., University of Nevada. Associate Professor of Psychology, 2002.

Kelley D. Strawn, 2005. B.A., Whitworth College; M.A., Boston University; M.S., University of Wisconsin-Madison. Assistant Professor of Sociology, 2005.

Michael H. Strelow, 1980. B.A., M.A., Miami University of Ohio; Ph.D., University of Oregon. Professor of English, 1992. (Sabbatical Fall 2005)

Symeon C. Symeonides, 1999. LL.B., Private Law, University of Thessaloniki, Greece; LL.B., Public Law and Political Science, University of Thessaloniki, Greece; LL.M., S.J.D., Harvard University. Dean of the College of Law and Professor of Law, 1999.

Thomas B. Talbott, 1972. B.S., Portland State University; S.T.B., Fuller Theological Seminary; M.A., Ph.D., University of California, Santa Barbara. Professor of Philosophy, 1987.

J. Gary Tallman, 1996. A.B., West Liberty State College; Ph.D., West Virginia University. Taul Watanabe Professor of Biology, 1996.

Yvonne A. Tamayo, 1998. B.S., Louisiana State University; J.D., Loyola University. Associate Professor of Law, 1998.

Linda G. Tamura, 1994. B.S., Western Oregon University; M.Ed., Ed.D., Oregon State University. Professor of Education, 1994. (Sabbatical Fall 2005)

Laura J. Taylor, 2005. B.A., Goucher College; M.A., DePaul University. Assistant Professor of Economics, 2005.

G. Frederick Thompson Jr., 1984. B.A., Pomona College; Ph.D., Claremont University Center Graduate School. Elmer and Grace Goudy Professor of Public Management and Policy Analysis, 1987.

James B. Thompson, 1986. A.B., Ripon College; M.F.A., Washington University. Professor of Art, 1997. (Sabbatical Spring 2006)

Grant O. Thorsett, 1967. B.A., Washington State University; M.S., Ph.D., Yale University. Professor of Biology, 1979.

Jennifer B. Todd, 2003. B.A., Whitman College; J.D., Whitman College of Law. Instructor of Legal Research and Writing, 2003.

Leroy J. Tornquist, 1978. B.S., J.D., Northwestern University. Professor of Law, 1978.

Robert Trapp, 1990. B.A., M.S., Texas Tech University; Ph.D., University of Denver. Professor of Rhetoric and Media Studies and Director of Forensics, 1994.

J. Frederick Truitt, 1991. A.B., Muhlenberg College; M.B.A., D.B.A., Indiana University. Helen Simpson Jackson Professor of International Management, 1991.

John F. Uggen, 1980. B.A., University of Oregon; M.A., Ph.D., University of Miami. Professor of Spanish, 1998. (Sabbatical 2005-2006)

D. Angus Vail, 2000. B.A., Denison University; M.A., Ph.D., University of Connecticut. Assistant Professor of Sociology, 2000.

Patricia E. Varas, 1992. B.A., M.A., Ph.D., University of Toronto, Canada. Professor of Spanish, 2003.

Valerie J. Vollmar, 1984. B.A., University of Oregon; J.D., Willamette University. Professor of Law, 1993.

Charles I. Wallace Jr., 1985. B.A., Bowdoin College; B.D., Yale University; Ph.D., Duke University. Associate Professor of Religious Studies and University Chaplain, 1985.

Gerald G. Watson, 2002. B.A., Willamette University; Ph.D., M.A., University of Florida; J.D., University of Colorado. Supervising Attorney, Clinical Law Program, 2003.

Richard W. Watkins, 1999. B.A., Cornell University; Ph.D., University of California, Santa Barbara. Associate Professor of Physics, 1999.

Hank Weddington, 2002. B.M., M.A., EdD, Appalachian State University. Assistant Professor of Education, 2005.

Cathleen L. Whiting, 1986. B.A., California State University, Sacramento; Ph.D., University of Washington. Associate Professor of Economics, 1992.

Norman R. Williams, 2001. A.B., Harvard; J.D., New York University School of Law. Assistant Professor of Law, 2001.

J. Charles Williamson, 1999. B.S., Harvey Mudd College; Ph.D., California Institute of Technology. Associate Professor of Chemistry, 2005.

Robert E. Wiltbank, 2004. B.S., Oregon State University. Assistant Professor of Strategic Management, 2004.

Michael B. Wise, 1981. B.A., Yale University; J.D., Stanford University. Professor of Law, 1985.

Peter M. Wogan, 1999. B.A., Vassar College; M.A., University of Chicago; Ph.D., Brandeis University. Associate Professor of Anthropology, 2005. (Sabbatical Fall 2005)

Jennifer L. Wright, 1998. B.A., Swarthmore College; J.D., Stanford University. Director of Clinical Law Program and Assistant Professor of Law, 1998.

Hekun Wu, 2005. B.M., Shanghai Conservatory of Music; D.M.A., University of Minnesota. Associate Professor of Music, 2005.

Juwen Zhang, 2002. B.A., Liaoning University; M.A., Ph.D., The University of Pennsylvania. Luce Junior Professor of Chinese Language and Culture, 2002.

Xijuan Joanna Zhou, 1997. B.A., Shandong University, China; M.A., Ph.D., Columbia University. Associate Professor of Religious Studies, 2003.

ENDOWED CHAIRS AND DIRECTORSHIPS

James Bertolino, Interim Hallie Brown Ford Chair in Writing and Writer-in-Residence.

Michael U. Dothan, Guy F. Atkinson Professor of Economics and Finance.

William E. Duvall, E. Jerry Whipple Professor of History.

Ellen M. Eisenberg, Dwight and Margaret Lear Professor of American History.

Richard J. Ellis, Mark O. Hatfield Professor of Politics.

James S. Hanson, The Peter C. and Bonnie S. Kremer Professor of Economics

Laura B. Leete, Fred Paulus Director of the Center for Public Policy.

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

James A.R. Nafziger, Thomas B. Stoel Professor of Law.

John Olbrantz, The Maribeth Collins Director of the Hallie Ford Museum of Art.

John Peel, Irene Gerlinger Swindells Professor of Music and Composer-in-Residence.

J. Gary Tallman, Taul Watanabe Professor of Biology.

G. Frederick Thompson Jr., Elmer and Grace Goudy Professor of Public Management and Policy Analysis.

J. Frederick Truitt, Helen Simpson Jackson Professor of International Management.

EMERITI FACULTY AND ADMINISTRATION

Stephen H. Archer, 1973, Professor Emeritus of Economics and Finance, Atkinson, 1996.

Courtney Arthur, 1958, Professor Emerita of Law, 1978.

Henry J. Bailey III, 1965, Professor Emeritus of Law, 1981.

Suresht R. Bald, 1981, Professor Emerita of Politics, 2004.

C. Russell Beaton, 1971, Professor Emeritus of Economics, 2003.

Martin K. Behnke, 1979, Professor Emeritus of Music, 2005.

Adele L. Birnbaum, 1963, Professor Emerita of English, 2000.

James B. Bjorkquist, 1968, Professor Emeritus of Sociology, 1999.

Virginia E. Bothun, 1968, Professor Emerita of English, 1994.

Charles J. Bowles, 1965, Professor Emeritus of Physical Education, Coach Emeritus of Track and Field and of Cross Country, 1990.

Maurice W. Brennen, 1940, Professor Emeritus of Music and Director Emeritus of Bands, 1979.

Claudia E. Burton, 1971, Professor Emerita of Law, 2001.

Stanley Butler, 1950, Professor Emeritus of Music, 1977.

Jeremiah W. Canning, 1963, Professor Emeritus of Philosophy, 1989.

Thelma Carroll, 1960 Associate Registrar Emerita, 1994.

Frances H. Chapple, 1966 Professor Emerita of Chemistry, 1999.

Charles H. Derthick, 1948, Professor Emeritus of Psychology, 1979.

William J. Devery, 1970, Professor Emeritus of Psychology, 1992.

Paule Drayton, 1960, Professor Emeritus of French, 1993.

Rosalyn Edelson, 1991, Associate Professor Emerita, 2003.

R. Samuel Hall, 1972, Professor Emeritus of Mathematics, 2005.

James A. Hand, 1964, Professor Emeritus of Religion, 1988.

Thomas H. Hibbard, 1973, Professor Emeritus of Economics, 2003.

Norman J. Hudak, 1965, Professor Emeritus of Chemistry, 1998.

Jerry E. Hudson, 1980, University President Emeritus, 1997.

D. Richard Iltis, 1972, Professor Emeritus of Mathematics, 2003.

Dallas W. Isom, 1974, Professor Emeritus of Law, 1998.

Mary Ann Johns, 1976, Professor Emerita of Art, 2000.

Gilbert F. LaFreniere, Professor Emeritus of Geology and Environmental Science, 2005.

Jack Leonard, 1960, Professor Emeritus of Economics, 1987.

Earl K. Littrell, 1976, Professor Emeritus of Accounting and Information Sciences, 2004.

Richard D. Lord, 1964, Professor Emeritus of English, 1995.

Robert H. Lucas, 1973. Professor Emeritus of History, 2004.

F. Kent Markus, 1962, Professor Emeritus of History, 1990.

George S. McCowen, 1967, Professor Emeritus of History, 2000.

Bruce M. McIntosh, 1969, Professor Emeritus of Music, 2005.

Franklin D. Meyer, 1967, Vice President Emeritus for Student Affairs, 1994.

Daniel G. Montague, 1969, Professor Emeritus of Physics, 2000.

Larry R. Oberg, 1992. University Librarian Emeritus, 2003.

Theodore Y. Ozawa, 1972, Professor Emeritus of Education, 1994.

John C. Paulus, 1949, Professor Emeritus of Law, 1985.

Robert L. Purbrick, 1947, Professor Emeritus of Physics, 1985.

Robert M. Putnam, 1953, Professor Emeritus of Theatre, 1980.

Harry E. Rorman, 1969, Professor Emeritus of Earth Science, 1979.

Ross R. Runkel, 1969, Professor Emeritus of Law, 1999.

Magda Schay, 1974, Professor Emerita of Russian, 2000.

Kenneth Smith, 1963, Professor Emeritus of Political Science, 1981.

Maurice B. Stewart, 1958 Professor Emeritus of Physics, 1999.

Richard H. Stewart, 1970, Professor Emeritus of Music Education, 2000.

George W. Struble, 1982, Professor Emeritus of Computer Science, 1997.

Richard A. Sutliff, 1967, Professor Emeritus of English, 2000.

John L. Tenny, 1979, Professor Emeritus of Education, 2000.

J. Frederick Truitt, 1991, Professor Emeritus of International Management, 2004.

Julio Viamonte, 1967, Professor Emeritus of Music, 1993.

G. Dale Weight, Dean Emeritus, Atkinson Graduate School of Management, 1997.

Jean Williams, 1953, Professor Emerita of Physical Education, 1980.

Mary Ann Youngren, 1979, Professor Emerita of Psychology, 2002.

ADJUNCT FACULTY

Ron Backus, 2001. B.S., University of Redlands; M.S., Wayne State University; M.A., California State University, Sacramento. Visiting Instructor in Chemistry.

Francisco Barbosa, 2003. B.A., University of California, Los Angeles; M.A., California State University, Los Angeles. Visiting Instructor in History and in the Latin American Studies Program.

Johnner Barrett, 2002. A.S., B.S., Penn State University; M.S., University of Oregon. Instructor of Mathematics.

Cindi Bartels, 2000. B.M., M.M., University of Oregon. Instructor of Music (Clarinet).

Virginia Belt, 2002. B.S., University of Idaho. Instructor of Theatre.

Michael Bluhm, 2004. B.A., University of Wisconsin; M.F.A., Oregon State University. Visiting Instructor of English.

Stan Bock, 1995. B.M., Fort Hays Kansas State University; M.M., University of Northern Iowa. Instructor of Music (Trombone, Tuba, Euphonium, Jazz).

John Boelling, 2003. B.M., Portland State University; M.M., Florida State University. Instructor of Music (Voice).

Linda Bowers, 1984. B.S., Shippensburg State University; M.A., Middlebury College. Associate Professor of English.

Amanda Boyd, 2005. Ph.D., University of Massachusetts, Amherst. Assistant Professor of German.

Bobby Brewer-Wallin, 2000. B.A., Lewis and Clark College; M.F.A., California Institute of the Arts. Instructor of Theatre and Costume Designer.

Rachel Carella, 2004. B.A., University of Oregon; M.A.T., Pacific University; J.D., Willamette University. Visiting Assistant Professor of Politcs.

Jay Yue Chen, 1997. B.A., Sichuan Conservatory of Music; MAIS, Oregon State University. Instructor of Music (Trumpet) and Chinese.

Maria Lu Chu, 2004. Diploma, Providence University, Taichung, Taiwan; Diploma, Madame Karen Taft School of Classic Ballet, Madrid, Spain; Diploma, Royal Superior School of Dance and Dramatic Arts, Madrid, Spain. Instructor of Theater and Exercise Science.

James Ciaramitaro, 1989. B.Ph., Wayne State University; M.Ed., Oregon State University. Instructor of Exercise Science.

Francoise Courtin-Schreiner, 1989. B.A., Catholic University, France; M.S., Western Oregon University. Instructor of French.

Jennifer Covarrubias, 2004. B.A., Swarthmore College; M.A., University of Colorado at Boulder. Instructor of Spanish.

Ben Crabtree, 2001. Ph.D., University of California, Los Angeles. Assistant Professor of Biology.

Esperanza De La Vega, 2004. B.A., M.S., Western Oregon University. Visiting Professor of Education.

Maria D. Delgado-Hellin, 1995. B.A., San Diego State University; M.A., California State University, Sacramento. Instructor of Spanish.

Alicia DeNicola, 2004. B.A., Lewis and Clark College; M.A., Brandeis University; Ph.D., Syracuse University. Visiting Assistant Professor of Anthropology.

Courtney Dillard, 2002. B.A., Vanderbilt University; M.A.; University of North Carolina; PhD., University of Texas. Visiting Assistant Professor of Rhetoric and Media Studies.

John Doan, 1977. B.A., California State University, Northridge; M.M., Western Oregon University. Associate Professor of Music (Guitar).

Jacey Dunaway, 2005. B.A., Xavier University; M.F.A., University of Oregon. Visiting Assistant Professor of Art.

Leslie Dunlap, 2003. B.A., Carleton College; Ph.D., Northwestern University. Assistant Professor of History.

George Dyer, 2001. B.A., Willamette University; MAT, Oregon College of Education. Instructor of Education.

Charles Fandel, 2003. B.A., University of Oklahoma; M.S., University of Southern Mississippi; M.A., Columbus University. Instructor of Tokyo International University of America (TIUA).

Ivan Fernandez, 2003. AA, New York City College. Instructor of Exercise Science.

Aaron Finkle, 2004. B.A., Reed College; Ph.D., University of Washington. Visiting Assistant Professor of Economics.

Christine Folz, 1991. B.S., Willamette University. Instructor of Exercise Science.

Gustavo Fonseca, 1997. B.A., San Marcos University, Peru; B.A., San Martin University, Peru; B.A., Western Oregon State College; M.A., University of Oregon. Instructor of Spanish.

Lisa Freiley, 2001. B.A., M.B.A., J.D., Willamette University. Instructor of Tokyo International University of America (TIUA).

Martha P. Gavilanez-Uggen, 1991. B.A., Western Oregon University; M.A., Portland State University. Instructor of Spanish.

Gary Gislason, 2000. Visiting Professor of Mathematics.

Kevin Greenwood, 2003. B.A., University of Cincinnati; M.A., University of Oregon. Instructor of Art History.

Mike Hettwer, 1997. A.S., Clackamas Community College; M.S., M.A., Willamette University. Instructor of Music (Horn).

James Anthony Hoobler, 2005. B.S., University of California, Berkeley; Ph.D., University of Oregon. Visiting Assistant Professor of Chemistry.

Elizabeth Hudson, 2004. B.A., Johns Hopkins University; M.A., Ph.D., University of North Carolina, Chapel Hill. Visiting Assistant Professor of Art History.

Richard "Dick" Hughes, 1999. B.A., Linfield College. Instructor of Journalistic Writing.

Marya Hunsinger, 1994. B.A., Colorado College; M.A., University of Wisconsin. Instructor of Spanish.

Mitch Iimori, 2002. B.M., M.A., University of Rochester. Instructor of Music (Bassoon, Oboe).

David Ingram, 1995. A.F.A. Kilgore College; B.M., East Texas State University; M.M., University of Arkansas. Staff Accompanist and Instructor of Music (Piano).

Jennifer L. Jopp, 1991. B.A., M.A., State University of New York College, Cortland. Assistant Professor of History.

Randy Kem, 2001. Instructor of Music (Saxophone).

Robert King, 2000. B.A., California Sate University, Chico; D.M.A., M.M., University of Oregon. Instructor of Music (Piano).

Kenneth Kirby, 2005. B.A., St. John's College; M.A., Ph.D., University of Oregon. Visiting Assistant Professor of Philosophy.

Paul Klemme, 1997. B.M, Central Methodist College; M.M., University of Michigan; D.M.A., University of Washington. Instructor of Music (Organ), Male Ensemble Willamette.

Kumiko Koishi, 1998. B.A., Kanagawa University, Yokohama, Japan; M.S., Western Oregon University; M.A., University of Oregon. Instructor of Japanese.

Kristin Kuhns, 1995. B.S., Western Oregon State University. Instructor of Art.

Joseph Laronge, 1999. B.A., Case Western Reserve University; J.D., Cleveland Marshall Law School. Instructor of Exercise Science.

Kristin Latham, 2005. B.S., Pacific Lutheran University. Assistant Professor of Biology.

Robert Layne, 2004. B.A., Truman State University. Assistant Director of Forensics.

Susan Lee, 2005. Instructor of Education.

Hans Linde, 1992. B.A., Reed College; J.D., University of California, Berkeley. College of Law Distinguished Scholar-in-Residence.

Briana Lindh, 2004. B.A., Reed College; Ph.D., Oregon State University. Assistant Professor of Biology.

Vikki McGuire, 2003. B.A., Marylhurst University. Technical Director of Theatre.

Maria McIvor, 2001. B.A., Providence College; M.A., Middlebury College. Instructor of Spanish.

Heather Miller, 2005. B.S., Washington State University; Ph.D., University of Northern Colorado. Visiting Assistant Professor of Education.

Rachel Montesano, 2005. B.A., M.A., University of Oregon. Visiting Instructor of Spanish.

Rosemary Morrison, 1996. B.A., Oregon State University; M.A., Tsukuba University; Ph.D., University of Pennsylvania. Instructor, Tokyo International University of America (TIUA).

Warren Murray, 2002. Instructor of Music (Percussion).

Scott Nadelson, 2003. B.A., University of North Carolina, Chapel Hill; M.A., Oregon State University. Visiting Assistant Professor of English.

Fred M. Niemiec, 2004. Visiting Instructor of Education.

Vincent Nistico, 1996. B.S., Florida International University; M.S., University of Oregon. Instructor of Exercise Science.

Claudia Nogueira, 2002. B.A., University of California, Berkeley; M.F.A., Arizona State University. Instructor of English.

Angela Obery, 2001. B.A., Linfield College; M.S., Portland State University. Instructor of Education.

Shelly O'Donin, 2004. B.M., Willamette University; M.M., Arizona State University. Instructor of Music (Flute).

Don Olsen, 2003. B.S., Willamette University; M.F.A., Washington University School of Art. Visiting Assistant Professor of Art.

Alexandra Opie, 2003. B.A., Southern Oregon University; M.F.A., School of the Museum of Fine Arts, Boston and Tufts University. Visiting Assistant Professor of Art.

Jeffrey Parsons, 2003. B.S., University of Oregon; M.M., Ph.D., Texas Tech University. Instructor of Music (Harp).

Wendy Peterson Boring, 2002. B.A., Willamette University; M.A., Yale Divinity School. Visiting Assistant Professor in History.

Christine L. Plimpton, 2002. B.A., University of Utah; M.A., Ph.D., Washington State University. Instructor, Toyko International University of America (TIUA).

Bryan L. Preppernau, 2003. B.A., Reed College; B.S.E., Air Force Institute of Technology; Ph.D., The Ohio State University. Assistant Professor of Physics.

Bob Reinhardt, 2005. B.A., Willamette University; M.A., University of Oregon. Visiting Instructor of History.

Harry Rice, 1997. B.S., University of Houston; M.S., University of Los Angeles. Laboratory Instructor, Chemistry Department.

Kara Ritzheimer, 2003. B.A., Willamette University; M.A., SUNY-Binghamton. Visiting Instructor of

History.

Timothy Robblee, 2004. B.A., Whitworth College; M.M., Northwest University. Instructor of Music (Bands, Jazz Ensemble, Music Education).

Kaia Sand, 2005. B.A., University of Portland; M.F.A., George Mason University. Visiting Assistant Professor of English and Interim Director of Writing Center.

Tom Scales, 2003. B.A., University of California at Santa Cruz; M.A., University of Texas at Austin. Visiting Instructor of Politics.

Ian Scarfe, 2005. B.M., Willamette University. Staff Accompanist.

Loran Sell, 2003. B.A., Oregon College of Education; M.A., University of Oregon. Visiting Instructor of Education.

Debbi Sember, 2004. B.S., Baldwin Wallace College; M.S., University of Oregon. Visiting Professor of Education.

Staci Simmelink-Johnson, 2004. B.A., Whitman College; M.S., Colorado State University. Visiting Assistant Professor of Psychology.

Julian Snow, 1998. B.S., Willamette University. Instructor of Music (Jazz Piano).

Elizabeth Somer, 2005. B.S., Oregon State University; M.A. University of Oregon. Visiting Instructor of Exercise Science.

Bonnie Staebler, 2003. B.S., Montana State University; M.S., Oregon College of Education; Ph.D., Oregon State University; Basic Administrative License, Portland State University. Visiting Professor of Education.

Susan St. John, 2004. B.A., Hollins College; M.M., Northern Arizona University; D.M.A., University of Oregon. Instructor of Music (Voice, Dramatic Vocal Arts).

Samuel Stem, 2005. B.S., M.S., Western Oregon University. Visiting Instructor of Psychology.

Al Stephenson, 1995.B.S., Florida State University. Instructor of Exercise Science.

Richard A. Sutliff, 2004. A.B., Dartmouth College; M.A., Indiana University; Ph.D., University of Massachusetts. Professor Emeritus of English.

Holly Swanson, 2005. B.A., M.A., University of Oregon. Visiting Instructor of French.

Allison Swensen-Mitchell, 2001. B.M., M.M., University of Southern California. Instructor of Music (Voice).

Paul Turpin, 2004. B.A., University of California, Berkeley. Visiting Instructor of Rhetoric and Media Studies.

Thomas Valente, 2005. B.S., M.S., Montana State University. Visiting Laboratory Instructor, Biology Department.

Amy Van Wey, 2005. B.A., Willamette University; M.A., Oregon State University. Instructor of Mathematics.

Jeffrey Ward, 2005. B.A., The College of William and Mary; M.A., Ph.D., Indiana University. Visiting Assistant Professor of Spanish.

Christine Welch, 2002. B.M., Indiana University; M.M., University of Idaho. Instructor of Music (Voce Femminile).

Michael Williams, 2005. B.A., M.Phil, Ph.D., King's University. Visiting Assistant Professor of Classics and Religious Studies.

Rollie Wisbrock, 2001. B.A., M.A., San Diego State University. Visiting Instructor of Rhetoric and Media Studies.

Elise H. Yun, 2005. B.A., Wellesley College; M.M., The Juilliard School; PhD., New York University. Visiting Assistant Professor of Music (Piano).

UNIVERSITY ADMINISTRATORS

OFFICE OF THE PRESIDENT

M. Lee Pelton, President; B.A., Wichita State University; Ph.D., Harvard University

Wendy Gleason, Executive Administrative Assitant to the President

Kristen Grainger, Vice President and Executive Assistant to the President; B.A., University of Washington

Michelle Maynard, Director of Special Events; B.S., University of Florida; M.A., University of North Carolina, Chapel Hill

Charles I. Wallace Jr., University Chaplain; B.A., Bowdoin College; B.D., Yale University; Ph.D., Duke University

Karen Wood, Associate Chaplain for Vocational Exploration; B.A., Brown University; M.Div., Th.D., Harvard University

INSTITUTIONAL RESEARCH

Chris Antons, Director; B.S., Kansas State University; M.A., Saint Mary's University, San Antonio

COLLEGE OF LIBERAL ARTS DEAN'S OFFICE

Carol S. Long, Dean; B.A., Pomona College; M.A., Ph.D., Northwestern University

David A. Douglass, Associate Dean; B.A., M.A., California State University, Fresno; Ph.D., Pennsylvania State University (Sabbatical 2005-2006)

Jerry Gray, Associate Dean; B.S., Santa Clara University; Ph.D., University of Utah

Ann M. Nicgorski, Associate Dean; B.A., University of Notre Dame; M.A., Ph.D., University of North Carolina, Chapel Hill

OFFICE FOR FACULTY RESEARCH AND RESOURCES

J. Gary Tallman, Director; A.B., West Liberty State College; Ph.D., West Virginia University

Patricia C. Alley, Associate Director; B.A., Willamette University; M.A., Ph.D., Claremont Graduate School

HALLIE FORD MUSEUM OF ART

John P. Olbrantz, The Maribeth Collins Director; B.A., Western Washington University; M.A., University of Washington

Elizabeth Garrison, The Cameron Paulin Curator of Education; B.S., University of Pacific; M.A., University of California, Davis

Keith M. Lachowicz, Exhibition Designer/Chief Preparator; B.Envd., University of Colorado, Boulder; BFA, University of Colorado, Boulder; MFA, San Francisco State University

Mary L. Parks, Collection Curator; B.A., University of Minnesota; M.A., St. Mary's University of Minnesota

MARK O. HATFIELD LIBRARY

Deborah B. Dancik, University Librarian; B.A., M.L.S., University of Michigan; M.Ed., University of Alberta

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

Bill Kelm, Systems Librarian; B.A., Willamette University; M.L.I.S., University of Washington

Gary M. Klein, Management and Economics Librarian; B.A., M.L.S., State University of New York at Buffalo

John M. Repplinger, Science Librarian; B.S., Western Oregon University; M.L.I.S., University of Illinois at Urbana-Champaign

Joni R. Roberts, Associate University Librarian for Public Services and Collection Development; B.A., Willamette University; M.L.S., San Jose State University

Ford C. Schmidt, Head of Reference Services; B.A., University of California, Irvine; M.L.I.S., University of California, Berkeley

Rich Schmidt, Document Delivery and Library Systems Coordinator; B.A., Willamette University

J. Doreen Simonsen, Humanities and Fine Arts Librarian; B.A., M.A., University of Oregon; M.I.L.S., University of Michigan

Michael W. Spalti, Associate University Librarian for Systems; B.A., Central College; M.L.S., Syracuse University

INTERNATIONAL EDUCATION

Kris Lou, Director of International Education and Assistant Professor of International Studies; B.A., M.A., Ph.D., University of Oregon

Christine Andresen, Assistant Director, B.A., Colorado College; M.S., Central Washington University

PUBLIC POLICY RESEARCH CENTER

Laura Leete, Director, B.A., University of California, Berkeley; M.A., Ph.D., Harvard University

Robert Collin, Sr. Research Scholar; B.A., Buffalo State College; J.D., Albany School of Law; M.S.U.P., M.S.W., Columbia University; LL.M., University of Missouri

REGISTRAR

Tom Hibbard, Interim Registrar; B.A., Pomona College, Ph.D., Claremont University Center Graduate School

Marilyn Plenge, Associate Registrar

SCHOOL OF EDUCATION

Karen Hamlin, Director; B.A., Willamette University; M.Ed., Ph.D., Oregon State University

WILLAMETTE ACADEMY

Elaine Green, Executive Director; B.S., Oklahoma University; M.A., Indiana University; Ed.D., University of Oregon

COLLEGE OF LAW

Symeon C. Symeonides, Dean; LL.B., University of Thessaloniki (Greece); LL.M., S.J.D., Harvard University

Kathy T. Graham, Associate Dean for Academic Affairs; A.B., University of California, Berkeley; J.D., University of California, Davis

David R. Kenagy, Associate Dean for Administration; B.A., Pomona College; J.D., University of California, Los Angeles

Jocelyn West Compton, Assistant to the Dean; B.A. University of Oregon; J.D., Willamette University

ADMISSION

Carolyn Dennis, Director; B.A., University of California, Davis

CAREER SERVICES

Phylis Chadwell Myles, Director; B.S., University of Illinois, Champaign-Urbana; J.D., Lewis and Clark

CENTER FOR DISPUTE RESOLUTION

Richard Birke, Director; B.A., Tulane University; J.D., New England School of Law; LL.M., Harvard University

CLINICAL LAW PROGRAM

M. David Daniel, Supervising Attorney; B.S., Western Oregon University; J.D., Willamette University

DEVELOPMENT AND ALUMNI RELATIONS

Michael W. Bennett, Director of Development; B.A., Willamette University; M.A., New York University

LAW LIBRARY

Richard F. Breen, Director; A.B., Dartmouth; LL.B., University of Maine School of Law; M.L.S., University of Oregon

Elysabeth Hall, Department Head for Technical Services; B.A., Humboldt State University, M.L.S., University of Oregon

Marcia Hoak, Reference Librarian; B.A., Ohio University; MLS, San Jose State University

Timothy Kelly, Reference Librarian, B.A., University of Kansas; M.L.S., Emporia State University; J.D., Washburn University

Martha Renick, Reference Librarian; B.A., University of Virginia; J.D., University of Richmond; M.L.S., University of Arizona

Craig A. Smith, Reference Librarian; B.A., Pacific University; M.L.S., University of Oregon

MULTICULTURAL AFFAIRS

Marva C. Fabien, Coordinator; B.A., University of Oregon; J.D., Lewis and Clark

OREGON LAW COMMISSION

David R. Kenagy, Executive Director; B.A., Pomona College; J.D., University of California, Los Angeles

Wendy Johnson, Deputy Director

STUDENT AFFAIRS

Edward J. Harri, Assistant Dean; B.A., Walla Walla College; M.S.A.S., Montana State University; J.D., Willamette University

ATKINSON GRADUATE SCHOOL OF MANAGEMENT

James A. Goodrich, Dean; B.A., Occidental College; M.A., University of Kansas, Lawrence; Ph.D., University of California, Los Angeles

Daniel Mahoney, Assistant Dean for Student Affairs; B.S., Texas A and M University; M.B.A., Willamette University

Jennifer Roney, Associate Dean; B.A., University of California at Los Angeles; M.B.A., San Diego State University; Ph.D., University of Utah

Tina Alexander, Director, Professional MBA Program; B.S., Northern Illinois University

Russell Yost, Director of Marketing; M.B.A., Willamette University

ADMISSION

Judy A. O'Neill, Director of Admission; B.S., M.S., Oregon State University; M.B.A., University of Portland

Anita Luree Hughes, Associate Director or Admission; B.A., B.S., M.S., Oregon State University; M.B.A., Willamette University

CAREER SERVICES

Elizabeth Ursin, Director; B.A., Whitman College; M.B.A., Willamette University

INFORMATION SERVICES

James Kephart, Director; B.A., Denison University; M.A., Indiana University

OFFICE OF UNIVERSITY ENROLLMENT

Robin C. Brown, Vice President; B.S., State University of New York at Cortland; M.S., Ph.D., University of Oregon

Susan J. Rauch, Associate Vice President; B.A., Willamette University

ADMISSION OFFICE

Teresa K. Hudkins, Director; B.M., Willamette University

Heather Daniels, Assistant Director; B.S., Edgewood College

Ramiro Flores, Associate Director for Multicultural Enrollment; B.A., University of Oregon; M.Ed., Seattle University

Peter Littlefield, Counselor; B.A., Willamette University

Tom Morlan, Manager of Enrollment Communications; B.A., University of Oregon; M.S., San Jose State University

Crystal Roberts, Counselor; B.A., Willamette University

Erik Schmidt, Counselor; B.A., Willamette University

FINANCIAL AID

Patty Hoban, Director; B.A., New College of Florida; M.A., University of Texas-Austin

Laura C. Collins, Associate Director; B.A., George Fox University

Katy Kelley, Senior Counselor; B.A., Willamette University

Maggy Welker, Counselor

OFFICE OF CAMPUS LIFE

Robert E. Hawkinson, Dean; B.A., Swarthmore College; M.A., Ph.D., University of Chicago

David Rigsby, Assistant Dean, B.A., Willamette University

ATHLETICS

Mark H. Majeski, Director; B.A., Menlo College; M.A., San Jose State University

Matthew S. Allison, Baseball Coach/ Fitness Center Manager, B.A., University of California-Riverside; M.A., Syracuse University; M.A., New School of Social Research

Deborah Cagle, Athletic Trainer; B.S., San Jose University; M.S., University of Arizona

Jeffrey Enquist, Men's Soccer Coach

Judith Bond Gordon, Assistant Athletics Director/Senior Woman Administrator; B.S., Oregon State University

Bruce Henderson, Women's Basketball Coach; B.S., Willamette University

Tom Hibbard, Women's Golf Coach; B.A., Pomona College, Ph.D., Claremont University Center Graduate School

Gordon James, Men's Basketball Coach; B.S., California State Polytechnic University, Pomona, M.S., Azusa Pacific University

Raymond Kenitzer, Assistant Athletic Director for Facilities and Operations; B.A., St. Olaf College; M.A., Ed.D., University of Northern Colorado

Matt McGuirk, Men's and Women's Cross Country and Track Coach, B.S., University of Oregon

Rodney Mott, Men's and Women's Crew Coach; B.A., Washington State University

Stephen Prothero, Men's Golf Coach; B.S., M.A., Oregon State University

Becky Roberts, Men's and Women's Tennis Coach; B.S., University of Texas-Austin; M.A., University of Texas at San Antonio

Mark Speckman, Football Coach; B.A., Azusa Pacific University; M.A., Columbia Pacific University

Alan G. Stephenson, Men's and Women's Swim Coach/Aquatics Director, Equipment Room Supervisor; B.S., Florida State University

James Tursi, Women's Soccer Coach; B.A., University of Portland

Shane Wibel, Athletic Trainer; B.S., Western Oregon University; M.P.H., Oregon State University

R. Damian Williams, Softball Coach/ Events Manager; B.S., Seattle Pacific University

Tricia Wright, Volleyball Coach; B.S., University of LaVerne

CAREER SERVICES

Nancy M. Norton, Director; B.A., University of Manitoba; M.Ed., Utah State University

Catherine D. Lutz, Career Advisor and Programming Coordinator; B.S., Western Oregon University

COMMUNITY SERVICE LEARNING

Khela Singer-Adams, Director, B.A., M.S., University of Oregon

Jennifer Hofmann, Outreach Coordinator; B.A., Rivier College

COUNSELING SERVICES

Deborah L. Loers, Director and Dean of Student Development; B.A., M.A., Ph.D., University of Nebraska-Lincoln

Ben Coleman, Counselor; B.S., University of Oregon; M.S., Western Oregon University

Karen M. Creswell, Counselor; B.A., Vassar College; M.A., Stanford; M.S., University of Illinois, Urbana; Psy.D., University of Illinois, Urbana

Rebecca M. Miller-Moe, Counselor; B.A., Albertson's College of Idaho; M.A., University of Denver; Ph.D., University of Missouri-Columbia

Jack Wills, Counselor, B.J., University of Missouri; B.S., Portland State University; M.S., Portalnd State University

DISABILITY AND LEARNING SERVICES

Jo Anne M. Hill, Director; B.A., Illinois State University; M.A., University of Colorado, Colorado Springs

MULTICULTURAL AFFAIRS

Gordon Toyama, Director; B.A., Whitworth College; M.Ed., Azusa Pacific University

RESIDENCE LIFE

Marilyn Derby, Director; B.S., M.S., Colorado State University

Ryan Hamachek, Area Coordinator; B.A., Edgewood College

Bernie Liang, Associate Director; B.S., Penn State University; M.A., Seattle University

Dave Wallace, Area Coordinator; B.A., Western Illinois University

STUDENT ACADEMIC GRANTS AND AWARDS

Monique Bourque, Director; B.A., Montana State University; M.A., Ph.D., University of Delaware

STUDENT ACTIVITIES

Lisa C. Holliday, Associate Dean of Campus Life and Director of Student Activities ; B.A., University of Washington; M.A., Bowling Green State University

Michael Hevel, Assistant Director; B.A., University of Kansas; M.A., Bowling Green State University

Bryan Schmidt, Director of Campus Recreation; B.S., University of Wisconsin/La Crosse

STUDENT HEALTH SERVICES

Margaret Trout, Director; R.N.; B.S., University of Portland School of Nursing

Anne Barry-Lever, Nurse Practitioner; B.S., Oregon Health Sciences University; M.S., University of Portland

Barbara Hill, Nurse Practitioner; B.A., Fresno State University; M.N., A.N.P., Oregon Health and Sciences University

OFFICE OF FINANCIAL AFFAIRS

Jeffrey Eisenbarth, Vice President and Treasurer; B.S., M.B.A., University of Idaho

FINANCE AND ACCOUNTING

Robert N. Olson, Associate Vice President for Financial Affairs/Controller; B.S., Oregon State University

Jamie Hart, Office Manager; B.A., Sonoma State University

Laura J. Hildebrandt, Accounting Specialist and Project Coordinator; B.S., Willamette University

Joseph Johnston, Assistant Controller

FACILITIES SERVICES

James Berndt, Manager

GROUNDS

Ronald J. Nichols, Manager; B.S., Oregon State University

HUMAN RESOURCES

Carol Black-Rossow, Director of Employment Development and Training

Keith Grimm, Director of Employee Services; B.S., Pennsylvania State University

PHYSICAL PLANT

Jim Jewell, Manager of Building Maintenance

Gary Grimm, Operations Manager

OFFICE OF UNIVERSITY RELATIONS

Ronald J. Korvas, Vice President; B.S., M.Ed., University of Toledo; Ph.D., University of Missouri-Kansas

Michael W. Bennett, Senior Associate Vice President and Director of Development-Law; B.A., Willamette University; M.A., New York University

DEVELOPMENT

Judy Basker, Major Gifts Officer; B.A., University of San Francisco; J.D., Willamette University

Ellen Bussing, Senior Director Major Gifts; B.A., St. Mary's College

Steve Brier, Director of Gift Planning; B.S., Cooper Union; M.S., Carnegie-Mellon University; Ph.D., University of Minnesota; J.D., George Washington University

Shannon L. G. Christianson, Assistant Director of Gift Planning; B.S., Randolph-Macon College; J.D., Washington and Lee University

Denise Crawford, Director of Development for Atkinson Graduate School of Management; B.A., M.B.A., Willamette University

Catherine Jarmin, Associate Director of Foundation and Corporate Relations; B.A., Willamette University, M.A., Middlebury College

Greg Jones, Director of Parent Giving and Regional Director of Development-Washington; B.A., Willamette University

OFFICE OF ALUMNI AND PARENT RELATIONS

Jim Booth, Director; B.A., Willamette University; M.B.A., University of Oregon

Amy Erekson, Associate Director; B.A., Willamette University

Chenoa Woods, Assistant Director; B.A., California State University, Chico; M.Ed., Oregon State University

OFFICE OF ANNUAL GIVING AND DEVELOPMENT SERVICES

Jill Munger, Director; B.S., Oregon State University

Jennifer Mathany, Associate Director; B.S., Western Oregon State University

Corrina Hawkins, Assistant Director; B.A., University of Oregon

OFFICE OF COMMUNICATIONS

Janis J. Nichols, Associate Vice President; B.U.S., M.A., University of New Mexico

Rebecca Brant, Publications Manager; B.A., University of Denver

Mary DeMuniz, Production Coordinator; B.S., Oregon State University

Bobbie Hasselbring, Senior Writer; B.A., University of California, Davis

David McKelvey, Director of Web Services/New Media; B.A., Claremont McKenna College

Frank Miller, Publications Photographer; B.A., University of Wisconsin - Madison; M.A., University of Texas-Austin

Carrie Mosar, Art Director; B.A., University of Notre Dame

Christopher R. Noud, Creative Director; B.F.A., Oregon State University

Nadene Steinhoff, Writer; B.F.A., B.S., Utah State University

Wei Zhuang, Production Designer; B.A., Oregon State University

OFFICE OF ADMINISTRATIVE SERVICES

James Bauer, Vice President; B.S., M.S., University of Idaho

Tricia E. Durgin, Director of Auxiliary Support Services; B.S., M.S., University of Idaho

CAMPUS SAFETY AND CAMPUS CARD

Ross C. Stout, Director; B.S., M.M., Willamette University

MAIL SERVICES

Connie Ames, Director

PURCHASING

Richard Boer, Coordinator; B.S., Northern State University

RESIDENTIAL SERVICES

Cheryl Todd, Director; B.A., Willamette University

SCHEDULING AND CONFERENCE SERVICES

Alice Sorenson, Director; B.S., Portland State University

Sudie Eisenbarth, Director of Events Marketing and Support; B.S., M.P.A., University of Idaho

THE WILLAMETTE STORE

Don Beckman, Director; A.B., University of Chicago

TRAVEL CENTER

Kindra Jordan, Director; C.T.C., Wellesley College

INTEGRATED TECHNOLOGY SERVICES

John D. Balling, Executive Director; B.A., Northwestern University; M.A., Ph.D., University of Massachusetts-Amherst

WORD PROCESSING AND COPY CENTER

Carolyn Kilday, Director; A.A. San Berardino College

INTEGRATED TECHNOLOGY SERVICES

John D. Balling, Executive Director; B.A., Northwestern University; M.A., Ph.D., University of Massachusetts-Amherst

Michael W. Army, Director, Technical Services

John P. Callahan, Director, Network Services; B.S., Willamette University

Cheryl Cramer, User Services Consultant; M.A., Ph.D., University of Pittsburgh

Diana Cureton, User Services Consultant

Paul DeStefano, Network Services Consultant; B.S., Willamette University

Casey Feskens, System Administrator/Network Services Consultant; B.M., Pacific Lutheran University

Chris Gramlich, User Service Consultant

Christopher Jones, User Services Consultant, B.A., Portland State University

Mitch Jones, Help Desk Manager

Nicholas Liepins, Assistant to the Executive Director for Administrative Projects; B.S., M.S., Oregon State University

Jo Meyertons, Director, Instructional Design and Development; B.A., Sonoma State University; M.P.A., San Francisco State University; EdD (A.B.D.), Portland State University

Robert A. Minato, Director, User Services; B.S., Western Oregon University

Marti Morandi, Director, Production and Operations; B.S., Indiana University of Pennsylvania; M.S., Western Oregon University

J. Michael O'Reilly III, User Services Consultant; B.S., University System of New Hampshire; Ed.M., Oregon State University

Harvey J. Prudhomme, Director, Administrative Computing Services; B.A., New Mexico State University

Natalia Shevchenko, Director, Language Learning Center; B.A., Kuban State University, Russia; M.A., Bryn Mawr College

BOARD OF TRUSTEES

UNIVERSITY OFFICERS

M. Lee Pelton, President

Jeffrey Eisenbarth, Vice President for Financial Affairs

OFFICERS OF THE BOARD

Robert G. Packard III, Chairman of the Board; Managing Partner, Zimmer Gunsul Frasca Partners, Portland, Oregon

Eric B. Lindauer, Secretary of the Board; Arbitrator/Mediator, Clark Lindauer, et al, Salem, Oregon

Joan McNamara, Assistant Secretary of the Board; Portland, Oregon

M. Lee Pelton, President; Willamette University, Salem, Oregon

Jeffrey Eisenbarth, Treasurer of the Board; Vice President for Financial Affairs, Willamette University, Salem, Oregon

MEMBERS

C. M. Bishop III, President, Pendleton Woolen Mills, Portland, Oregon

Donald G. Brown, Berkeley, California.

Stewart M. Butler, Consultant, Aon Risk Services, Inc., Coeur d'Alene, Idaho

Jonathan Carder, President, Melvin Mark Brokerage Company, Portland, Oregon

Linda Cates, Nelson, New Hampshire

Katherine Conolly, Reverend, United Methodist Church, Salem, Oregon

Heather Dempsey, Bay Area Program Director, Tuolumne River Trust, San Francisco, California

Eric Friedenwald-Fishman, Creative Director/President, The Metropolitan Group, LLC, Portland, Oregon

Stuart A. Hall, Vancouver, Washington

Susan M. Hammer, Attorney at Law, Portland, Oregon

Melvin Henderson-Rubio, Redmond, Washington

Dale M. Hermann, President/CEO, Hermann & Company, Portland, Oregon

Henry H. Hewitt, Partner, Stoel Rives, LLP, Portland, Oregon

Tony L. Hopson, Sr., President and Chief Executive Officer, Self Enhancement, Inc., Portland, Oregon

Robert Hoshibata, Bishop, United Methodist Church, Portland, Oregon

Douglas G. Houser, Attorney/Partner, Bullivant Houser Bailey, PC, Portland, Oregon

George W. Hoyt, Sandy, Oregon

Mary K. Hughes, Alaska State Director, US Senator Lisa Murkowski, Anchorage, Alaska

Robert E. Kilkenny, President, W. H. Kilkenny Company, Vancouver, Washington

Peter Kremer, President, The Kremer Company, Newport Beach, California

William Long, Chairman and CEO, ECbridges, Inc., Pleasant Hill, California

Alex J. Mandl, CEO, Gemplus International SA, Great Falls, Virginia

Margaret Moreland, Vice President, Frye-Louis Capital Management, Chicago, Illinois

Robert W. Nunn, Attorney/Special Counsel, Sussman Shank, LLP, Portland, Oregon

Lila Schmidt, Portola Valley, California

Patricia C. Smullin, President & Owner, California-Oregon Broadcasting, Inc., Medford, Oregon

Guy Stephenson, Senior Legal Counsel-Litigation Group, Weyerhaeuser Company, Federal Way, Washington

Mark Teppola, President, National Builders Hardware Co., Portland, Oregon

Kerry Tymchuk, State Director, US Senator Gordon Smith, Portland, Oregon

Roderick C. Wendt, President and CEO, Jeld-Wen, Inc., Klamath Falls, Oregon

John Wittmayer, Circuit Judge, Multnomah Circuit Court, Portland, Oregon

Steven E. Wynne, President & CEO, Sport Brands Int'l, LLC, New York, New York

LIFE MEMBERS

Betty Anderson, Salem, Oregon

Ray N. Atkinson, San Mateo, California

Ralph Bolliger, Portland, Oregon

Robert Burtner, Eugene, Oregon

Wallace P. Carson, Jr., Salem, Oregon

Maribeth Collins, Portland, Oregon

Amo DeBernardis, Tigard, Oregon

Hallie Ford, Monmouth, Oregon

Gerald W. Frank, Salem, Oregon

Alan Goudy, Portland, Oregon

Orval O. Hager, Portland, Oregon

Henry L. Haines, Portland, Oregon

Dale Harris, Hillsboro, Oregon

Mark O. Hatfield, Lake Oswego, Oregon

William H. Kilkenny, Vancouver Washington

Percy Loy, Portland, Oregon

Thomas Neilsen, Salem, Oregon

Norma Paulus, Portland, Oregon

Claris Poppert, Portland, Oregon

George Rives, Portland, Oregon

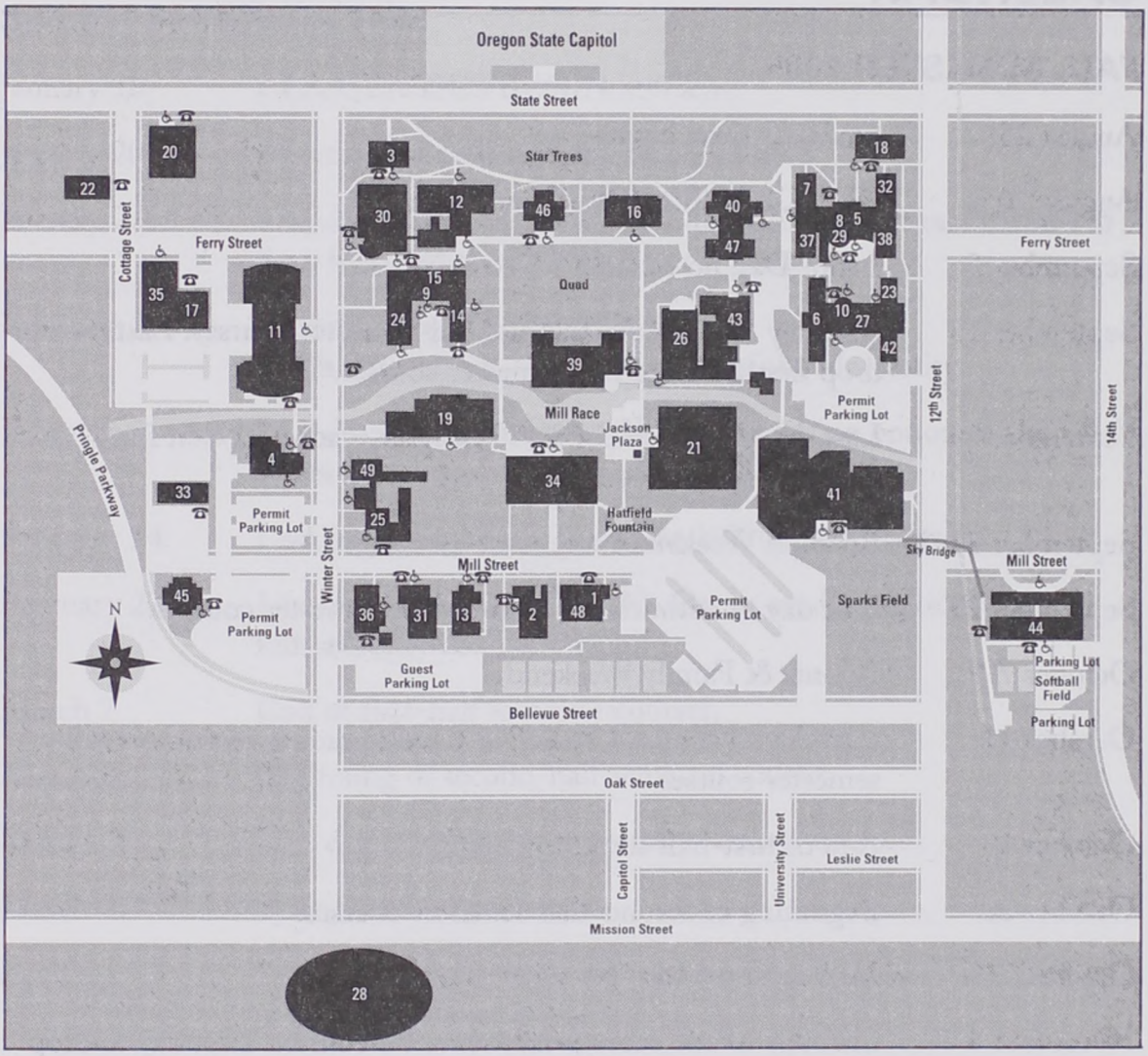
Robert F. Smith, Medford, Oregon

Howard B. Somers, Portland, Oregon

Thomas B. Stoel, Portland, Oregon

William Swindells, Portland, Oregon

Loren C. Winterscheid MD PhD, Mercer Island, Washington



1 Admission Office (CLA)
2 Alpha Chi Omega Sorority
3 Art Building
4 Atkinson Graduate School of Management (Seeley G. Mudd Building)
5 Baxter Hall
6 Belknap Hall
7 Beta Theta Pi Fraternity
8 Bishop Wellness Center
9 Campus Safety
10 Center for Reseach and Writing
11 College of Law (Truman Wesley Collins Legal Center)
12 Collins Science Center
13 Delta Gamma Sorority
14 Doney Hall
15 Doney North Offices
16 Eaton Hall
17 Executive Building
18 Gatke Hall
19 Goudy Commons
20 Hallie Ford Museum of Art
21 Mark O. Hatfield Library
22 Haselaorf Apartments
23 Kappa Sigma Fraternity
24 Lausanne Hall
25 Lee House
26 Mary Stuart Rogers Music Center (Hudson Hall)
27 Matthews Hall
28 McCulloch Stadium
29 Montag Center
30 Olin Science Center
31 Pi Beta Phi Sorority
32 Phi Delta Theta Fraternity
33 Physical Plant
34 Putnam University Center
35 School of Education
36 Shepard House
37 Sigma Chi Fraternity
38 Sigma Alpha Epsilon Fraternity
39 Smith Auditorium
40 Smullin Hall
41 Sparks Athletic Center
42 Terra House
43 Theatre Playhouse
44 Kaneko Hall (Tokyo International University of America)
45 University Apartments
46 Waller Hall*
47 Walton Hall
48 Willamette International Studies House (WISH)
49 York House

♿ Handicapped Access
☎ Campus Telephone

08/02/05

CALENDAR

FALL SEMESTER 2005

August 25	Opening Days begins.
August 30	CLA CLASSES BEGIN at 8 a.m.
September 5	Labor Day, no classes.
September 13	Last day to add first-half and full-semester courses. Last day to drop first-half and full-semester courses.
September 20	Last day to choose Credit/No Credit grading option for first-half semester courses.
September 23-25	Reunion Weekend
September 29	Last day to withdraw from first-half semester courses.
October 7-9	Parents & Family Weekend
October 11	Last day to choose Credit/No Credit grading option for full-semester courses
October 19	End of first-half semester courses.
October 20	Beginning of second-half semester courses.
October 21	Mid-semester day. No CLA classes.
November 4	Last day to add second-half semester courses. Last day to drop second-half semester courses.
November 4	Last day to withdraw from full-semester courses.
November 11	Last day to choose Credit/No Credit grading option for second-half semester courses.
November 17	Last day to withdraw from second-half semester courses.
November 24-25	Thanksgiving Vacation
December 9	Last day of classes.
December 10-11	Study days.
December 12	Fall Semester Final Examinations begin.
December 14	Study day.
December 17	Fall Semester Final Examinations end. Holiday break begins.

SPRING SEMESTER 2006

January 16	CLA CLASSES BEGIN at 8 a.m.
January 20	Martin Luther King Day Celebration
January 27	Last day to add first-half and full-semester courses. Last day to drop first-half and full-semester courses.
February 1	Founders Day Observed. 164th anniversary of the founding of the University.
February 3	Last day to choose Credit/No credit grading option for first-half semester courses.
February 14	Last day to withdraw from first-half semester courses.
February 27	Last day to choose Credit/No Credit grading option for full-semester courses.
March 7	End of first-half semester courses.
March 8	Beginning of second-half semester courses.
March 23	Last day to withdraw from full-semester courses.
March 27-31	Spring vacation
April 4	Last day to add second-half semester courses. Last day to drop second-half semester courses.
April 5	Last day to choose Credit/No Credit grading option for second-half semester courses.
April 11	Last day to withdraw from second-half semester courses.
April 19	Student Scholarship Recognition Day (no classes)
May 2	Last day of classes.
May 3-4	Study days.
May 5	Spring Semester Final Examinations begin.
May 7	Study day.
May 10	Spring Semester Final Examinations end.
May 13	Baccalaureate.
May 14	Commencement.

FALL SEMESTER 2006

August 24	Opening Days begins.
August 29	CLA CLASSES BEGIN at 8 a.m.
September 4	Labor Day, no classes.
September 12	Last day to add first-half and full-semester courses. Last day to drop first-half and full-semester courses.
September 15-17	Reunion Weekend
September 19	Last day to choose Credit/No Credit grading option for first-half semester courses.
September 28	Last day to withdraw from first-half semester courses.
October 10	Last day to choose Credit/No Credit grading option for full-semester courses.
October	Parents & Family Weekend
October 18	End of first-half semester courses.
October 19	Beginning of second-half semester courses.
October 20	Mid-semester day. No CLA classes.
November 3	Last day to add second-half semester courses. Last day to drop second-half semester courses.
November 3	Last day to withdraw from full-semester courses.
November 10	Last day to choose Credit/No Credit grading option for second-half semester courses.
November 16	Last day to withdraw from second-half semester courses.
November 23-24	Thanksgiving Vacation.
December 8	Last day of classes.
December 9-10	Study days.
December 11	Fall Semester Final Examinations begin.
December 13	Study day.
December 16	Fall Semester Final Examinations end. Holiday break begins.

SPRING SEMESTER 2007

January 15	CLA CLASSES BEGIN at 8 a.m.
January 19	Martin Luther King Day Celebration
January 26	Last day to add first-half and full-semester courses. Last day to drop first-half and full-semester courses.
February 1	Founders Day Observed. 165th anniversary of the founding of the University.
February 2	Last day to choose Credit/No credit grading option for first-half semester courses.
February 13	Last day to withdraw from first-half semester courses.
February 26	Last day to choose Credit/No Credit grading option for full-semester courses.
March 6	End of first-half semester courses.
March 7	Beginning of second-half semester courses.
TBA	Spring vacation
TBA	Last day to add second-half semester courses. Last day to drop second-half semester courses.
March 22	Last day to withdraw from full-semester courses.
April 4	Last day to choose Credit/No Credit grading option for second-half semester courses.
TBA	Student Scholarship Recognition Day (no classes)
April 10	Last day to withdraw from second-half semester courses.
May 1	Last day of classes.
May 2-3	Study days.
May 4	Spring Semester Final Examinations begin.
May 6	Study day.
May 9	Spring Semester Final Examinations end.
May 12	Baccalaureate.
May 13	Commencement.

Academic Advising 15
Academic Calendar 410
Academic Dismissal 342
Academic Grants and Awards..... 52
Academic Petitions..... 342
Academic Policies/Procedures... 334
Academic Probation 342
Academic Progress 341
Accreditation 10
Adjunct Faculty 390
Administration 396
Advanced Placement 354
Admission 349
Alumni Association..... 333
American Ethnic Studies 60
American Studies 64
Anthropology 65
Art and Art History..... 73
Asian Studies..... 88
ASWU (Associated Students of Willamette University) 332
Athletics 326
Atkinson Graduate School of Management..... 38, 48
Biology 90
Bishop Wellness Center 327
Board of Trustees 406
Calendar 410
Campus Life..... 326
Campus Map..... 409
Campus Recreation 328
Campus Safety (Office of)..... 328
Career Services..... 329
Carson Undergraduate Research Grants 45
Center for Dispute Resolution.... 50
Center for Excellence in Teaching 51
Chemistry..... 101
Chinese..... 109
Chinese Studies..... 113
Class Attendance Policy..... 335
Classical Studies..... 115
Clusters 33
College of Law..... 50
Combined Degree Programs..... 38
Community Service Learning... 329
Comparative Literature 122
Computer Science 124
Conduct, Standards of..... 333
Costs..... 356
Counseling Services 327
Course Numbering..... 339
Credit/No Credit 338
Dance (See Theatre)..... 308
Disability Services 327
Early Admission..... 355
Earth Science 160

Economics 130
Education (teacher preparation) 136
Emeriti Faculty 388
Endowed Chairs 388
Engineering 39
English 150
Environmental Science 160
Exchange Programs 40
Exercise Science 166
Faculty 376
Film Studies 151
Final Examination Policy 336
Financial Aid 361
Foreign Language Requirement .. 23
Foreign Languages 172
Foreign Study 40
Forestry 40
Fraternities 330
French 172
Freshman Seminar 17
General Education Clusters 33
General Education Diploma 356
General Education Program 17
Geography 162
German 178
Grading Policy 337
Graduate Study Opportunities 48
Graduation Requirements 13
Greek 119
Greek Organizations 330
Health Services 327
Hebrew 120
History 184
Home-Schooled Students 352
Honors Policies 340
Humanities 196
Humanities Senior Seminar 36
Insurance 327
Institute for Continued Learning 36
Institutional Research 347
Interdisciplinary First-Year Program 36
Interdisciplinary Studies 198
International Applicants 355
International Baccalaureate 354
International Studies 206
Internships 44
Italian 172
Japanese 108
Japanese Studies 108
Language Requirement 23
Latin 120
Latin American Studies 211
Law, College of 50
Library 346
Lilly Project 37

Majors 13
Management, Atkinson Graduate School of 38, 48
Master of Arts in Teaching (M.A.T.) 137
Mathematics 215
Minors 14
Mission Statement 11
Modes of Inquiry 25
Multicultural Student Affairs 330
Music 220
Off-Campus Study 40
Phi Beta Kappa 340
Philosophy 242
Physics 247
Plagiarism Policy 343
Politics 251
Psychology 263
Public Policy Research 37
Quantitative/Analytical Reasoning Courses 22
Readmission 356
Refunds 359
Registration 335
Religious Life 331
Religious Studies 272
Residence Services 331
Rhetoric and Media Studies 283
Room and Board 357
Russian 178
Scholarships (see Financial Aid) 361
School of Education 51
Science Collaborative Research Program 47
Science Studies 290
Sociology 294
Sororities 330
Spanish 301
Sport Clubs(see Campus Recreation) 328
Standards of Conduct 333
Student Activities 332
Theatre 308
Transcripts 339
Transfer Credit 353
Trustees 406
Tuition and Fees 356
Undergraduate Research Grants . 45
University Registrar 347
Webber Scholarships 48
Willamette Integrated Technology Services (WITS) 348
Withdrawals 359
Women's and Gender Studies ... 319
World Views 17
Writing Program 18

WILLAMETTE UNIVERSITY LIBRARY
3 1707 10294205 2



WILLAMETTE
THE FIRST UNIVERSITY IN THE WEST

WILLAMETTE UNIVERSITY
OFFICE OF ADMISSION
900 STATE STREET
SALEM, OR 97301

RETURN SERVICE REQUESTED

NONPROFIT ORG
US POSTAGE
PAID
SALEM OR
PERMIT NO. 152