

WILLAMETTE UNIVERSITY

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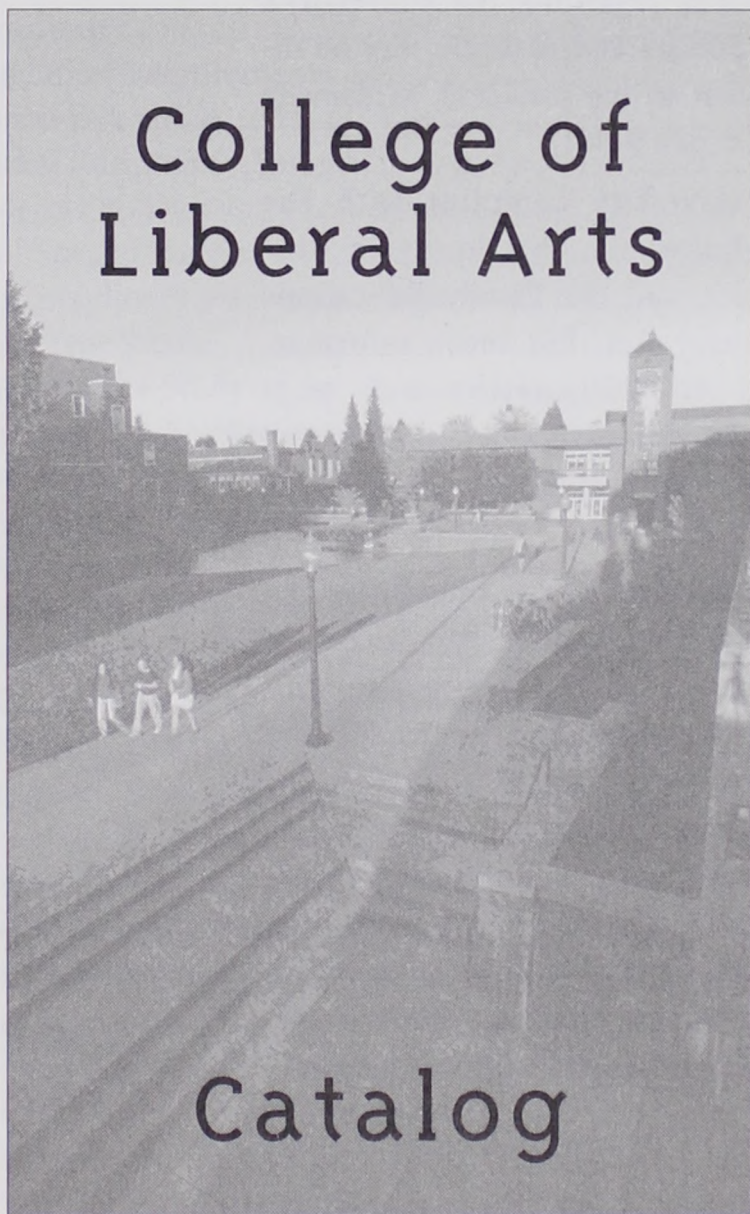


1999-2000 College of Liberal Arts Catalog

WILLAMETTE UNIVERSITY



**College of
Liberal Arts**



Catalog

1999-2000

SALEM, OREGON

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 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, or sexual orientation. Questions regarding the University's equal opportunity policies and practices may be directed to the assistant to the president, Willamette University, Salem, Oregon 97301.

Willamette University complies with the Student-Right-to-Know Act, the Equity in Athletics Disclosure Act, and the Family Educational Rights and Privacy Act. For more information, please refer to Willamette's web page <<http://ir-server.willamette.edu/frames.htm>> or call the Office of Institutional Research at (503) 375-5303.

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

Visitors are welcome to the campus. The undergraduate Office of Admission is open Monday through Friday, 8:30 a.m. to noon and 1:00 p.m. to 4:30 p.m. Appointments are suggested for visitors coming on specific business. Mailing address: Willamette University, 900 State Street, Salem, Oregon 97301. Phone: (503) 370-6300. TDD/Voice (503) 375-5383. Fax: (503) 370-6148. World Wide Web <http://www.willamette.edu>.

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SECTION I

INTRODUCTION TO THE CATALOG

COLLEGE OF LIBERAL ARTS

PROGRAMS OF SPECIAL INTEREST

GRADUATE/PROFESSIONAL STUDY

OPPORTUNITIES

THE COLLEGE OF LIBERAL ARTS 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. The most current catalog information will be found at Willamette's website, <http://www.willamette.edu/cla/catalog/>

WILLAMETTE UNIVERSITY

Willamette University, the oldest college in the West, is comprised of the College of Liberal Arts, the College of Law, the George H. Atkinson Graduate School of Management, and the School of Education.

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.

Virtually all Willamette faculty members have received degrees from institutions in other states and/or countries, a fact that brings a wide range of views and experiences to campus. There is one faculty member for every 11 students, and all serve as advisors and maintain office hours. 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.

Faculty from across the curriculum teach in the Freshman Seminar on World Views, and each department supports intensive senior experiences in seminars or internships. For example, the Humanities Senior Seminars draw together students of history, literature, philosophy, language and other humanities disciplines to study single texts with a faculty member and a visiting eminent scholar.

Opportunities abound for students to interact both formally and informally with faculty outside the classroom. The Science Collaborative Research Program supports student-faculty summer research each year for a select group of students. Willamette annually awards Carson Undergraduate Research Grants to approximately 10-12 student applicants. Under the guidance of a faculty member, each of these students undertakes investigation or experimentation in a research project of his or her design.

The College of Liberal Arts is selective and seeks serious and talented students. The "average" freshman in 1997 had a solid subject g.p.a. of 3.8 and 1,240+ combined Scholastic Assessment Test (SAT I) scores. Four hundred and

twenty freshmen were enrolled from a group of over 2,000 applicants. About 80 percent of students receive financial aid or scholarships. Both need and no-need scholarships are provided. Although many Willamette students seek employment immediately after graduation, the majority go on to graduate or professional school either directly or within five years. Undergraduate enrollment in the fall of 1997 was 1740; total University enrollment was over 2,500.

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

The campus has 37 buildings on 61 acres. Except for the Hallie Ford Museum of Art one block away, the crew shellhouse on the Willamette River, and the football, track and baseball stadiums two blocks away, the campus is self-contained. Cooperative programs among the College of Law, the School of Education, the George H. Atkinson Graduate School of Management, and the College of Liberal Arts enable all students to benefit from the quality programs available throughout the University.

During the past decade, over \$50 million has 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. Most recent projects include the \$5.5 million Hallie Ford Museum of Art and the \$8 million Music Center and recital hall, both to be dedicated in 1998-99.

Sparks Center is an outstanding athletic and physical education facility which supports competitive men's and women's athletic teams, and an extensive intramural sports program. The Hallie Ford Museum of Art contains six galleries, displaying works from the University's wide-ranging art collection, in addition to various temporary exhibits. The Playhouse is one of the best educational theatre facilities in the state. A 1,250-seat auditorium in the Fine Arts Building is the site of numerous lectures and concerts, including those of the Oregon Symphony. These excellent facilities support an outstanding speaker series, and numerous other activities and events.

Approximately 75 percent of undergraduates live on campus in a variety of residential settings and are able to take maximum advantage of campus life.

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.

Salem's population of 122,000 makes it Oregon's second largest city. Twice named an All-America City, the community offers a range of restaurants, movie theaters, and cultural opportunities all within easy walking distance of the campus, augmenting University activities. Willamette benefits from being located across the street from the state Capitol and near other federal, state, county, and city offices. In particular, this proximity provides students with exceptional internship opportunities. Many students also participate in the Community Outreach Program through widely varied volunteer service projects in Salem and the region.

In the larger setting, the cultural attractions and diversity of Portland, Oregon's largest city, are within 45 miles. The ski slopes of Mt. Hood and Mt. Bachelor are two to three hours away while Oregon's beautiful, rugged coast is within an hour's drive. Across the Cascade mountain 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.

ACCREDITATION

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

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

The College of Law is accredited by the American Bar Association and the Association of American Law Schools. The Atkinson Graduate School of Management's Master of Management program is accredited by both AACSB — The International Association for Management Education and by the National Association of Schools of Public Affairs and Administration (NASPAA), and is the **only** graduate management program in the country 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 growing intellectually and morally and in which they work together at the college's paramount task: passing on the tradition of liberal learning. Both the curriculum of the college and its extracurricular activities are designed to achieve three central goals.

First, the College of Liberal Arts seeks to strengthen students' intellectual powers. 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 life-long habits of independent learning.

Second, the college tries to provide opportunities for students to enrich their aesthetic and moral sensibilities by grappling with ethical problems, developing their own value 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

Willamette University seeks to create an invigorating atmosphere for learning which features small classes, close student-teacher relationships, and a diversity of programs and learning methods to meet individual student objectives.

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

The chief purpose of Willamette University is the establishment of a community in which learning and teaching will flourish. The undergraduate College of Liberal Arts offers the Bachelor of Arts degree. Professional degrees in music are also offered. At the graduate level, Willamette's well-known College of Law is the oldest in the Northwest; the George H. Atkinson Graduate School of Management was founded in 1973 to provide professional training for careers in government, business, and the not-for-profit sector. The 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.

In addition to the four distinctive degrees offered, Willamette also provides students with the opportunity to combine their rigorous undergraduate studies with graduate, professional training in either law or management. The Bachelor of Arts/Master of Management (B.A./M.M.) program in management combines undergraduate and graduate education at Willamette. B.A./M.M. students complete the Bachelor of Arts degree and the Master of Management degree in five years by combining graduate and undergraduate education in their fourth year of study. There is also a program which guarantees admission to the College of Law for a select number of outstanding freshmen each year. Students must have at least 1300 on the SAT I or a 29 composite score from the ACT. Completion of the undergraduate program with a minimum of a 3.3 cumulative grade point average is also required before matriculation at the College of Law.

The essence of Willamette University's academic commitment to each student is a foundation in general education which provides an exposure to civilization's great philosophical, artistic, literary, and cultural expressions, and advanced mastery 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. Overall, Willamette strives to educate the whole person, including the moral, intellectual, creative, and social dimensions, and to instill a lifelong dedication to rational inquiry and to human excellence.

Willamette graduates have entered all walks of life. Outstanding doctors, lawyers, teachers, businesspersons, public servants, and clergy who live through-

out the United States and the world have common roots in the Willamette University community. This shared participation in an institution devoted for a century and a half to the quality of life of its members is the rich heritage of each incoming generation of students. Whatever life directions a student ultimately chooses, these traditions and opportunities beckon to form each new student's Willamette experience.

GRADUATION REQUIREMENTS

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

All candidates for graduation with the baccalaureate degree must:

1. Satisfactorily complete 31 credits, of which no more than two 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. Beginning in 1998-99, all entering students will participate in a newly adopted General Education Program which includes:

- Freshman Seminar: World Views
- Four Writing-centered courses (including World Views)
- 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
- Viewing Cultures 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

Art

Biology

Chemistry

Classical Studies

Comparative Literature

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

Sociology

Spanish

Theatre

A student may devise a *special major program* to meet individual needs or objectives not met 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.

Combined degrees are available in computer science, engineering, forestry, and management.

In addition to completing one or more approved major programs, a student may declare an approved *minor* in one of the following disciplines:

Anthropology

Art

Biology

Chemistry

Classical Studies

Computer Science

Earth Science

East Asian Studies

Economics

English

Environmental Science

Exercise Science

French

German

Japanese
Mathematics
Music
Philosophy
Physics
Politics
Psychology

Religious Studies
Rhetoric and Media Studies
Sociology
Spanish
Theatre
Women's Studies

5. Achieve a cumulative grade point average of at least 2.00 (C), and a grade point average in the major and in the General Education Program 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 pages 181-183 for additional requirements specific to that degree.

Policy on Double Degrees

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

- a. Petitions must be submitted prior to the second semester of the junior year.
- b. Petitions must contain a complete program proposal, including the student's objectives in pursuing the double degree program, a full statement of completed and proposed courses and intended date of graduation.
- c. A minimum of forty (40) credits must be earned.
- d. Within the minimum forty credits, a maximum of twenty (20) may be earned in courses having a prefix of Music.
- e. Approval of both academic advisors (liberal arts and music), 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.

GENERAL EDUCATION AT WILLAMETTE

According to our Mission Statement, the curriculum of the College of Liberal Arts and its extracurricular activities are designed to nurture in students: 1) a rich knowledge of facts and concepts discovered and developed by scholarship (content); 2) an enhanced capacity for tolerance, for responsibility toward the natural world, and for judgment in ethics and the arts (aesthetic and moral

sensibilities); and 3) life-long habits of intellectual curiosity and independent learning (intellectual powers).

Any subset of courses is, however, only part of a student's college education, and does not carry the full burden of achieving these goals. The requirement of a major area of concentration, for example, is intended to ensure in-depth study. Sustained inquiry in a major prompts students to acquire substantial knowledge about a particular discipline beyond the scope of introductory courses and to achieve competence in specific research methodologies. To complement the depth of study in the major, the General Education Program is designed to nurture diverse intellectual approaches to learning and teaching. Because reflection and action in the world involve the integration of many intertwined and overlapping modes of inquiry, the General Education Program aims to develop students' abilities to communicate and apply these processes in viewing the world, solving problems, and establishing the habits of mind and intellectual framework for a lifetime of learning.

As a whole, life and study at Willamette University, including classroom and extracurricular activities, should foster all three central goals of the Mission Statement and should provide a community that nourishes intellectual inquiry, multicultural awareness, environmental responsibility, and moral sensibilities.

Please note that the General Education Program described here will begin with the entering class of Fall 1998. Many, though not all, of the courses which will meet these requirements are listed in this catalog. Please consult the catalog supplements or Willamette's website (<http://www.willamette.edu/cla/catalog/>) for additional information as it becomes available.

1. Freshman Seminar: World Views

The World Views Seminar is required of all entering freshmen and explores the constitution of a particular view of the world. (See course description for ISB 123 World Views: the Making of the Modern World, on page 157.) Critical discussion and writing are emphasized in this interdisciplinary course taught by faculty from across the curriculum in sections of approximately 16 students. A peer tutor, a Willamette student who has already taken the course, participates in each seminar group. Students receive one book for the seminar during the summer before arriving on campus and have this reading in common with other entering students.

The World Views theme changes every four years; new themes are selected by vote of the faculty, and a common syllabus is designed by program faculty. In its first four years, the World Views Seminar examined Victorian England in an effort to discover antecedents of contemporary thought. The second seminar looked at modern Latin America to explore alternative visions of the new world experience. In the current four-year segment we are studying the contemporary Middle East, with particular attention to the influence and development of Islam and Judaism.

The World Views theme beginning in academic year 1999-2000 examines the world view of Athenian Greeks in the 5th century BCE, whose early achievements in democracy, literature, philosophy, and science form the very fabric of Western culture. This theme seeks to understand the Athenians, our intellectual and political forebears, on their own terms and highlights the works of Aeschylus, Plato, and Thucydides, as well as the architecture and sculptural program of the Parthenon on the Athenian Acropolis.

2. Four Writing-centered courses (including World Views and a writing portfolio)

All entering students become part of the writing culture at Willamette through a series of four required writing-centered courses. The program, initiated in 1995-96, is directed toward 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. These include writing for a general audience prior to disciplinary specialization, writing in the discourse of a student's major field, and writing about an area of specialization for those in other fields.

The first one-credit writing-centered course for most students will be the freshman World Views seminar. For single majors, additional one-credit courses will include: a writing-centered course in the major, a writing-centered course outside the major, and a writing-centered course 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 one-credit courses will include: a writing-centered course in the first major, a writing-centered course in the second major, and a writing-centered course 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 transfer students, the first requirement for a writing-centered course shall be waived for students transferring in at the second-semester freshman level and beyond, provided the student has taken the equivalent of one credit of a course similar to our writing-centered course offerings.

Students transferring in as juniors will have the option of fulfilling a second writing-centered course requirement by submitting a portfolio. The portfolio should contain two or three pieces of their recent writing plus an introduction explaining their choice of pieces and their development as writers. Junior transfer students who submit a portfolio will be required to take two writing-centered courses, one in their major and one upper-division course outside their major. Those transfer students who do not submit a portfolio will be required to take three one-credit writing-centered courses.

The option of meeting a second writing-centered course requirement by submitting a portfolio will be given to junior transfers during the admission process. Guidelines for the portfolio will be given at this time. The deadline for exercising this option will be the end of their first semester at Willamette.

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:

ANTH 361	Ethnographic Methods
ART 349	History of Ancient Greek Painting
ART 359	Western Medieval Art and Architecture
BIOL 210	Biodiversity: Discovering Life
BIOL 350	Molecular Genetics
BIOL 351	Animal Physiology
BIOL 352	Plant Systematics and Evolution
BIOL 353	Behavioral Ecology
BIOL 354	Microbial Ecology
BIOL 356	Plant Physiology
CHEM 244	Unified Laboratory I
CHEM 345	Unified Laboratory II
CHEM 346	Unified Laboratory III
CHEM 447	Unified Laboratory IV
CLAS 244	The Greek and Roman Stage
CS 231	Introduction to Programming
CS 348	Programming Languages
ECON 444	Urban Economics
ECON 496	Senior Research Seminar
ECON 499	Management Strategies and Policies
EDUC 305	Introduction to Teaching
EDUC 335	The School, Teacher and Student
ENGL 242	The Essay
ENGL 301	The Study of Literature
ENGL 302	History of the English Language
ENGL 329	Creative Nonfiction
ENGL 355	Feminist Criticism
ENVR 496	Senior Seminar in Environmental Science
EXSCI 360	Physiology of Exercise
FREN 332	Advanced French Composition and Discussion
HIST 301	Themes in American Social History
HIST 311	Expatriates and American Culture
HIST 390	Germany from Bismarck to Hitler
HIST 499	Senior Tutorial
ISA 332	Life/Story/Text
ISB 123	World Views: The Making of the Modern World
ISB 332	Mysticism and Creativity
ISB 499	Seminar in International Studies
JAPN 201	Modern Japanese Society and Culture
JAPN 314	Japanese Literature in Translation

MATH 251	Foundations of Advanced Mathematics
MUSC 151	Introduction to Music Therapy
MUSC 341	Music History Ancient to 1700
PHIL 330	Social and Political Philosophy
PHIL 492	Philosophy Senior Seminar: Writing Philosophy
PHYS 331	Modern Physics
POLI 117	Colloquium: Resistance and Empowerment, Politics of the "Other"
POLI 118	Colloquium: Privacy
POLI 213	Writing Political Philosophy: Individuality and Community
POLI 326	Globalization and Equity
POLI 372	American Foreign Policy
POLI 378	Nations and the International System
POLI 480	Senior Thesis
PSYC 251	Research Methods and Analysis
REL 237	Introduction to Syro-Palestinian Archaeology
REL 385	Theory and Method in Religious Studies
RHET 210	Media and the Environment
RHET 261	Rhetorical Criticism
RHET 333	Political Communication
RHET 362	Media Framing
RHET 372	Metaphor and Communication
RHET 496	Seminar in Rhetoric and Media Studies
SPAN 331	Spanish Composition and Discussion
SPAN 497	Research and Discussion of Selected Topics in Literature
SOC 221	Gender Roles in Society
SOC 233	Sport and Society
THTR 218	Performance in the 20th Century
WR 132	Writing in the Disciplines
WR 134	Writing Across Cultures

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. The Center also offers a resource library and a computer classroom. Center staff provide workshops and special assistance for writing-centered courses. Professors in writing-centered classes, Writing Center faculty and staff will also assist students in the process of creating the required writing portfolio.

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 the formality of logic are essential tools for good decision-making in an uncertain world and are at the core of 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 a star (*) in the following list. Courses with the star designation are designed to expand students' quantitative boundaries and provide them with the necessary skills 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 discipline-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 designated by QA* and QA fulfill the Quantitative and Analytical Reasoning requirement:

CHEM 116 (QA)	Introductory Chemistry II
CS 231 (QA*)	Introduction to Programming
ISA 250 (QA*)	Statistics
ECON 230 (QA*)	Economic Statistics
ECON 452 (QA)	Introduction to Econometrics and Forecasting
ERTH 333 (QA)	Geographic Information Systems
MATH 130 (QA*)	Techniques of Math
MATH 139 (QA*)	Elements of Calculus
MATH 141 (QA*)	Calculus I
MATH 142 (QA*)	Calculus II
MATH 249 (QA*)	Multivariable Calculus
MATH 253 (QA)	Mathematics courses
<i>or higher</i>	
PHIL 140 (QA)	Symbolic Logic
PHYS 215 (QA)	Introductory Physics I
PHYS 236 (QA)	Introductory Physics II
PSYC 252 (QA)	Research Methods and Analysis I
PSYC 253 (QA*)	Research Methods and Analysis II

4. Study in a language other than English

There are three ways of satisfying the Language Requirement:

- 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 (an AP foreign language exam with a minimum score of 4 or a challenge 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 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.
- c. 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 fulfill Willamette's requirements).

5. Modes of Inquiry Courses

Courses in the Modes of Inquiry aim to provide breadth in a student's program of study and to prepare flexible and accomplished thinkers for tomorrow's challenges. Modes of Inquiry are not identified with individual academic departments; often they are shared across disciplines, or a single discipline may engage in several Modes of Inquiry to develop and apply knowledge. Students are required to complete work 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. 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. General Education clusters (see description of existing clusters on page 26) offer students the opportunity to explore diverse Modes of Inquiry in the context of a sustained thematic focus.

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 and lists of courses currently designated to fulfill each Mode.

a. Understanding the Natural World

Courses in this Mode 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 designated by NW currently fulfill the Understanding the Natural World requirement:

BIOL 110 (NW)	Principles of Biology
BIOL 210 (W; NW)	Biodiversity: Discovering Life (cluster course)
BIOL 221 (NW)	Microbes & Infectious Diseases (cluster course)
CHEM 110 (NW)	Chemical Concepts and Applications
CHEM 115 (NW)	Introductory Chemistry I
PHYS 210 (NW)	Astronomy
PHYS 215 (QA; NW)	Introductory Physics I
PHYS 236 (QA; NW)	Introductory Physics II

b. Creating in the Arts

Courses that satisfy 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 serendipitous opportunity/discovery;
- discover expression;
- exhibit or present their work publicly, at least within the classroom.

The following courses designated by CA currently fulfill the Creating in the Arts requirement:

ART 115 (CA)	The Language of Visual Art
ART 116 (CA)	Ways of Drawing
ART 117 (CA)	Exploring Visual Dimensions
*MUSC 030X-01 (CA)	Salem Chamber Orchestra
*MUSC 030X-02 (CA)	University Chamber Orchestra
*MUSC 031X (CA)	Jazz Ensemble
*MUSC 032X-01 (CA)	Chamber Winds
*MUSC 032X-02 (CA)	University Band
*MUSC 033X-01 (CA)	University Women's Choir
*MUSC 033X-02 (CA)	Male Ensemble Willamette
*MUSC 034X (CA)	Musical Theatre Workshop
*MUSC 036X (CA)	Chamber Music
*MUSC 037X (CA)	Willamette Singers

*MUSC 040X (CA)	Chamber Choir
MUSC 236 and 237 (CA)	Elementary Composition I and II
RHET 121 (CA)	Oral Interpretation: Prose
RHET 122 (CA)	Oral Interpretation: Poetry

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

c. Analyzing Arguments, Reasons, and Values

Courses that satisfy 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 designated by AR currently fulfill the Analyzing Arguments, Reasons, and Values requirement:

ANTH 351 (AR)	Indigenous Peoples, Human Rights, and the Environment (cluster course)
ENGL 336 (AR)	Visible Evidence: The History and Theory of Documentary Film
GENS 230 (AR)	Israel/Palestine: Rhetoric and Homeland
ISB 304 (AR)	Politics of Environmental Ethics (cluster course)
PHIL 110 (AR)	Philosophical Problems
POLI 118 (W; AR)	Colloquium: Privacy
POLI 303 (AR)	Topics in Political Theory: Death in Modern America (cluster course)
RHET 150 (AR)	Public Speaking
RHET 160 (AR)	Argumentation and Society
RHET 210 (W; AR; IT)	Media and the Environment (cluster course)
RHET 232 (AR)	Persuasion, Propaganda & Mass Media

d. Viewing Cultures Historically

Courses that satisfy 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 designated by CH currently fulfill the Viewing Cultures Historically requirement:

ANTH 331 (CH; US)	Native North American Cultures (cluster course)
ART 215 (IT; CH)	Monuments and Themes of Western Art History I: Prehistoric to Gothic
ART 216 (IT; CH)	Monuments and Themes of Western Art History II: 1300-1700
ART 217 (IT; CH)	Monuments and Themes of Western Art History III: 1750-1900
ENVR 326 (CH)	Environmental History (cluster course)
HIST 115 (CH)	Western Civilization to 1650
HIST 116 (CH)	Western Civilization since 1650
HIST 125 (CH)	Reconstruction
HIST 440 (CH)	History of Modern Socialism
ISB 350 (IT; CH)	Mesoamerican Civilizations (cluster course)
POLI 212 (CH)	History of Western Political Philosophy
REL 113 (CH)	Introduction to Hebrew Bible/Old Testament

e. Interpreting Texts

Courses that satisfy this requirement develop students' skills in analyzing and understanding representations of human experience. The texts being interpreted might be literary works, films, music compositions, rituals, performances, ethnographies, or other modes of cultural inscription. In studying cultural representations and the process of their interpretation, students in these courses should:

- consider various styles, genres, or forms of textual communication;
- study various interpretive strategies and problems;
- explore how texts embody cultural values;
- examine dynamic relations among author, reader, and text.

The following courses designated by IT currently fulfill the Interpreting Texts requirement:

ANTH 211 (IT)	Folklore
ART 213 (IT)	History of the Art of China
ART 215 (IT; CH)	Monuments and Themes of Western Art History I: Prehistoric to Gothic
ART 216 (IT; CH)	Monuments and Themes of Western Art History II: 1300-1700
ART 217 (IT; CH)	Monuments and Themes of Western Art History III: 1750-1900
CLAS 221 (IT)	Greek and Roman Lives
ENGL 253 (IT)	Diversity in American Literature
ENGL 319 (IT)	Literary Genre and Literary Interpretation
ENGL 321 (IT)	Controversies about Interpreting Literature

ENGL 325 (IT)	Controversies in Reading
FREN 314 (IT)	Introduction to French Literature
GENS 321 (IT)	The Idea of Europe
ISB 350 (IT; CH)	Mesoamerican Civilizations (cluster course)
MUSC 142 (IT)	Music and Mortality (cluster course)
POLI 213 (W; IT)	Writing Political Philosophy: Individuality and Community
REL 352 (IT)	Shamanism (cluster course)
RHET 210 (W; IT; AR)	Media and the Environment (cluster course)
RUSS 320 (IT)	Introduction to Russian

f. Understanding Society

Courses that satisfy 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 institutions, 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 designated by US currently fulfill the Understanding Society requirement:

ANTH 111 (US)	Essentials of Anthropology
ANTH 250 (US)	Controversies and Issues in Cultural Anthropology
ANTH 331 (US; CH)	Native North American Cultures (cluster course)
ECON 122 (US)	Principles of Microeconomics
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 354 (US)	Psychology of Women
RHET 355 (US)	Gender and Communication
SOC 340 (US)	Social Aspects of Dying, Death, and Bereavement (cluster course)

GENERAL EDUCATION CLUSTERS

Certain Mode of Inquiry courses have been developed as part of thematic clusters in order to take advantage of the interrelationships of knowledge in various fields of study. Faculty will highlight connections among the courses and programs and special events will support these themes. Clustered courses are open to all students, and students are not required to take all courses in a cluster. Three clusters are currently available:

Death Cluster: (US, NW, IT, AR)

The Death Cluster includes an array of 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. It 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 such as assisted suicide and perhaps insufficiently in others, such as the place of the automobile in modern life. Each of our courses is committed to placing one Mode of Inquiry in the foreground, while exploring the theme of death, to using and thinking as well about the strengths and weaknesses of the Mode. Some courses will also offer service-learning opportunities pertaining to mortality.

1. SOC 340 (US) Social Aspects of Dying, Death & Bereavement, Linda Heuser
2. BIOL 221 (NW) Microbes and Infectious Diseases, Sharon Rose
3. MUSC 142 (IT) Music and Mortality, Dan Rouslin
4. POLI 303 (AR) Topics in Political Theory: Death in Modern American, Sammy Basu

Environmental Cluster: (AR, IT, NW, CA, CH)

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 want to enroll in courses that are part of the Environmental Cluster. A number of these classes are designed to meet the expectations of the general education Modes of Inquiry.

In the spring, we offer a paired combination of RHET 210 Media and the Environment and BIOL 210 Biodiversity: Discovering Life that looks at scientific issues surrounding biodiversity as well as the way these same issues are covered in the popular media. Combined, these writing-centered courses satisfy Understanding the Natural World, Interpreting Texts, and Argument, Reason, and Values. Additional courses in Arguments, Reasons, and Values include ANTH 351 Indigenous Peoples, Human Rights, and the Environment and ISB 304 Politics of Environmental Ethics. Both courses explore the values that underlie the way that humans use and abuse the natural world. Classic and contemporary writing about environmental concerns is the focus of English 242W The Essay: Nature Writing. This course is designed as part of the Creating in the Arts Mode of Inquiry; students will discover their own voice in writing about nature. The historical evolution of environmental awareness is the focus of ENVR 326 Environmental History. SOC 222 Environment and Society is being developed as part of the Understanding Society Mode of Inquiry. Students will learn about the rise of the environmental movement and the various environmental issues that face us globally.

There are additional courses taught in Politics, Earth Science, Economics, Chemistry, Rhetoric, and Sociology that allow advanced study of environmental issues.

Beyond enrolling in these courses, students interested in the environment are invited to attend a series of lectures and participate in reading and discussion groups.

1. RHET 210 (W; AR; IT) Media and the Environment, Catherine Collins
2. BIOL 210 (W; NW) Biodiversity: Discovering Life, Susan Kephart
3. ISB 304 (AR) Politics of Environmental Ethics, Joe Bowersox
4. ENGL 242 (CA;W) The Essay: Nature Writing, Gerry Bowers (forthcoming)
5. ANTH 351 (AR) Indigenous Peoples, Human Rights, and the Environment, Rebecca Dobkins
6. ENVR 321 (CH) Environmental History, Gil LaFreniere

Indigenous Peoples and Cultures Cluster: (IT, CH, US, NW, AR)

The Indigenous Peoples and Cultures Cluster aims to provide students with an understanding of some of the world's indigenous peoples, and offers opportunities to study their diverse cultures, environments, histories, and political and social conditions. Through these courses, students will gain insight into the contemporary resurgence of indigenous peoples in both domestic and international realms, especially in the areas of the environment, human rights, cultural representation, artistic and religious expression, and self-determination.

1. ISB 350 (CH; IT) Mesoamerican Civilizations, Bob Dash
2. REL 352 (IT) Shamanism, Xijuan Zhou

3. ANTH 331 (CH; US) Native North American Cultures, Rebecca Dobkins
4. ANTH 351 (AR) Indigenous Peoples, Human Rights, and the Environment, Rebecca Dobkins
5. BIOL 210 (W; NW) Biodiversity: Discovering Life, Susan Kephart
6. SPAN (IT) Indigenous Literature in Latin America, Bertin Ortega (forthcoming)

A fourth cluster focused on Chicago, will be developed during the 1998-99 academic year.

ACADEMIC POLICIES AND PROCEDURES

Academic Advising

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

The student and the academic advisor, in mutual consultation and agreement, devise an academic program that meets the student's interests and needs and the University's requirements. While the student is ultimately responsible for ensuring that all graduation requirements are met, the academic advisor stands ready to lend assistance, offer information, and check programs.

The student and the academic advisor, meeting together at least once every semester, plan both the immediate semester program and the total four-year program with the major aim of building a coherent liberal arts experience. The academic advising function is an important part of the responsibility of every full-time faculty member of the College of Liberal Arts and one which faculty members take very seriously. The student-advisor relationship, tailored to meet the needs of each student, is thus a central part of the student's academic life.

Because most entering freshmen do not know what their major will be, and are not expected to, the student and the advisor will usually plan 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 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.

At the point of declaring majors — required before a student reaches junior standing — students choose an advisor in the major field and together with that advisor plan the remaining two years to meet major requirements and to 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 school and the world of work.

Students seeking the Bachelor of Music degree are strongly advised upon entrance to make immediate contact with the Department of Music in order to enter into a more intensive advising process. Any student interested in a combined degree program (see p. 40) 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 effectively 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 personnel of the Counseling Center and Career Services.

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 grade point average; or 2) grade point average 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 grade point average of 3.75 or better with no fewer than 3 credits of graded coursework. The Honors List is widely published and a notation of this achievement is made on the student's transcript.

Phi Beta Kappa

Students earning a minimum of 3.5 in their senior year or 3.75 in their junior year may be considered for membership in the Delta of Oregon Willamette Chapter of Phi Beta Kappa, a national honorary society founded in 1776. Membership in Phi Beta Kappa is by invitation of the chapter and is based on academic achievement, good character, and the breadth and depth of the liberal arts program of the student.

Registration

Students whose applications for admission have been accepted register on the dates designated in the catalog (see Calendar, p. 312). A late registration fee of \$10 for the first day and \$2 for each class day thereafter is charged students who do not complete registration (including initial fee payment) by 4 p.m. on the last regular registration day.

In the second half of each semester, Advanced Course Selection is held for returning students. Academic advising takes place in the two weeks prior to the Advanced Course Selection, and students then make their course selections for the following semester.

Registration Changes

Students who wish to make changes in their course schedules after the registration or pre-registration period may do so by completing an Enrollment Change 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 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.

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.

1. The maximum length of a final examination is three hours. Faculty members may schedule shorter examinations if they wish.
2. 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.
3. 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.
4. 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.
5. 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.
6. Faculty members are to make separate arrangements with each student to administer final examinations in courses not covered in the published schedule.
7. 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.

Class Attendance Policy

Class attendance is subject to the following guidelines:

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

Grading Policy

1. 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.
2. The grade of AUD (audit) is used when a student chooses to take a course for no credit.
3. 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.
4. The grade of I will stand for Incomplete. This grade can be given only in cases of illness or for certain other exigencies verified by 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 then be retained as the final grade.
5. 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.
6. 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.
7. 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 then be retained as the final grade.

8. 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 either the student or the instructor, will be the tenth Friday of the semester for full semester and second half semester courses and the fifth Friday of the semester for first half semester courses. Withdrawal after these dates will be possible only if the student successfully petitions the Academic Status Committee. A student is required to attend class until he/she is officially dropped. Forms for withdrawal may be secured from the Registrar's Office. If a student fails to withdraw officially, the grade in any course which he or she discontinues becomes an "F."

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 g.p.a.

After signing up for courses in the regular manner, students desiring to take a course Credit/No Credit 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 a CR or an NC in the appropriate cases.

Retaking Courses

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

Policy on Academic Achievement

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

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

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

Academic Progress Information

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

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

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:

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

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

Academic Dismissal

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

Plagiarism and Cheating Policy

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

Examples of plagiarism and cheating, and penalties associated with them, shall appear in the Student Selected Policies Handbook. 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 exam to failure in the course. A faculty member also may suggest that the Dean of the College of Liberal Arts initiate further action.

I. Initial Determination and Penalty

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

1. Immediately meet with the student(s) involved, provide evidence of cheating or plagiarism, discuss the matter, determine whether an infraction has occurred, and decide on a penalty. If the faculty member suspects plagiarism or cheating during a final exam period, and timely resolution is not possible, the professor shall assign the student(s) involved a grade of "T" and provide the student(s) with a written explanation. The faculty member shall meet with the student(s) no later than the first week of classes the following semester to complete the steps outlined above.
2. Within five working days (excluding holidays) of meeting with the student or students, place in a confidential file with the Dean of the College of Liberal Arts a form that details the incident, provides documentation, and indicates the penalty.

Upon receiving the form the Dean of the College of Liberal Arts:

1. 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.
2. 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.
3. Shall, after allowing time for an appeal, determine if there have been multiple 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.

II. Student Right to Appeal Initial Determination and Penalty

A student has the right to appeal the finding of plagiarism or cheating, or the severity of the penalty imposed by the faculty member, to the Academic

Status Committee within five working days of the date on which a copy of the form was delivered by the Dean to the student.

III. 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.

Transcripts

One official transcript or record will be issued without charge by the Registrar. Subsequent requests require a fee of \$4 for each transcript unless more than one is ordered at a time, in which case a charge of \$2 for each additional transcript will be made. All requests must be confirmed in writing by the student.

Course Listings and Numbering

The faculty reserves the right to add and delete courses, to make changes in course content, and to make other curricular changes at any time.

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

- 001-019 Courses which receive no college credit.
- 020X-099X Exercise science, forensics, Model United Nations and music activities courses. No extra fees charged if addition of one of these courses constitutes an overload. *Note also that credit may 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.

The following letters are in parenthesis after the course number indicating the general education requirement fulfilled by the course.

- W Writing-centered designation
 AR Analyzing Arguments, Reasons, and Values general education designation
 CA Creating in the Arts general education designation
 CH Viewing Cultures Historically general education designation
 IT Interpreting Texts general education designation
 NW Understanding the Natural World general education designation
 US Understanding Society general education designation
 QA Quantitative and Analytical Reasoning Designation

Academic Petitions

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

Nature of Petition	Destination
Departmental and major requirements	Department or program chair
General education requirements	Associate Dean
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 Program requirements, completion of the senior year experience, cumulative grade point average of 2.00 in work taken at Willamette, in the major, and to satisfy the General Education Program. The completion of departmental requirements may be modified or waived by the departments themselves, but not by the Academic Status Committee.

PROGRAMS OF SPECIAL INTEREST

INTERDISCIPLINARY FRESHMAN PROGRAM

World Views Seminar — Required of all entering freshmen, this course explores the constitution of a world view. By examining other time periods or cultures, we gain insight into our own world view. In its first four years, World Views examined Victorian England; in its second, Latin America. In the current four-year segment we are studying the Middle East, with emphasis on the political, religious, and cultural factors that shape our understanding of Middle Eastern society and, ultimately, of our own views. Beginning Fall 1999, World Views will explore Ancient Greece. Taught in seminar form by faculty from diverse backgrounds, including humanities, literature, fine arts, natural science and social science, this course emphasizes critical reading, thinking, and writing.

SENIOR YEAR STUDIES

Cognizant that academic experiences for seniors which integrate and apply four years of study are equal in importance to the general education needs of freshmen, the College has developed a number of interdisciplinary senior seminars in recent years and expanded internship and other off-campus study opportunities for seniors. Seminars have been offered recently on issues such as energy, world food problems, American minorities, and human adaptation to change. Interdisciplinary senior seminars in the humanities focusing on a single major text are offered each semester (see below). Included among the graduation requirements is a Senior Year Experience of at least .5 credit designed by individual departments. Typical Senior Year Experiences are seminars, tutorials, professional internships, independent study and major research projects.

CENTER FOR THE STUDY OF THE HUMANITIES

The Willamette Humanities Center aims to provide support for scholarship, learning, and intellectual growth among students and faculty in the humanities. The humanities include but are not limited to, language (both modern and classical), literature, history, philosophy, comparative religion, ethics, and theory of the arts. The Humanities Center promotes study in the humanities by sponsoring visiting scholars, faculty research, lectures, faculty and student reading groups, and interdisciplinary, senior-year courses in the humanities.

The Humanities Senior Seminar provides seniors majoring in the humanities the opportunity to synthesize their liberal arts experiences. Each seminar intensively focuses on a single significant work in the humanities or literature. Recent seminars have focused on texts such as *The Sound and the Fury* by William Faulkner, *My Antonia* by Willa Cather, *Capital* by Karl Marx and *Being and Time* by Martin Heidegger. The four seminars for academic year 1998-99 include W.E.B. DuBois's *Black Reconstruction in America, 1860-1880*, Alain

Resnais's *Last Year at Marienbad*, the poetry of John Keats, and *The Parthenon* by Iktinos, Kallikrates, and Pheidias. A visiting scholar enhances each seminar.

COMBINED DEGREE PROGRAMS

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

Management

The Willamette University College of Liberal Arts and Atkinson Graduate School of Management offer a combined degree program (B.A./M.M.) which allows eligible Willamette University College of Liberal Arts students to complete the Bachelor of Arts and Master of Management degrees in five years. The B.A./M.M. program gives students the opportunity to pursue their interest in business, government or 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.M. program are enrolled in the College of Liberal Arts during their first three years of study at Willamette University, completing at least 24 credits and most courses required for their major. CLA students who transferred to Willamette University are required to complete at least 15 credits at the Willamette University College of Liberal Arts and most courses required for their major. The specific courses and number of CLA credits a student needs to complete in the major during the first three years are determined by the student's CLA major department.

During the fourth year of study, B.A./M.M. students complete their Senior Year Experience courses at the College of Liberal Arts and at least eight (8) of the ten (10) core curriculum courses of the M.M. degree. At the end of the fourth year of study, B.A./M.M. 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.M. students complete the elective component of the M.M. degree and any remaining M.M. core courses and co-curricular requirements. At the end of the fifth year, B.A./M.M. students who have met all graduation requirements for the M.M. program are awarded the Master of Management degree.

Application for admission to the Atkinson School M.M. segment of the B.A./M.M. should be completed by March 31 of the junior year. Students from all CLA major programs may apply for admission to the B.A./M.M. program. A major or minor in economics is recommended, but not required.

The application process includes submission of the Atkinson Graduate School Application for Admission, official transcripts of all college course work, official GMAT or GRE scores, two letters of reference, the written consent of the CLA department or program concerned, and a personal statement of experience

and goals. At the discretion of the Atkinson Graduate School, the application process may also include an interview and/or additional supporting documents.

Applications are considered on an individual basis. Generally, a student will be considered for admission if he or she: (1) has the written consent of the undergraduate department or program; (2) has maintained normal progress during the first five semesters of undergraduate residence and shows evidence of the ability to maintain a 3.0 grade point average; (3) has performed at an acceptable level on the GMAT or GRE exam; (4) has demonstrated effective communication abilities in writing and speaking; (5) has, or will obtain, sufficient background in mathematics to succeed in courses required for the M.M. degree (normally up to, and often including, the first course in calculus); (6) has completed introductory courses in economics, political science, and either psychology or sociology; and (7) completes the application process of the Atkinson Graduate School.

The Master of Management degree of the B.A./M.M. program is the only degree in the United States accredited by the two most prestigious organizations evaluating management education: AACSB — The International Association for Management Education, and NASPAA — The National Association of Schools of Public Affairs and Administration. Admission to the B.A./M.M. 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, N.Y.; the University of Southern California, Calif.; and Washington University, Mo., whereby a student may receive both a Bachelor of Arts from Willamette and a Bachelor of Science from the participating engineering school.

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

Another arrangement is possible with the engineering school of Columbia University on a four-two basis. Under this plan a student completes the Bachelor of Arts with a major in chemistry, physics, or mathematics at Willamette University before taking the two years of engineering work. The student then receives either a Bachelor of Science in engineering or a Master of Science from Columbia University. These plans are available only in certain fields of engineering. Information concerning the engineering program may be obtained by consulting Dr. Roberta Bigelow of the Physics Department.

Computer Science

This degree program is designed to provide a Bachelor of Arts from Willamette University and a Master's Degree in Computer Science from the Oregon Graduate Institute or the University of Oregon. The student spends the first three years of the program at Willamette completing 24 credits and an approved major program together with liberal arts requirements for graduation. The next two years are spent at the Oregon Graduate Institute or the University of Oregon. Seven credits are transferred to Willamette to fulfill the undergraduate requirements. Upon completion of the requirements for the Master's degree, both the undergraduate and graduate degrees are awarded.

Students take a substantial part of their computer science and mathematics work at Willamette. They complete the required Computer Science courses at the Oregon Graduate Institute or the University of Oregon. This program enables students to earn a master's degree in computer science in the shortest possible time. It requires early dedication and planning toward a computer science career. For information, contact Dr. James R. Levenick, Computer Science Chair.

Forestry

Willamette University has an agreement with Duke University School of Forestry in Durham, N.C., 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.

College of Law Dual Admission Program

Willamette University recognizes that some of its undergraduate applicants are considering a career in law and are preparing for postgraduate study at a law school. To assist these individuals in meeting their needs, the faculties of the College of Law and the College of Liberal Arts have adopted a special program for qualified undergraduate applicants.

Selected students, upon acceptance to the College of Liberal Arts, automatically are offered admission to the College of Law for the year following their graduation from Willamette's College of Liberal Arts. The students must matriculate at and graduate from Willamette's College of Liberal Arts, maintaining a minimum cumulative grade point average of 3.3.

To be considered for the Dual Admission Program, students must have expressed an interest in pre-law on their applications for undergraduate admis-

sion, demonstrated high academic achievement and potential as evidenced by high school transcripts and recommendations, and scored a minimum of a combined 1300 on the SAT-I or 29 Composite on the ACT. Notification of admission to this special program will be included with the regular notices of admission sent to applicants by the undergraduate Office of Admission.

OFF-CAMPUS STUDY

Off-campus study 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.

Foreign Study

Willamette’s semester or academic year foreign study programs are located in England, Wales, Sweden, Germany, France, Spain, Ukraine (Crimea), Ecuador, Chile, Australia, Japan, and China. Short term programs are available in Italy, Greece, and Cuba. Students may also study at other accredited institutions in any country of the world and receive transfer credit with appropriate approvals.

Willamette 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. through the director of the International Education Office (IEO). 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. Whether or not the courses taken abroad fulfill a Willamette *major* requirement is determined by the particular WU department involved (forms to obtain this approval are available in the IEO). WU programs often 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/Off Campus Studies 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 term at WU, since program costs are based upon WU tuition/fees, room, and board. Students must provide for their costs of transportation except in the case of year-long programs (currently including Ecuador, Chile, Wales, England/Keele, Sweden, and Germany).

Students must participate in pre-departure orientation sessions and are encouraged to participate in reentry sessions upon their return to campus.

Willamette Endorsed Programs

Endorsed programs are those for which a WU student may use Pell and Stafford loans as well as some forms of State aid (please check with the Financial Aid Office for specific requirements), but not WU assistance. Credits received are recorded as generic transfer credit without grades. Major requirements may be met upon receiving appropriate approvals.

WU has currently endorsed the following programs: School for International Training programs in Africa, India, and outside of Ecuador and Chile in Latin America, School for Field Studies programs in Kenya and Mexico, Leeds University, Bristol University, University College of Galway (Ireland), Newcastle University (Australia), Kansai Gaidai (Japan), Butler University programs in New Zealand and Ireland, Beaver College Peace and Conflict Studies Program, Antioch College program in Namibia, Rhodes University (South Africa), the University of Cape Town (South Africa), Council for International Exchange Programs (Asia, Africa, and Latin America).

Non-Willamette, non-endorsed 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 intending to study abroad should consult with their academic advisors and the foreign study advisor at the earliest convenient time in order to prepare adequately for the experience. For further information on foreign study, please visit the International Education Office in 155 Smullin Hall.

For the academic years of 1998-99 and 1999-2000, the following **Willamette programs** will be available (most language programs require that a student have completed 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 James Cook University in Townsville in any fields. Because of the location of the University on the Great Barrier Reef, preference is given to students in natural and environmental sciences (spring semester).

Chile: Exchange study at the University de los Lagos in Osorno in Latin American Studies, Spanish, and other fields as language proficiency permits. Study may be from March to July or July to December. Approval for full academic year placements is possible for qualified applicants.

China: Study in the Oregon State System of Higher Education (OSSHE) Beijing Program or at East China Normal University or Anhui University (either semester or academic year) in Chinese Studies.

Cuba: Study in the WU/CCCS/University of Habana Program for post and inter sessions (3 weeks).

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 excursions to the Galapagos Islands and Amazon Basin. Spring program is an exchange intended for very advanced students of Spanish only 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.

Study at the American Heritage Association 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 European Studies (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 may take courses at the Sorbonne.

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 the Institute for European Studies for either the fall or spring semester.

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

Spain: Study for the fall or spring 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 through the American Heritage Association 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 Linköping 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 Simferopol State University in the Crimea for the spring semester.

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

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 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 semesters.

Exchange placements are available in more than 100 universities in more than 30 countries, including Korea, Thailand, Costa Rica, Mexico, Canada, Finland, Tanzania, and Kenya through the International Student Exchange Program (ISEP).

INTERNSHIPS

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

Interns are regularly placed with agencies of the Oregon state government and the Salem city government; the Oregon State Legislature; and in such facilities as the Oregon School for the Blind, the Oregon State Hospital, and the Salem public schools. Majors in economics, sociology, and psychology most frequently undertake internships. Moreover, politics, rhetoric and media studies majors often intern with local radio and television stations, English majors interested in journalism with the local newspaper, exercise science majors with parks and recreation programs, and others in a variety of settings. In short, most students who seek an intern experience can find a suitable one within the curriculum.

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

1. Insight Internship

Open to second semester freshmen and sophomores, the insight internship provides students with the opportunity to acquaint themselves with fields of career interest. Insight interns work in an office, agency, or institution, and earn .50 credit.

2. Major Program Internship

Major program internships are open to juniors and seniors, and are designed to widen the students' knowledge of their major fields by working in offices, agencies, and institutions related to the major. Students earn 1 to 2 credits, depending on the time spent at the internship site.

3. Professional Internship

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

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

JULIE CARSON UNDERGRADUATE RESEARCH GRANTS

Willamette University offers research grants on a competitive basis to interested and deserving undergraduates who wish to pursue specific topics beyond those generally encountered in the regular course offerings. These research projects, which may be scholarly, creative or professional in nature, can be pursued as independent study or in collaboration with faculty research. They are intended to help prepare students for graduate and professional study. In recent years, projects have included developing a community health program in rural Mexico, adapting a novel for a screenplay, isolating and identifying metabolites, creating a body of creative nonfiction, comparing the consequences of conventional and sustainable agricultural methods, composing a suite for elementary band, and exploring the Willamette University Japanese-American experience resulting from Executive Order 9066 (Japanese internment in World War II), among others. Carson Research 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 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 in the Undergraduate Research Grant Handbook, which is available in the Office of Academic Grants and Awards and the College of Liberal Arts Dean's Office, as well as on line at: http://www.willamette.edu/dept/grants/carson_home.htm.

1. 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.)
2. Awards will only be given to Willamette students who are sponsored by a Willamette University faculty member or by a faculty member or professional at some other approved institution. The sponsor must endorse the student proposal and complete the Research Grant recommendation form.
3. Grants are most likely to be awarded for proposals that meet the following criteria: a) the applicant has the necessary ability and academic background to carry out the project; b) the project is sufficiently significant so that carrying it out will enhance the student's intellectual development; c) the project is well-conceived, well-planned, and likely to be completed within the period of the grant; d) the project should lead to a scholarly report or other product (e.g., an article, paper, performance, exhibit, etc.); e) the project is not part of coursework carrying academic credit or otherwise required for graduation; f) the faculty or professional sponsor has an appropriate role in the student's carrying out the project, and has the necessary training and knowledge to supervise the student.
4. The maximum amount awarded is \$2,500 to cover stipend, supplies, travel expenses, per diem, or expenses related to attending conventions, festivals, etc. Expenses relating to coursework will not be funded.
5. 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 Academic Grants and Awards within 30 days of completion of the project.

6. Proposals should be submitted to the Office of Academic Grants and Awards (Waller Hall, third floor). The deadline for submission of proposals and the sponsor's recommendation is typically February 20. (Announcement of awards is 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 in the fall semester of each year. Information sessions, led by past grant recipients and project sponsors, are designed to explain the research program, answer questions, and encourage participation in the Carson Research Grant Program. Questions about the Undergraduate Research Program should be directed to the Office of Academic Grants and Awards, where a file of all past successful grant applications is available for review.

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, 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, 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 in the Office of Academic Grants and Awards, Waller Hall 3rd floor. 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.

1. 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.
2. 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.
3. The maximum amount awarded is \$3,000 stipend, university housing, and board.
4. Proposals should be submitted to the Office of Academic Grants and Awards Waller Hall 3rd floor. 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 where the scholars act as role-models to elementary school girls to encourage 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.

GRADUATE / PROFESSIONAL STUDY OPPORTUNITIES

ATKINSON GRADUATE SCHOOL OF MANAGEMENT

The George H. Atkinson Graduate School of Management is a professional school; its purpose is to prepare students for careers in business, government,

and the not-for-profit sector. It shares with the College of Liberal Arts the recognition that the best preparation for any career is the ability to think critically and to develop an understanding of the world around us.

The Atkinson Graduate School's curriculum offers a well-rounded program producing managers who know how to get things done; who recognize the importance of understanding other segments of society; and who are adaptive and innovative. The two-year Master of Management program is one of a very few in the nation providing management education for public and private sectors, and is the first and only program in the United States to achieve accreditation from the two most prestigious organizations evaluating management education: AACSB — The International Association for Management Education and NASPAA — The National Association of Schools of Public Affairs and Administration.

Recognizing that a core of basic skills is essential for effective management, the Atkinson Graduate School has a highly integrated system of required first-year courses in economics, organizational behavior, government, human resources, quantitative methods, finance, accounting, management information technology and marketing. Core courses provide students with analytic tools, skills, and concepts that are applicable in any management environment.

Throughout the program, emphasis is placed on developing problem-solving capabilities, including opportunities to apply theory to "real-world" situations. Most students undertake paid internships during the summer between the first and second years, providing a hands-on opportunity to apply newly developed tools, skills, and concepts.

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

Although Willamette University does not offer undergraduate degrees in business or public administration, the Atkinson Graduate School cooperates with the College of Liberal Arts in offering a combined B.A./M.M. degree program in Liberal Arts and Management (see p. 40). Additional information can be obtained by writing directly to the Office of Admission, Atkinson Graduate School of Management, Willamette University, Salem, Oregon 97301.

CENTER FOR DISPUTE RESOLUTION

As an alternative to litigation, a negotiated or mediated decision often provides a more humane and less costly solution to many issues previously decided through the courts. The Center for Dispute Resolution of the Willamette College of Law provides one of the few programs in the country to focus on dispute resolution as an alternate means for resolving conflicts. While some of the coursework offered by the Center is required for students at the College of

Law, much of it is elective. The Center also offers a certificate program for students interested exclusively in dispute resolution. The certification program can be completed in one year of full-time study. Eighteen hours must be completed to earn the certificate, including 13 hours in core courses and five in advanced electives. For specific information about admission, curriculum, and other requirements, interested students should contact the Center for Dispute Resolution, College of Law, Willamette University, Salem, OR 97301. A limited number of non-law 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.

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 Economics offers Business Law (ECON 338). The Department of Psychology offers Psychology and Public Policy (PSYC 443). 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 chapter of Phi Alpha Delta through which students examine different facets of the law, meet with current law students, and invite guest speakers to the campus to discuss legal developments. The Pre-Law Advisor, Professor Bowersox has available pre-law materials (explaining admission standards at various law schools), and information about the Law School Admission Test (LSAT).

Willamette University recognizes that some of its undergraduate applicants are considering a career in law and are preparing for postgraduate study at a law school. To assist these individuals in meeting their needs, the faculties of the College of Law and the College of Liberal Arts have adopted a special program for qualified undergraduate applicants.

Selected students, upon acceptance to the College of Liberal Arts, automatically are offered admission to the College of Law for the year following their graduation from Willamette's College of Liberal Arts. The students must matriculate at and graduate from Willamette's College of Liberal Arts, maintaining a minimum cumulative grade point average of 3.3.

To be considered for the Dual Admission program, students must have expressed an interest in pre-law on their applications for undergraduate admission, demonstrated high academic achievement and potential as evidenced by high school transcripts and recommendations, and scored a minimum of a combined 1300 on the SAT-I or 29 Composite on the ACT. Notification of admission to this special program will be included with the regular notices of admission sent to applicants by the undergraduate Office of Admission.

Additional information can be obtained by visiting or writing directly to the Office of Admission, College of Law, Willamette University, Salem, Oregon 97301 or through its website, <http://www.willamette.edu/wucl/>.

SCHOOL OF EDUCATION

The Willamette University School of Education is a professional school which offers a 10-month Master of Arts in Teaching (M.A.T.) degree. The primary goal of this program is to develop students into broadly knowledgeable educators, as opposed to specialists — students who will understand how children develop, how learning takes place, the basis for effective classroom structure and management, and how growth and progress take place in the educational system. The second goal is to produce teachers with subject specific or grade level specific skills. Finally, the School of Education hopes to develop educational leaders, individuals who will make a difference in the lives of their individual students and the educational system as a whole.

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, beginning on page 103 for a full description of the undergraduate and graduate options.

For specific information about admission to the School of Education, interested students should contact the Office of Admission, Willamette University, Salem, Oregon 97301, call (503) 370-6303, e-mail: mat-admission@willamette.edu, or visit the website, <http://www.willamette.edu/mat/>.

ACADEMIC GRANTS AND AWARDS

The Office of 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 serves the CLA Undergraduate Grants and Awards committee, which administers the Carson Undergraduate Research Grants (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. For more information please feel free to visit the website, http://www.willamette.edu/dept/grants/Office_of_Academic_Grants_.htm.

NON-WILLAMETTE GRADUATE 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 sections of the nation. It is also quite common for Willamette graduates to embark on business careers without additional formal academic work. The Willamette liberal arts program prepares students well for either eventuality.

The most popular major for careers in public or private management is Economics. It is possible to tailor sequences of Economics courses to individual needs and objectives. In addition to majors 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.

Dentistry

A student planning to enter dental school will follow essentially the same program outlined under Medicine.

General Graduate Study

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

A study of undergraduate origins for Ph.D.s, which compared Willamette with approximately 1,000 other 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 (economics, the sciences, the arts, politics of third world countries, etc.) is the best preparation. Excellent writing and speaking abilities and analytic and research skills are crucial. Students are also strongly encouraged to take advantage of 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 (p.52).

Medical Technology

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

Medicine

A student planning on admission to medical school should consult Professor Chapple of the Chemistry Department, the pre-medical advisor, and admission requirements of the medical schools of his/her choice. The following are suggested as minimum preparation for admission to most medical schools: two courses in Biology, preferably Biological Diversity: Form, Function & Evolution (BIOL 125) and Cell Biology and Genetics (BIOL 130). Additional recommended courses in Biology include Microbiology (BIOL 250), Animal Physiology (BIOL

351), and Embryology (BIOL 446). Four credits in chemistry are required including CHEM 115 and 116, (Introductory Chemistry I and II) and CHEM 271 and 272 (Organic Chemistry I and II). CHEM 351 (Biochemistry) is also highly recommended. Two credits in mathematics and two credits in physics are also to be completed. Some medical schools, including Oregon Health Sciences University, have English, Humanities, and Social Science requirements.

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.

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 Chapple of the Department of Chemistry.

Physical Therapy

Specific courses to satisfy requirements for entrance into a physical therapy program vary. An Exercise Science or Biology Department faculty member or Professor Chapple of the Department of Chemistry should be consulted for further information.

Social Service and the Helping Professions

Students interested in a career in social work should plan to complete a program of graduate training. The 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.

Veterinary Medicine

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

SECTION II

MAJOR AND MINOR
PROGRAMS

COURSE DESCRIPTIONS

AMERICAN STUDIES

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 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 American Cultural Perspectives (1)
- 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)
- 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)
- AMST 496 Senior Seminar in American Studies (1)

COURSE DESCRIPTIONS

AMST 250 American Cultural Perspectives (1)

This is the beginning course of the American Studies major but is 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. *Spring*. Strelow

AMST 496 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. *On demand.* Staff

FACULTY

AMERICAN STUDIES STEERING COMMITTEE:

Michael Strelow, Professor, English, Chair

Ellen Eisenberg, Associate Professor, History

Roger Hull, Professor, Art

ART

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, and 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 Art Department 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 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, art studio courses focus on visual perception and articulation, conceptual and practical problem-solving, 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/Monuments). In many of these courses, the University's art collections provide special opportunities both for class research projects 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 housing the College of Music, the building has been completely renovated for use by the Art Department. The building includes studios for ceramics, drawing and design, jewelry, painting, printmaking, and sculpture; an art history seminar room; a student gallery on the top floor; a student lounge; and faculty and administrative offices. Being planned during 1998-1999 is a new computer studio. The photography studio is 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 is the Hallie Ford Museum of Art, one block from the Art Building. The museum enriches both the art history and art studio 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.

REQUIREMENTS FOR THE ART MAJOR

A student majoring in Art elects one of two possible areas of concentration within the Art program: Art Studio or Art History. All students complete a minimum of 8.5 credits in Art; in addition, Art History majors complete a course outside the department that adopts a non-art historical approach to the study of material culture.

Art Studio

One course from the following: (1)

- ART 112 Color and Composition
- ART 113 Fundamentals of Design
- ART 115 (CA) The Language of Visual Art
- ART 116 (CA) Ways of Drawing

- One course from the following: (.5)
- ART 131 Etching I
- ART 242 Woodcuts and Collagraphs
- ART 243 Monoprinting
- ART 114 Structural Design (1)
- ART 215 (IT; CH) Monuments and Themes of Western Art History I:
Prehistoric to Gothic OR
- ART 216 (IT; CH) Monuments and Themes of Western Art History II:
1300-1750 (1)
- ART 232 Black and White Photography I (.5)
- ART 235 Painting OR
- ART 236 Contemporary Painting Techniques and Concepts (.5)
- ART 240 Life Drawing OR
- ART 241 Figure Drawing (.5)
- ART 245 Ceramics I OR
- ART 250 Sculpture (.5)
- ART 357 Twentieth Century Art (1)
- ART 381 Advanced Media and Design (.5)
- ART 496 Senior Seminar and Thesis (.5)
- One additional credit in Art Studio* (1)
- *ART 112, 113, 115, and 116 may not be used as electives

Art History

Take one of the following combinations (4)

Combination 1: Three courses from List A, one from List B-2, OR

Combination 2: Two courses from List A, one from List B-1, one from List B-2

Art History List A

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

Art History List B-1

- ART 213 (IT) History of the Art of China
- ART 214 Art and Culture of Japan

Art History List B-2

- ANTH 241 Anthropology of Art
- ISA 211 Human Creativity: The Fine Arts
- ISB 332 Mysticism and Creativity
- ISB 421 Studies in Florence
- ISB 422 Modern Arts Seminar
- PHIL 343 Philosophy and the Arts

REL 237 Introduction to Syro-Palestinian Archaeology

REL 337 Archaeological Methodology

Three credits in Art History at the 300-level (3)
 at least one of these in Ancient and Medieval Art, and at least one in
 Renaissance, Modern, or American Art.

One credit in Studio Art, from the following: (1)

ART 131 Etching I (.5)

ART 232 Black and White Photography (.5)

ART 235 Painting (.5)

ART 236 Contemporary Painting Techniques and Concepts (.5)

ART 240 Life Drawing (.5)

ART 241 Figure Drawing (.5)

ART 242 Woodcuts and Collagraphs (.5)

ART 245 Ceramics I (.5)

ART 250 Sculpture I (.5)

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

ART 496 Senior Seminar and Thesis (.5)

REQUIREMENTS FOR THE ART MINOR

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

Minimum of two introductory Art courses chosen from the following (2)

ART 112 Color and Composition

ART 113 Fundamentals of Design

ART 114 Structural Design

ART 115 (CA) The Language of Visual Art

ART 116 (CA) Ways of Drawing

ART 117 (CA) Exploring Visual Dimensions

ART 213 (IT) History of the Art of China

ART 214 Art and Culture of Japan

ART 215 (IT; CH) Monuments and Themes of Western Art History I:
 Prehistoric to Gothic

ART 216 (IT; CH) Monuments and Themes of Western Art History II:
 1300-1750

Three additional credits in Art at the 200 or 300 level (3)

Independent Projects/Study courses in Art will not apply to the minor,
 but may be taken in addition to the required six credits.

One credit outside the Department chosen from the following (1)

ISA 211 Human Creativity: The Fine Arts

ISB 332 (W) Mysticism & Creativity

ISB 422 Modern Arts Seminar

MUSC 112 Introduction to Music Literature

PHIL 343 Philosophy & The Arts

THTR 110 The Theatre: A Contemporary Introduction

THTR 355 Fundamentals of Scene Design

FACULTY

Roger P. Hull, Professor of Art History, Chair

Robert H. Hess, Professor of Art

Mary Ann Johns, Professor of Art

Ann M. Nicgorski, Assistant Professor of Art History

James B. Thompson, Professor of Art

COURSE DESCRIPTIONS

Art Studio

ART 112 Color and Composition (1)

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

ART 113 Fundamentals of Design (1)

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

ART 114 Structural Design (1)

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

ART 115 (CA) The Language of Visual Art (1)

Lectures and creative work in the theoretical and practical use of the basic principles underlying the language 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. For freshman only. *Fall*. Hess

ART 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 & lectures. Creating in the Arts. *Fall*. Thompson

ART 117 (CA) Exploring Visual Dimensions (1)

Realistic and abstract imagery will be explored through painting materials on a variety of surfaces. Demonstrations, lectures and discussions will be utilized. Creating in the Arts. *Fall*. Johns

ART 131 Etching I (.5)

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 years, fall.* Thompson

ART 231 Etching II (.5)

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 years, spring.* Thompson

ART 232 Black and White Photography I (.5)

Technical and visual aspects of shooting and developing black and white film will be pursued. Darkroom printing will address technique and composition. Periodic student presentations and critiques of work will occur. Prerequisites: ART 112, 113 or 116, and consent of instructor. A 35mm SLR camera with a 50mm lens is required. *Every semester.* Johns

ART 233 Black and White Photography II (.5)

Technical and visual aspects of shooting, developing, and printing black and white film will continue to be pursued. Emphasis will be on experimentation with altered images that may occur in both shooting and printing. Infrared and Technical Pan films will be explored. Experimentation with printing techniques will be with contact, photograms, altered images by collage, drawing on negatives, sandwiching negatives, and toning. Prerequisites: ART 232 and/or consent of instructor. *Alternate years, spring.* Johns

ART 235 Painting (.5)

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

ART 236 Contemporary Painting Techniques and Concepts (.5)

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

ART 238 Mixed-Media (.5)

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

ART 240 Life Drawing (.5)

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: Art 116. *Fall*. Thompson

ART 241 Figure Drawing (.5)

Lectures and creative work in drawing from the human figure for beginning students. Various media: charcoal, ink, pastel, oil. Recommended prerequisite: ART 113, 116 or 240. *Every semester*. Hess

ART 242 Woodcuts and Collagraphs (.5)

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 years, fall*. Thompson

ART 243 Monoprinting (.5)

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 years, spring*. Thompson

ART 245 Ceramics I (.5)

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

ART 246 Ceramics II (.5)

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

ART 248 Contemporary Drawing Techniques and Concepts (.5)

A series of studio problems using systems of design, composition, and techniques that study current problems in contemporary drawing. *Fall*. Thompson

ART 250 Sculpture I (.5)

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

ART 251 Sculpture II (.5)

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

ART 253 Beginning Jewelry-Metalsmithing (.5)

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

ART 255 Sight and Insight: A Studio Approach to Art History (.5)

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

ART 360-371 Independent Projects (.5)

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

ART 381 Advanced Media and Design (.5)

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

ART 496 Senior Seminar and Thesis (.5)

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**ART 213 (IT) History of the Art of China (1)**

The course is intended to introduce the major monuments and themes of Asian art. It covers the period from approximately 6,000 BCE to about 1800 CE. Special attention will be paid to how art 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. *Fall*. Staff

ART 214 Art and Culture of Japan (1)

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

ART 215 (IT; CH) 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 and Viewing Cultures Historically. Fall*. Nicgorski

ART 216 (IT; CH) 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 and Viewing Cultures Historically. Fall*. Hull

ART 217 (IT; CH) 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 and Viewing Cultures Historically. Spring. Hull*

ART 257 Architecture in America (.5)

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

ART 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*

ART 335 Major Artists/Monuments (.5)

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. Prerequisites: Art 215, 216, or 217 or consent of instructor. *On demand. Staff*

ART 344 American Art and Culture (1)

The course is a study of the development of art and its changing significance in American culture from colonial times to the mid-20th century. Emphasis is on painting (and to a lesser extent sculpture) as it developed from English colonial roots. Course themes include the effect of artistic domination of England and Europe on the colonial arts, the development of an "American approach" to creating and appreciating art, and the de-emphasis but gradual acceptance of the arts in practical America as a means to "define" America, to romanticize (or criticize) its expansion, to celebrate its past, or to offer an introspective alternative to public, patriotic reality. *Fall. Hull*

ART 349 (W) 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 artworks 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 outstanding artists such as the Greek vase-painters Exekias and Euphronios. Prerequisite: Art 215 or consent of instructor. *Spring. Nicgorski*

ART 350 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. Special topics that will be covered include the Villa of the Mysteries, the Ara Pacis Augustae, the Column of Trajan, Hadrian's Villa at Tivoli, and the Arch of Constantine. Prerequisite: Art 215 or consent of instructor. *Spring*. Nicgorski

ART 353 History of Greek Sculpture (1)

This course explores the development of large-scale Greek sculpture from its beginnings 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: Art 215 or consent of instructor. *Fall*. Nicgorski

ART 355 Italian Renaissance Art (1)

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

ART 356 Northern Renaissance and Baroque Art (1)

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

ART 357 Twentieth Century Art (1)

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

ART 359 (W) 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 late Roman Empire, through the various stylistic idioms of the Early Medieval, Carolingian, Ottonian, and Romanesque periods, to its most grandiose expression in the great Gothic cathedrals. 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. Prerequisite: ART 215 or consent of instructor. *Spring*. Nicgorski

ART 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

ART 496 Senior Seminar and Thesis (.5)

Required for senior art majors. Group seminars as well as advanced independent work with an individual major professor. Includes preparation of a senior project. Prerequisites: Courses leading to the status of senior art major. *Fall*. Staff

BIOLOGY

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

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

The Biology program emphasizes active participation and 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 computers for classroom instruction and independent projects. Furthermore, field-oriented courses take advantage of the tremendous biodiversity in proximity to Salem. A University owned oak-fir forest and freshwater lake ecosystem and numerous nature preserves, wildlife refuges, coastal tide pools, sand dunes, grasslands, and montane forests are all within an hour's drive of campus and serve as field laboratories. The University also is a charter member of the Malheur Field Station consortium and maintains an active relationship with the station located on the Malheur National Wildlife Refuge in the high desert country of southeast Oregon.

Career opportunities extend to the health fields, resource management, teaching, and environmental science. It is not uncommon for graduates to enter

non-related fields (i.e., law, news media, commercial travel, insurance) and apply their understandings of biology to problems they encounter.

REQUIREMENTS FOR THE BIOLOGY MAJOR:

Eight credits in Biology, three credits in Chemistry, and one additional credit in Physical Science, Mathematics, or Statistics.

BIOL 125	Biological Diversity: Form, Function & Evolution	(1)
BIOL 130	Cell Biology and Genetics	(1)
CHEM 115 (NW)	Introductory Chemistry I	(1)
CHEM 116 (QA)	Introductory Chemistry II	(1)
CHEM 230	Environmental Chemistry OR	
CHEM 271	Organic Chemistry I	(1)
One credit from the following emphasizing population biology		(1)
BIOL 255	General Ecology	
BIOL 256	Field Zoology	
BIOL 257	Field Botany: Ecology and Diversity of Higher Plants	
BIOL 376	Evolutionary Biology	
One credit from the following emphasizing whole organisms		(1)
BIOL 250	Microbiology	
BIOL 261	Biology of Plants: Form, Function, and Ecology	
BIOL 262	Form, Function, Ecology of Vertebrates	
One credit from the following emphasizing research methods		(1)
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)	Microbial Ecology	
BIOL 356 (W)	Plant Physiology	
Two additional credits from the following or any Biology course listed above		(2)
BIOL 233	Gene Function and Structure	
BIOL 260	Human Physiology	
BIOL 360	Advanced Cell Biology	
BIOL 440	Electron Microscopy	
BIOL 446	Embryology	
BIOL 470	Special Topics in Biology (.5 or 1)	
BIOL 490	Independent Study (.5 or 1)	
Senior Experience		
BIOL 497	Senior Research	(.5)
BIOL 498	Perspectives in Biology	(.5)
One credit in Physical Science, Mathematics, or Statistics		(1)
ERTH 110	Physical Geology	
ERTH 112	Physical Geography	
PHYS 215 (QA; NW)	Introductory Physics I	
PHYS 236 (QA; NW)	Introductory Physics II	

MATH level 200 or higher

Statistics (ECON 230, ISA 250)

Completion of an oral, comprehensive examination

Note: BIOL 246 (Human Anatomy) does not count toward a major in Biology, nor can credit be earned in both BIOL 260 (Human Physiology) and BIOL 351 (Animal Physiology). Credit can not be earned in both BIOL 250 (Microbiology) and BIOL 221 (Microbes and Infectious Diseases). Those students planning to apply for admission to graduate or professional schools in the sciences are strongly urged to complete the following courses:

CHEM 271, 272

Organic Chemistry I, II

PHYS 215, 236

Introductory Physics I, II

MATH 141

Calculus I

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 Biological Diversity: Form, Function & Evolution (1)

BIOL 130 Cell Biology and Genetics (1)

Three credits from the following (3)

BIOL 233 Gene Structure and Function

BIOL 250 Microbiology

BIOL 350 (W) Molecular Genetics

BIOL 360 Advanced Cell Biology

BIOL 440 Electron Microscopy

BIOL 446 Embryology

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 Biological Diversity: Form, Function & Evolution (1)

BIOL 130 Cell Biology and Genetics (1)

One credit from the following (1)

BIOL 250 Microbiology

BIOL 261 Biology of Plants: Form, Function, and Ecology

BIOL 262 Form, Function, and Ecology of Vertebrates

Two credits from the following (2)

BIOL 255 General Ecology

BIOL 256 Field Zoology

BIOL 257 Field Botany: Ecology and Diversity of Higher Plants

BIOL 352 (W) Plant Systematics and Evolution

BIOL 353 (W) Behavioral Ecology

BIOL 354 (W) Microbial Ecology

BIOL 376 Evolutionary Biology

FACULTY

Scott D. Hawke, Professor, Chair

Susan R. Kephart, Professor

John L. Koprowski, Associate Professor

Sharon L. Rose, Professor

Barbara Stebbins-Boaz, Assistant Professor

Gary Tallman, Professor, Watanabe Endowed Chair in Science

Grant O. Thorsett, Professor

Nan A. Perigo, Instructor

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-major course. Laboratory. Understanding the Natural World. *Every semester.* Staff

BIOL 125: Biological Diversity: Form, Function & Evolution (1)

An introduction to biology with emphasis on an exploration of the phylogenetic relationship of all groups of organisms and how these organisms interact and function within ecological communities. The topics will include methods of reproduction, types of development, morphological diversity, different strategies employed to fulfill basic functions, and selected examples of special adaptations. Lecture, laboratory, and field experiences. *Every semester.* Kephart, Koprowski, 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, Tallman, Thorsett

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) *Spring*. Kephart

BIOL 221 (NW) Microbes & 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. Understanding the Natural World. (Death Cluster) *Fall*. Rose

BIOL 233 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 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. Prerequisites: 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*. Koprowski

BIOL 256 Field Zoology (1)

Laboratory and field course: methods of seeking, collecting, and identifying animals. Taxonomic and ecological principles which apply to local forms. Two laboratories and/or field trips. Prerequisite: BIOL 125, or consent of instructor. *Even-numbered springs*. Koprowski

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

A natural history approach to the study of plants in the field. Life history, distribution, and ecology of plants in natural habitats. Explores the interrelationships between plant and animal populations in ecological communities and the techniques of collecting and identifying higher plants. Designed for majors and non-majors. Laboratories. Prerequisite: BIOL 110 or BIOL 125 or consent of instructor. *Fall*. Kephart

BIOL 260 Human Physiology (1)

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

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)

Introduction to the vertebrate animals including their evolutionary relationships, classification, morphology, physiology, and ecology. Observational techniques, problem-solving exercises, dissections, and occasional field trips will highlight the excitement of discovery through hypothesis formation and testing. Laboratory. Prerequisite: BIOL 125 and 130. *Spring*. Koprowski

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. Writing-centered. Laboratory. Prerequisites: BIOL 233 and CHEM 271. *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. Writing-centered. Laboratory. Prerequisite: BIOL 125 and CHEM 115. *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 non-vascular plants. Special emphasis is placed on the Oregon flora and the relationship of plant morphology and breeding systems to habitat and distribution. Writing-centered. Laboratory. Prerequisite: BIOL 125 required; BIOL 130 recommended. *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. Prerequisite: BIOL 125 required, BIOL 130 and 255 recommended. *Fall*. Koprowski

BIOL 354 (W) Microbial Ecology (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. Writing-centered. Laboratory. Prerequisite: BIOL 250. *Spring*. Rose

BIOL 356 (W) Plant Physiology (1)

An introduction to the physiology of plants from the cellular level to the level of the whole plant. In addition to describing fundamental principles of plant physiology, the course will include exposure to primary literature and experimental methods of the discipline. Topics to be discussed include plant architecture; energy flow through plants; transport of water, minerals, and nutrients through plants; photosynthesis, respiration, and plant gas exchange with the environment; plant nutrition; stress physiology; regulation of plant growth and

development by light and plant hormones; and plant reproduction. Writing-centered. Laboratory. Prerequisite: BIOL 125 and 130 and CHEM 271 or consent of instructor. *Fall*. Tallman

BIOL 360 Advanced Cell Biology (1)

A description of the relationship between the ultrastructure of cells, the molecular architecture of cellular organelles, and the mechanisms by which cellular structures and organelles are used to produce the energy required for cellular growth, motility, and reproduction. Cellular mechanisms underlying regulation of cytosolic pH, regulation of cell volume, sensory transduction processes, and motile and motor processes in plant and animal cells. Membrane transport processes, electrical properties of excitable membranes, and mechanisms of signal transduction. Laboratory. Prerequisite: BIOL 130 and CHEM 271, 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. Prerequisite: Three courses in Biology or consent of instructor. *Odd-numbered springs*. Koprowski

BIOL 440 Electron Microscopy (1)

Theory and practice of transmission electron microscopy are introduced to understand the fine structural details of cells. Preparatory techniques and the use of the electron microscope to view biological materials are emphasized. Laboratory. Prerequisite: 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. *Periodically*. 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. *Periodically*. Staff

BIOL 497 Senior Research (.5)

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

BIOL 498 Perspectives in Biology (.5)

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

CHEMISTRY

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

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

Specific expectations for Chemistry majors include a competent level of understanding of the four principal areas of Analytical, Inorganic, Organic, and Physical Chemistry; supplementary experience in one or more areas including Biochemistry, Quantum Chemistry, and other advanced topics; experience in conducting individual laboratory research projects; a level of training in chemistry meeting recognized national standards; and an understanding of professional opportunities in chemistry. In keeping with the University's writing program, the Chemistry Department offers a range of courses that enable majors to communicate in the various modes used by professional chemists.

Numerous post-graduate opportunities exist for individuals who major in chemistry. Possibilities include not only medically-oriented professions such as medicine, dentistry, veterinary medicine, nursing, clinical chemistry, pharmacology, public health, and forensic chemistry; but also secondary school, college, and university teaching; and management or research and development careers in industry, government, or business. Even more applications of chemistry occur in such fields as oceanography, space exploration, environmental quality, industrial toxicology, and patent law. In many such cases advanced study beyond the baccalaureate degree is advisable or required.

The Chemistry Department is housed in the Olin Science Center which opened in Fall 1996. Modern laboratories for scheduled courses and for individual research projects are provided with up-to-date instruments and equipment. Care has been given to laboratory safety, particularly in the organic chemistry laboratory, where fume hoods for each student have been installed. A wide selection of chemistry periodicals and monographs is available to students in the University Library.

REQUIREMENTS FOR THE CHEMISTRY MAJOR **(9 credits in Chemistry, 2 in Mathematics, 2 in Physics)**

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.

CHEM 115 (NW)	Introductory Chemistry I	(1)
CHEM 116 (QA)	Introductory Chemistry II	(1)
CHEM 244 (W)	Unified Laboratory I	(.25)
CHEM 271	Organic Chemistry I	(1)
CHEM 272	Organic Chemistry II	(1)
CHEM 341	Instrumental Analysis	(1)
CHEM 345 (W)	Unified Laboratory II	(.25)
CHEM 346 (W)	Unified Laboratory III	(.25)
CHEM 362	Inorganic Chemistry	(1)
CHEM 381	Physical Chemistry I	(1)
CHEM 382	Physical Chemistry II	(1)
CHEM 447 (W)	Unified Laboratory IV	(.25)
MATH 141 (QA)	Analytic Geometry and Calculus I	(1)
MATH 142 (QA)	Analytic Geometry and Calculus II	(1)
PHYS 215 (QA; NW)	Introductory Physics I	(1)
PHYS 236 (QA; NW)	Introductory Physics II	(1)
	Completion of Senior Year Experience	(.5)

Note: The Senior Experience can be satisfied in a variety of ways, although a laboratory research project is the most common. The students should consult the department regarding the options available to satisfy the Senior Year Experience.

Chemistry majors who enter the 3-2 engineering program may transfer up to two credits to count toward the nine required for the major. Such transfer credits must have prior approval by the department. Chemistry majors who plan to enter graduate school or who wish to be certified by the American Chemical Society should take at least two chemistry credits numbered 400 or above. Additional credits in mathematics, physics, and computer science also are recommended as preparation for graduate school.

REQUIREMENTS FOR THE CHEMISTRY MINOR (5 credits)

CHEM 115 (NW)	Introductory Chemistry I	(1)
CHEM 116 (QA)	Introductory Chemistry II	(1)
Either Option A or Option B below		(3)

Option A

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

Option B

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

FACULTY

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

COURSE DESCRIPTIONS

CHEM 110 (NW) Chemical Concepts and Applications (1)

Chemical Concepts is a course designed for non-science 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 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 qualitative 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. Laboratory. Quantitative and Analytical Reasoning non-starred. Prerequisite: CHEM 115 or equivalent. Laboratory required. *Spring*. Staff

CHEM 230 Environmental Chemistry (1)

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

CHEM 244 (W) Unified Laboratory I (.25)

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

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

Integration of aliphatic, alicyclic, and aromatic chemistry by means of a mechanistic approach. Nomenclature, stereochemistry, structure and reactivity, elementary theoretical organic chemistry and substitution, elimination, addition, condensation, and rearrangement reactions. Laboratory: Isolation and purification techniques, synthesis, and qualitative organic analysis. Prerequisite: CHEM 116. One lab. 271 *Fall*; 272 *Spring*. Willemsen

CHEM 341 Instrumental Analysis (1)

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

CHEM 345-346 (W) Unified Laboratory II & III (.25 each)

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

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. Prerequisite: CHEM 272. Recommended: CHEM 381, BIOL 240 or 260. *Fall or 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 382. *Fall or spring.* Brink

CHEM 381 Physical Chemistry I (1)

Mathematical tools. Description of physicochemical systems, first and second laws of thermodynamics. Derivation and use of thermodynamic functions, third law of thermodynamics. Chemical equilibrium. Non-ideal solutions; activities and activity coefficients. Prerequisites: CHEM 116 and MATH 141. *Fall.* Chapple

CHEM 382 Physical Chemistry II (1)

Phase diagrams, Phase Rule, and colligative properties; Kinetic Theory, Boltzmann Distribution, introductory statistical mechanics; fundamentals of Quantum and Wave Mechanics; applications to translation, rotation, vibration and to the hydrogen atom. Spectroscopy and molecular structure, Chemical kinetics at the practical and theoretical levels. Prerequisite: CHEM 381. *Spring.* Chapple

CHEM 430 Advanced Topics in Chemistry (.5)

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 447 (W) Unified Laboratory IV (.25)

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

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. No lab. *Every semester*. Payton

CHEM 481 Quantum Chemistry (1)

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

CHEM 482 Statistical Mechanics (1)

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

CHEM 483 Thermodynamics (1)

Use of exact differentials, line integrals, and partial derivatives. Equations of state, internal energy, the first law, Joule and Joule-Kelvin experiments, and enthalpy. The second law according to Kelvin and Caratheodory, Entropy, Helmholtz Function, Gibbs Function, equilibrium conditions, the third law, the phase equation, the phase rule. Prerequisite: MATH 141 and consent of instructor. No lab. *Fall*. Payton

CHEM 491-492 Independent Projects I & II (.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

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 antecedents 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 languages..... (7)
(4 credits in one language, 3 in the other, from the following)

- GREEK 131 & 132 Elementary Greek
- GREEK 231 Ancient Greek Prose
- GREEK 232 Ancient Greek Poetry
- HEBR 131 & 132 Elementary Classical Hebrew
- HEBR 231 & 232 Intermediate Classical Hebrew
- LATIN 131 & 132 Elementary Latin
- LATIN 231 Latin Prose
- LATIN 232 Latin Poetry
- GREEK, LATIN, or HEBR 390: Independent Study

Four additional credits in courses related to the ancient Mediterranean, (4)
at least 1 of which must be a course in material culture (marked with an *)

- *ART 349 (W) History of Ancient Greek Painting
- *ART 350: Roman Art and Architecture
- *ART 353: History of Greek Sculpture
- CLAS 171 Ancient Epic
- CLAS 221 (IT) Greek and Roman Lives
- CLAS 244 (W) The Greek and Roman Stage
- HIST 356 Greece and the Hellenistic World
- HIST 357 Ancient Rome
- PHIL 230 History of Philosophy: Ancient & Medieval
- RHET 23: Classical Rhetoric
- *REL 237 Introduction to Syro-Palestinian Archaeology

CLAS 496: Senior Seminar (1)

Students 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 credits in one of the three classical languages (2)
 GREEK 131 & 132 Elementary Greek OR
 HEBR 131 & 132 Elementary Classical Hebrew OR
 LATIN 131 & 132 Elementary Latin
- One credit in Classics (1)
 CLAS 171 Ancient Epic
 CLAS 221 (IT) Greek and Roman Lives
 CLAS 244 (W) The Greek and Roman Stage
- Two credits from the following (2)
 ART 349 (W) History of Ancient Greek Painting
 ART 350 Roman Art and Architecture
 ART 353 History of Greek Sculpture
 HIST 313 Greece and the Hellenistic World (.5)
 HIST 314 Ancient Rome (.5)
 PHIL 230 History of Philosophy: Ancient and Medieval
 REL 237 Introduction to Syro-Palestinian Archaeology
 REL 341 Religions of the Ancient World
 RHET 231 Classical Rhetoric

FACULTY

Mark D. Usher, Assistant Professor of Classics

CLASSICAL STUDIES EXECUTIVE COMMITTEE

Lane C. McGaughy, Professor, Religion, Chair

Catherine A. Collins, Professor, Rhetoric and Media Studies

Louis R. Goble, Professor, Philosophy

Robert H. Lucas, Professor, History

David W. McCreery, Professor, Religion

Ann M. Nicgorski, Assistant Professor, Art

Mark D. Usher, Assistant Professor, Classics

COURSE DESCRIPTIONS

CLAS 171 Ancient Epic (1)

The Iliad and The Odyssey of Homer and The Aeneid of Vergil will be read in English translation, with emphasis on “the story” and on modes of composition, transmission, translation, and the reception of these poems in later periods.

Alternate years. Usher

CLAS 221 (IT) Greek & 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. Usher

CLAS 244 (W) The Greek and Roman Stage (1)

Select plays by Aeschylus, Sophocles, Euripides, Aristophanes, Plautus, and Terence will be read as literature and as documents in the cultural history of Greece and Rome. Emphasis will be placed on the performance of these works in their historical context. Continuity and change in the dramatic tradition will be addressed through viewings of modern adaptations of the Greek and Roman models. Writing-centered. *Alternate years, fall.* Usher

CLAS 496 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. Prerequisite: Senior standing in Classical Studies or consent of instructor. *Spring.* Staff

GREEK 131-132 Elementary Ancient Greek I & II (1 each)

Introduction to the morphology and syntax of ancient Greek. *Alternate years.* Usher, 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 & 132 or equivalent. *Alternate years.* Usher, McGaughy

GREEK 232 Ancient Greek Poetry (1)

Selections from Greek epic poetry or a complete Greek tragedy will be read and discussed. Prerequisite: GREEK 231 or an equivalent introductory course. *Alternate years.* Usher, McGaughy

GREEK 390 Independent Study (.5-1)

Advanced study of selected Greek texts. *Every semester.* Usher, McGaughy

HEBR 131-132: Elementary Classical Hebrew I & 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, fall or spring.* McCreery

HEBR 231-232: Intermediate Classical Hebrew I & 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 & II (open to freshman with good Hebrew background). *Alternate years, fall or spring.* McCreery

LATIN 131 & 132 Elementary Latin I & II (1 each)

Introduction to the morphology, syntax, and style of classical Latin. *Alternate years.* Usher

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 131, 132. *Alternate years, Fall.* Usher

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 131, 132. *Alternate years, Spring.* Usher

LATIN 390 Independent Study (.5 - 1)

Advanced study of selected Latin texts. *Every semester.* Usher

COMPARATIVE LITERATURE

The undergraduate major is designed primarily for students interested in more than one national literature and who wish to study a range of literary genres and topics from several traditions. While students are expected to focus their studies on particular foreign languages and their literatures, a broader interest in the way different texts illuminate and relate to each other is fundamental to work in this discipline.

REQUIREMENTS FOR THE COMPARATIVE LITERATURE MAJOR (10 credits)

This is a contract major in which the student and his/her advisors together set up a program that closely regulates the language requirement as well as the areas of concentration. Ten courses are required, three fixed and the remaining seven to be worked out with three advisors (from the program faculty) by the end of the sophomore year:

- CMLIT 249 Introduction to Comparative Literature (1)
- ENGL 352 Theories of Criticism (1)
- Seven courses from the following: (7)
- (in consultation with program faculty)*

- ENGL 118 Topics in World Literature
- ENGL 458 Advanced Studies in Literary Criticism
- FREN 314 French Literature
- GERM 433 Modern German Literature
- ISB 349 Mythology and Symbolism

ISB 422	Modern Arts Seminar
JAPN 314	Japanese Literature
LIT 214	German Literature in Translation
HIST 320	European Intellectual History - The Enlightenment
HIST 321	European Intellectual History - The Nineteenth-Century
HIST 373	History of Modern France
PHIL 336	Philosophy and Feminism
PHIL 343	Philosophy and the Arts
POLI 309	Politics and Literature
SPAN 425	Latin American Literature

other approved courses for this major

CMLIT 499 Senior Seminar in Comparative Literature (1)

The Senior Thesis will be a comparison of at least two texts with at least one of these to be read in a language other than English. The paper will normally be written in English, but incorporation of foreign languages in documentation and referencing will be required.

The Committee will be composed of five revolving faculty members from among those teaching the fixed and the additional courses.

The student will pursue the study of a non-English language beyond the level required for the B.A. degree.

COURSE DESCRIPTIONS

CMLIT 249 Introduction to Comparative Literature

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

CMLIT 499 Senior Seminar in Comparative Literature

Students will draw upon a number of critical and theoretical approaches in the analysis and comparison of several texts from literature in different languages. In the required thesis, students will compare at least two texts, one of which must be read in a language other than English. *Spring*. Sutliff

COMPUTER SCIENCE

Although most of us are used to word processing and e-mail, the pervasiveness of computers in our lives will increase dramatically in the near future. A basic understanding of computing will be invaluable to any citizen of the 21st century. Computer Science is the study of the principles of computing. Introductory courses foster problem-solving skills in the context of programming. Advanced courses delve into algorithms, theory of computation, programming languages, computer architecture, graphics, and artificial intelligence.

Study of computer science can lead to a number of career options. Some graduates with a computer science major or minor accept programming or staff support positions, and after a few years many of them move into related work such as design, systems analysis, consulting, management, or marketing. Others take graduate work, either immediately after graduation or after a few years in industry.

Students not majoring or minoring in computer science add to their range of skills in their own disciplines by studying computer science.

The University has excellent computing facilities open to students. They include clusters of IBM-compatible and Macintosh microcomputers and Sun computers. All are connected to a campus network and from there to Internet. Students have access to these facilities, at almost all hours of day and night. In addition, the Computer Science department maintains a cluster of computers running NextStep.

Entering students with a score of 5 on the Computer Science "A" Advanced Placement exam are awarded credit for CS 231; students with an "AB" score of 5 are awarded credit for CS 231 and 241. Students with scores of 4 should confer with the Department about possible credit.

REQUIREMENTS FOR THE COMPUTER SCIENCE MAJOR (8 credits in Computer Science, 5 in Mathematics)

CS 231	Introduction to Programming	(1)
CS 241	Introduction to Computer Science: Data Structures	(1)
CS 341	Computer Organization	(1)
CS 443	Algorithms	(1)
MATH 142	Calculus II	(1)
MATH 251	Foundations of Advanced Mathematics	(1)
MATH 263	Discrete Mathematics	(1)
One credit from the following:		(1)
MATH 253	Linear Algebra	
MATH 349	Numerical Analysis	
MATH 366	Applied Mathematics: Optimization	
MATH 466	Probability and Statistics I	

- One credit in Math courses numbered MATH 141 or above (1)
- One course from the following: (1)
- CS 348 Programming Languages
- CS 446 Automata Theory
- Two additional credits in courses numbered between CS 440 and CS 460 (2)
- CS 496 Senior Seminar in Computer Science (1)

REQUIREMENTS FOR THE COMPUTER SCIENCE MINOR (5 credits)

- CS 231 Introduction to Programming (1)
- CS 241 Introduction to Computer Science: Data Structures (1)
- Three credits in CS courses numbered between 341 and 460 (3)
- (excluding CS 391 and CS 392)

FACULTY

James R. Levenick, Associate Professor, Chair

Genevieve B. Orr, Assistant Professor

Karl Fritz Ruehr, Assistant Professor

COURSE DESCRIPTIONS

CS 130 Computing Concepts and Problem Solving (1)

This course introduces the computer as a tool to solve everyday problems. Students' problem solving abilities are enhanced by use of practical computer applications and 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. *Every semester. Staff*

CS 231 (W; QA*) Introduction to Programming (.5 or 1)

This course includes a study of problem-solving principles, computer programming, some of the principles behind programming languages, and the structure of a computer. Prerequisite: MATH 141 (may be taken concurrently). The course is normally taken for a full credit, but students who have credit for CS 130 get only .5 credit for CS 231. Writing-centered. Quantitative and Analytical Reasoning, starred. *Every semester. Staff*

CS 241 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. *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 341 Computer Organization (1)

This course introduces the fundamentals of computer organization and architecture. A computer system consists of an interrelated set of components that can be viewed hierarchically starting with the CPU, memory, and I/O at the top and moving down to the logic circuits at the bottom. In this course we will study the structure and function of the different components at each level in this hierarchy. Specific topics include digital logic, ALUs, microprogramming, instruction sets, buses, I/O, memory, virtual memory, and assembly language programming. *Every third semester.* Orr

CS 348 (W) 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. Writing-centered. Prerequisite: CS 241. *Every third semester.* Staff

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. *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. *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; CS 341 recommended. *Alternate years, spring.* Staff

CS 443 Analysis of Algorithms (1)

This course introduces strategies for designing algorithms, and formal methods for proving their correctness and analyzing their efficiency. It studies asymptotic analysis, effective use of recursion and mathematical induction, greedy and dynamic-programming strategies, and amortized time bounds. We study several problem domains such as sorting, searching, graphs, networks, and computational geometry. *Every third semester.* 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 241. *Alternate years.* Levenick

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. *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 241. *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 496 Senior Seminar in Computer Science (1)

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

EARTH SCIENCE

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

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

Topics in Earth Science courses range from plate tectonics to international oil problems, global demographic changes, and vegetation and soil patterns.

For a complete description of the Earth Science Minor, please see the listings under Environmental and Earth Science.

EAST ASIAN STUDIES

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

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

Tokyo International University, Kawagoe, Japan; and Xiamen University, Xiamen, People's Republic of China provide opportunities for overseas study and faculty exchanges, which enrich the program offerings.

REQUIREMENTS FOR THE EAST ASIAN STUDIES MINOR (6 credits)

HIST 117 Introduction to East Asian Civilization (1)

Two courses from the following (2)

HIST 264 Political Culture of Modern China

HIST 380 History of Traditional Japan

HIST 381 History of Modern Japan

HIST 382 Politics, Ideology, and Philosophical Discourse
in Traditional China

HIST 383 Mao's China 1949-1979

Three courses from the following: (no more than one from each department) (3)

ART 213 (IT) History of the Art of China

ART 214 Art and Culture of Japan

JAPN 314 Japanese Literature in Translation

REL 135 Religions of Asia

REL 138 Introduction to Chinese Religions

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

FACULTY

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

Paul Howard, Assistant Professor of History

Kumiko Koishi, Instructor, Japanese

Danni Lu, Instructor, Chinese

Rosemary Morrison, Instructor, Japanese

Xijuan Zhou, Assistant Professor, Religion

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 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 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. Economic Statistics (ECON 230) and Calculus (MATH 141) can be taken concurrent with or subsequent to the Principles courses, but both courses are prerequisites for Intermediate Microeconomics (ECON 357) and Intermediate Macroeconomics (ECON 358). To complete the major in the proper sequence students must complete the intermediate theory courses by the end of the junior year. Advanced Topics in Economics (ECON 470) 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 493. (ECON 496 will continue to serve as the capstone senior seminar course for students graduating before May 2002.) Students who have excelled both in the major and Senior Seminar are eligible to take Honors Thesis, ECON 498. Excellence in Honors Thesis will be one of the requirements for graduating with honors in Economics.

The Business Economics Major is being phased out but will remain available to those students graduating on or before May 2002. Specific courses in the Business Economics major may be discontinued earlier than May 2002, but if so, suitable substitutions for majors will be provided. Please refer to the printed catalog for the year you entered. Courses designated with a (BE) count toward the Business Economics major but do not count toward the Economics major.

REQUIREMENTS FOR THE ECONOMICS MAJOR

(8.5 credits in Economics, 1 credit in Mathematics)

ECON 122 (US)	Principles of Microeconomics	(1)
ECON 123	Principles of Macroeconomics	(1)
A course in Calculus (MATH 139 or 141 or equivalent)		(1)
ECON 230	Economic Statistics	(1)
ECON 357	Intermediate Microeconomics	(1)
ECON 358	Intermediate Macroeconomics	(1)
Two elective credits in economics		(2)
<i>(courses designated with a (BE) do not count toward the Economics major)</i>		
ECON 470 (W)	Advanced Topics in Economics	(1)
ECON 493	Senior Research Seminar in Economics	(1)

REQUIREMENTS FOR THE ECONOMICS MINOR**(5 credits in Economics, 1 credit in Math)**

ECON 122 (US)	Principles of Microeconomics	(1)
ECON 123	Principles of Macroeconomics	(1)
A course in Calculus (MATH 139 or 141 or equivalent)		(1)
ECON 230	Economic Statistics	(1)
A course in Intermediate Economic Theory (ECON 357 or ECON 358)		(1)
One elective course in Economics		(1)
<i>(courses designated with a (BE) do not count toward the Economics minor)</i>		

FACULTY

Cathleen L. Whiting, Associate Professor, Chair

C. Russell Beaton, Professor

James R. Frew, Associate Professor

Jerry Gray, Associate Professor

James S. Hanson, Professor

Thomas H. Hibbard, Professor

Donald H. Negri, Associate Professor

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 macroeconomic 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. *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 .5 credit if student has completed ISA 250, PSYC 253 or similar statistics courses. Quantitative and Analytical Reasoning, starred. *Every semester.* Gray, Negri

ECON 235 Principles of Accounting (BE) (1)

This course covers the theory of accounting and procedures as a basis for financial reporting and for the planning and administration of business organizations and public enterprises. This course does not count toward the economics major. *Every semester.* Staff

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. *Every year.* 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.* Whiting

ECON 338 Business Law (BE) (1)

This course covers the laws governing business contracts, agency, sales, commercial paper, property, negotiable instruments, business organization, insurance, suretyship, and torts. This course does not count toward the economics major. *Spring.* Staff

ECON 340 Labor Economics (1)

This course examines competing views concerning the fundamental determinants of labor market outcomes. Both the orthodox, neoclassical approach and the institutionalist, labor market segmentation approach to labor market issues will be developed. Special consideration will be given to topics of poverty, underemployment, and inequality in the distribution of income. Prerequisite: ECON 122 and 123. *Spring.* Gray

ECON 345 Environmental Economics (1)

The economic paradigm can make important contributions to understanding and alleviating environmental problems. This course examines the shortcomings of the market mechanism for allocating environmental resources and public policies for mitigating environmental degradation. Topics include externalities, common property resources, public goods, property rights, and cost-benefit analysis. Special consideration will be given to several contemporary environmental problems. Prerequisite: ECON 122. *Fall*. Negri, Beaton

ECON 346 Regional Economics and the Economy of Oregon (1)

This course covers regional economic theory, including location theory, interregional trade, and methods of regional economic base analysis. The Oregon economy is extensively analyzed as a regional case study. Past and current socioeconomic information is employed to generate probable future economic trends and issues in Oregon and in the Pacific Northwest. Prerequisite: ECON 122.

Alternate years. Beaton

ECON 347 Public Finance (1)

The course focuses on government provision of goods and services. Economic analysis is used to explore why governments provide goods and services, how governments select particular projects and programs, and why various taxes, user fees, debt, and inter-governmental transfers are used to finance government expenditures. Offered when the Oregon Legislature is in session, this course draws on current issues and personnel from state government to clarify and illustrate abstract concepts. Prerequisite: ECON 122. *Alternate years*. Hibbard

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. *Spring*. Hibbard

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 that 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 and ECON 123 preferred. *Every semester.* Hanson

ECON 354 The Economics of Hostile Takeovers and Leveraged Buyouts (1)

This course will examine hostile takeovers and leveraged buyouts within the context of economic theory. Students will analyze the rationale for laissez-faire and consider alternative policy proposals. Emphasis will be on the "mega-deals" of the 1980s, with inclusion of more recent events. Some specific topics include efficiency in resource allocation, junk-bond financing, changes in corporate debt-equity structure, and effects of takeovers and LBO's on corporate resource allocation and on shareholders, employees, and other corporate constituents. Prerequisite: ECON 122. *Spring.* Whiting

ECON 356 Managerial Economics (BE) (1)

This course focuses on the applications of microeconomic theory and quantitative methods to decisions regarding the allocation of scarce resources within a private or public organization. Optimization procedures, including calculus techniques, risk analysis, linear programming, and present value analysis will be applied to problems involving demand, production, cost, and pricing. Techniques of demand estimation also will be developed. Prerequisites: ECON 122, ECON 230, MATH 141 or equivalent. This course does not count toward the economics major. *Every semester.* Frew, Whiting

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 and 230, MATH 141 or equivalent. *Fall.* Beaton, Frew, Hibbard

ECON 358 Intermediate Macroeconomics (1)

This course examines theories of how consumption, investment, and government spending behavior influence the total level of economic activity in an economic system and the impact of foreign trade on the national economy. Also explored are the ways in which government spending, taxation, and monetary policies influence unemployment, inflation, and the rate of economic growth. Prerequisites: ECON 123 and 230, MATH 141 or equivalent. *Spring*. Hanson

ECON 368 Principles of Investments (1)

This course examines both the individual investor and the firm perspective. The investment decision will be studied in the context of the economic theory of the firm. Analysis of decision making with respect to investment mechanisms and vehicles as well as the investment process within firms. Prerequisite: ECON 356 or ECON 357. *Annually*. Beaton

ECON 394-395 Major Program Internship (1 or 2)

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

ECON 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 writing centered course will also explore transportation routes and urban amenities, as well as zoning laws, congestion, and pollution. Writing-centered. Prerequisite: ECON 356 or 357. *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 Marxist and Neoclassical theories. The goal will be to understand the various theories as well as the historical context in which they became important. Prerequisite: ECON 122 and 123. *Alternate years*. Beaton

ECON 451 Economic Simulation (BE) (.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 356 or 357 and consent of instructor. This course does not count toward the Economics major. *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, multicollinearity, serial correlation, heteroskedasticity, exponential smoothing, seasonal adjustment, and simultaneous equations. Skill in combining economic theory and available data to produce estimates using computer statistical routines will be developed. Prerequisites: ECON 122, 123 and 230, MATH 141 or equivalent. Quantitative and Analytical Reasoning, non-starred. *Spring*. Frew, Negri

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. Prerequisites: ECON 356 or 357. *Alternate years*. Beaton

ECON 459 Business, Government, and Society (1)

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

ECON 470 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 ECON 493 Senior Seminar and 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. Prerequisite: ECON 357 or 358 as determined by instructor. *Every semester*. Staff

ECON 490 Independent Study (.5 or 1)

To enable a qualified student to engage in supervised study in topics not covered in other departmental courses. *Approval of instructor. Staff*

ECON 493 Senior Seminar (.5)

Each student conducts independent research that culminates in a senior paper. The research utilizes analytical methods from other required courses in the major. Other 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. Prerequisite: ECON 470. *Every semester. 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 peers and professionals, development and presentation of a research paper, and presentation of principal methods and conclusions. Writing-centered. Prerequisites: ECON 357 and 358. (This course applies to only economics majors graduating prior to Spring 2002.) *Every semester. Staff*

ECON 497 Energy Economics (.5)

This course employs economic tools and analysis to examine U.S. and world energy issues. Included are energy demand patterns, current and future energy source alternatives and energy policy options facing society at local, national and international levels. The student is responsible for a research project applying economic analysis to an energy issue. Prerequisite: ECON 122 and 123. *Alternate years. Beaton*

ECON 498 Honors Thesis (.5)

Students who have excelled both in major and in Senior Seminar are eligible to undertake extensions to the research projects they carried out for the Senior Seminar. Additional work might include some combination of case studies, policy implications, and especially empirical analysis. Students will engage in written and oral evaluation of the drafts produced by other students in the class. The final paper will be presented before invited students and faculty. Excellence in Honors Thesis will be one of the requirements for Honors in Economics. Prerequisite: ECON 493 and department approval. *Every semester. Staff*

ECON 499 Management Strategies and Policies (BE) (1)

This senior seminar for Business Economics majors enables each student to apply the tools of economics to the analysis of actual management cases. Emphasis will be placed upon groups of students presenting recommendations for the solution to each case, which will serve as a basis for class discussion. A major project will also be required of each individual student. Writing-centered. This course does not count toward the Economics major. Prerequisites: 356 and 459. *Every semester. Frew, Beaton*

EDUCATION

Education courses have the primary purpose of furnishing a sound professional preparation for elementary, middle, and secondary school teachers. They also satisfy all the academic requirements for the standard Oregon license, and completion of the prescribed program usually qualifies one for licensure in many other states as well.

The Willamette University School of Education provides a 10-month professional program for the preparation of elementary, middle, and secondary school teachers. Willamette is authorized to recommend for licensing in the following subject areas: art, biology, business, chemistry, English, French, general science, German, health, Japanese, mathematics, music, physical education, physics, reading, social studies, Spanish, speech, and theatre. The completion of this program meets the requirements for the basic teaching license, as well as all required coursework for the standard license, and the Master of Arts in Teaching (M.A.T.).

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 Office of Admission or the School of Education for admission criteria and general information concerning the M.A.T. 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 - .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 - .5)
EDUC 450	Management of Reading Systems (.25)
EDUC 451	Administration of Reading Programs (.25)
EDUC 452	Diagnosis and Correction of Reading Difficulties (.25)
EDUC 490	Research and Independent Study (.5- 1)

PROGRAM FOR GRADUATES

The Willamette University School of Education is a professional school which offers a 10-month Master of Arts in Teaching (M.A.T.) degree 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 3 through grade 4.
- The elementary program authorizes the graduate to teach children in grades 3-8 in an elementary, middle or junior high school.
- The middle level authorization is valid for teaching grades 5-10.
- The secondary program is valid for teaching grades 7-12.

Within the secondary program, Willamette is able to recommend for endorsement in the following subject areas: art, biology, business, chemistry, English, French, general science, German, health, Japanese, mathematics, music, physical education, physics, reading, social studies, Spanish, speech and theatre. All students are encouraged to work toward endorsements in multiple subject areas.

The M.A.T. Program parallels the traditional public school year. M.A.T. students spend more than 1,000 hours working with students and mentor teachers in public school classrooms. The 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 M.A.T. students for their introduction to the public school setting. The second week coincides with the public school's teacher in-service week, and at this time all M.A.T. 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. In December and January, students complete their Leadership Projects, spending considerable time observing and interviewing leaders in education who are making a difference in areas of the student's specific interest.

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. This intense program not only prepares M.A.T. students to become effective classroom teachers, but also allows them to assume a leadership role in the education profession.

FACULTY

Richard L. Biffle III, Associate Professor, Director

Cheryl K. Brown, Assistant Professor

Rosalyn C. Edelson, Associate Professor

Karen D. Hamlin, Associate Professor

P. Maureen Musser, Assistant Professor

Steven M. Rhine, Assistant Professor

Linda G. Tamura, Professor

John L. Tenny, Professor

Robin Wright-Fromherz, Assistant professor

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. *Every semester.* Tenny

EDUC 280 Education Topics (.25 - .5)

Specific and timely topics in the field of education. In-depth exploration of current and important issues in education of interest to both 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 field studies, simulations, practica, and readings. Includes involvement in the public school classroom. Evaluations by the student, peers, and faculty on the student's potential as a teacher. Not open to first semester freshmen. *Every semester.* 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.* Biffle

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. *Every semester.* Staff

EDUC 390 Pre-Practicum Internship (.25 - .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 recordkeeping. 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. Prerequisite: 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. Prerequisite: EDUC 305 and 350. *Fall*. Staff

EDUC 490 Research and Independent Study (.5 - 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*. Biffle

THE FOLLOWING COURSES ARE FOR MASTER OF ARTS IN TEACHING (M.A.T.) CANDIDATES ONLY

Course Loads

Willamette M.A.T. 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 ten-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	Multicultural Education
EDUC 550	Graduate Seminar I
EDUC 555	Planning and Implementation of Instruction
EDUC 556	Classroom Management
EDUC 557	Issues Seminar
EDUC 558	Leadership in Education I
EDUC 591	Pre-Student Teaching Practicum I
EDUC 592	Practicum II
EDUC 529-543	Methods (will vary; courses begin fall semester)

Spring Course load:

EDUC 551 Graduate Seminar II

EDUC 559 Leadership in Education II

Professional Development:

EDUC 560 The 21st Century Teacher

EDUC 595 Supervised Internship

EDUC 529-543 Methods (will vary; continued from fall)

COURSE DESCRIPTIONS**EDUC 505 Clinical Experiences (.25)**

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

EDUC 510 The Professional Educator (.25)

An orientation to the teaching profession, the MAT program and professional ethics of teachers. An examine 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*. 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*. Rhine, Tenny

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 will be presented. *Fall*. Rhine, 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*. Staff

EDUC 530 Methods and Research in Art Education (.5)

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

EDUC 531 Methods and Research in English Education (.5)

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

EDUC 532 Methods and Research in Foreign Language Education (.5)

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

EDUC 533 Methods and Research in Mathematics Education (.5)

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

EDUC 534 Methods and Materials in Health Education (.25)

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. *Every semester. Staff*

EDUC 535 Methods and Research in Science Education (.5)

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

EDUC 536 Methods and Research in Social Studies Education (.5)

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

EDUC 537A (.5) and 537B (.25)**Methods and Research in Elementary Education**

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

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. *Every semester. 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. *Every semester. Staff*

EDUC 540 Physical Education Teaching: Techniques/Methods (K-6) (.25)

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

EDUC 541 Physical Education Teaching: Techniques/Methods (7-12) (.25)

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

EDUC 542 Methods and Materials for the Public School Stage (.25)

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

EDUC 543 The Student Actor and the Student Play (.25)

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

EDUC 546 Special Populations (.25)

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

EDUC 547 Multicultural Education (.25)

This course is designed to strengthen the capabilities of students to meet the challenges and maximize the opportunities of cultural diversity. The emphasis is on providing the essential foundation for understanding the interrelationship of culture and instructional practice, and their impact on teaching. *Fall*. Biffle, Tamura, 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*. Education Faculty

EDUC 551 Graduate Seminar II (.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. *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*. Hamlin, Tamura, 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*. Hamlin, Tamura, Staff

EDUC 557 Issues Seminar (.25)

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

EDUC 558 Leadership in Education I (.5)

Study of research and resources applicable to problems in Public Education, forming the basis of knowledge to support the field-based Leadership in Education II. *Spring*. Staff

EDUC 559 Leadership in Education II (.5)

A series of field-based experiences designed to involve the student in the broad scope of public education. Individually tailored, this course may include extended visits and internships with small rural schools, metropolitan high schools, and Education Service Districts; alliances with school administrators, counselors, specialists, and members of the social services system. Directed studies of legislative committees, commissions, and professional associations. *Fall*. Tenny, 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 policy and procedures appropriate to the profession, contractual and legal issues, professional organizations, and professional ethics in current education. *Spring*. Staff

EDUC 590 Thesis/Project (.25-1)

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

EDUC 591 Pre-Student Teaching Practicum I (1)

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 and assessment development, and grading practices. *Fall*. Staff

EDUC 592 Practicum II (3.0)

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. Practicum II allows MAT students the opportunity to examine 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. Their roles include one-on-one, small group and whole class instruction, lesson development and assessment of student performance. With the guidance and supervision of their supervising teachers, they plan, implement and assess a unit of instruction in the classrooms to which they are assigned. *Fall*. Staff

EDUC 595 Supervised Internship (3)

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

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 in to 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:

ED 741 Teaching Writing

ED 742 Writing for Teachers

Oregon Writing Project at Willamette Summer Institute. (6 quarter hours) National Writing Project site to bring master teachers together to demonstrate their most successful classroom practices, study current theory and research in the teaching of writing, experience writing in a variety of forms. Prerequisite: school district support.

ED 744 Independent Project: Teaching Writing.

Oregon Writing Project at Willamette Seminar (3 quarter hours) 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.

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.

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 GPA of 3.8 in the department.

REQUIREMENTS FOR THE ENGLISH MAJOR (8 credits)

- One course from the following (1)
- ENGL 116 Topics in American Literature
 - ENGL 117 Topics in British Literature
 - ENGL 118 Topics in World Literature
 - ENGL 119 Forms of Literature
- ENGL 301 The Study of Literature (1)
- One course in Shakespeare (1)
- ENGL 341 Shakespeare: The Comedies
 - ENGL 342 Shakespeare: The Tragedies
 - ENGL 450 Advanced Studies in Shakespeare
- Two English courses numbered above 301 (2)
- One English course numbered 400 or above (1)
- One additional course in English (1)
- Senior Experience (1)
- ISA 497 Humanities Senior Seminar OR
 - ENGL 490 Independent Study

REQUIREMENTS FOR THE ENGLISH MINOR (5 credits)

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

Literature Option: One English course from the following: ENGL 116, 117, 118, 119; ENGL 301; and any three credits chosen from English Department courses numbered above 301.

Writing Option: One English course from the following: ENGL 116, 117, 118, 119; and any four credits chosen from English Department Writing courses (including WR 132, 134, 330, and ENGL 233, 234, 236, 237, 242, 329, 331, 332, 390, 391, and 490).

FACULTY

Michael H. Strelow, Professor, Chair

Eleanor Berry, Assistant Professor, Director, Writing Center

Adele L. Birnbaum, Professor

Gerard F. Bowers, Professor

Wilbur S. Braden, Professor

Ann Copeland, Hallie Ford Professor of English

Carol S. Long, Professor

Frann Michel, Associate Professor

Kenneth S. Nolley, Professor

Richard A. Sutliff, Professor

COURSE DESCRIPTIONS

ENGL 116 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. *Every semester.* Staff

ENGL 117 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. *Every semester.* Staff

ENGL 118 Topics in World Literature (1)

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

ENGL 119 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. *Every year.* Staff

WR 132 (W) Writing in the Disciplines (1)

A writing-centered course focused on developing strategies of critical thinking, appreciation of writing as a means of assimilating new knowledge in any field, and methods of composing and revising appropriate for writing papers in college courses across the curriculum. Students will use writing to develop their understanding of and views on readings in a variety of disciplinary fields. They will compose and revise several papers dealing with these readings, exchanging feedback on their work-in-progress. *Every semester.* Berry, Staff

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

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

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

A study of the development of critical alternatives to the traditional narrative cinema. The course will consider experimental films beginning in the 1920's and stretching to the present, including particularly the contribution of Dziga Vertov, the American independent cinema, the French New Wave, and the work of important directors such as Bunuel, Kurosawa, Fellini, Bergman, and others. *Spring, alternate years.* Nolley

ENGL 233 Investigative Writing (.5)

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

ENGL 234 Writing the Personal Essay (.5)

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

ENGL 236 Research and Writing (.5)

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

ENGL 237 Writing and Science (.5)

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

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). 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. *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 301 The Study of Literature (1)

This writing-centered introduction to literary study includes the careful reading of primary and secondary texts and an intensive critical writing program. Students will read poetry, drama, prose fiction, and critical essays, and focus on elements of prosody, forms of verse, figurative language, and selected critical approaches. Prerequisite: one 100 level literature course. *Every semester.* Staff

ENGL 302 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. *Every year.* Birnbaum

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 321 (IT) Controversies about Interpreting Literature (1)

In this course students will experience the wide variety in readings of literary works that have excited much critical controversy and develop ways of making sense of that variety. Through reading and discussion a selection of much debated works and various critics’ writings about them, the class will seek to uncover the different theoretical assumptions underlying interpretations and the different cultural values embodied in those assumptions. Prerequisite: Lower-division literature or “Interpreting Texts” mode of inquiry course, or consent of the instructor. Interpreting Texts. *Annually.* Staff

ENGL 325: (IT) Controversies in Reading (1)

This course will examine critical debates about canonical and popular texts, as well as the texts themselves. How do critical interpretations of the same text arrive at opposing conclusions? How are interpretations shaped by attention to formal features as well as by readers’ expectations and values? What makes an interpretive argument effective? The course may draw on feminist, materialist, postcolonial, and other approaches. Interpreting Texts. *Fall* 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. *Every semester.* G. Bowers, Berry

WR 330 Composition Theory and Pedagogy (1)

A course introducing students to research on processes of writing and the development of writing abilities, and the application of this research to teaching writing. As part of their work for this course, students will serve as consultants in the Writing Center, and discuss and assess their consulting sessions. After successfully completing this course, students may apply to work as paid Writing Center consultants. Prerequisite: A college-level writing or writing-centered course and consent of the instructor. *Fall.* Berry, Long

ENGL 331 Imaginative Writing I (1)

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

ENGL 332 Imaginative Writing II (1)

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

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 338 Literature and Sexuality (1)

Study of literary representations of sexuality, gender, the body, desire. Analysis of normative literary constructions of sexuality and subversions of norms. Texts will vary, but will be drawn primarily from British and American literature. Prerequisite: a 100 level literature course. *Alternate years*. Michel

ENGL 340 Medieval Literature: Chaucer (1)

Insight into Chaucer's creative genius and a taste of the turbulent life of medieval England through a reading of *The Canterbury Tales*, *The House of Fame*, *The Parliament of Fowls*, and *Troilus and Criseyde*. Introduction to early Arthurian romance through *Sir Gawain and the Green Knight*. Prerequisite: a 100 level literature course. *Alternate years*. Birnbaum

ENGL 341 Shakespeare: The Comedies (1)

A study of Shakespeare's comic drama — the farces, romantic comedies, comic histories, problem comedies, and romances — giving particular attention to the evolution of Shakespeare's comic vision and craft. Prerequisite: a 100 level literature course. *Spring*. Braden

ENGL 342 Shakespeare: The Tragedies (1)

A detailed study of Shakespeare's tragic drama, illustrating his development from the early plays of the genre into the mature craftsmanship of his later period. Prerequisite: a 100 level literature course. *Fall*. L. Bowers

ENGL 344 Milton (1)

Development of Milton's literary ambition and style viewed through study of his major prose and the English poems, with emphasis on *Paradise Lost*; a critical appraisal of his influence on later writers; a survey of major Miltonic criticism to the present time. Prerequisite: a 100 level literature course. *Fall*. Braden

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, Sutliff

ENGL 354 The Novel (1)

A close reading of several novels with emphasis on the characteristics of this genre; a study of the novel as an expression of cultural, political, and economic backgrounds. The emphasis alternates among the novels of a variety of cultural traditions. Prerequisite: A 100 level literature course. *Alternate years.* Long, Sutliff

ENGL 355 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 and consent of instructor. *Alternate years.* Michel

ENGL 357 Ethnicity and Race in American Literature (1)

Exploration of traditions in America's multicultural literatures, literary representations of relations between and within different ethnic and racial groups. Texts and emphases will vary. Prerequisite: 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, Braden, Berry

ENGL 370 Dante and the Literary Tradition (1)

A close reading of *The Divine Comedy* and Dante's spiritual biography, *The New Life*; a study of Dante's place in the western literary tradition. Prerequisite: a 100 level literature course. *Alternate years.* Birnbaum

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 374 Regional Literature (1)

Regional literature will include a variety of works of prose, poetry, and drama that represent a specific region. The course will examine the connections between literature and the specific culture of place as reflected in a variety of texts. Prerequisite: a 100 level literature course. *Alternate years.* Braden, 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 description on pg. 46.

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 301 and one additional 300 level English course. *Alternate years.* Staff

ENGL 450 Advanced Studies in Shakespeare (1)

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

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

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

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

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

ENGL 456 Advanced Studies in Genre (1)

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

ENGL 458 Advanced Studies in Literary Theory (1)

This course will offer students intensive readings in major theoretical texts from Formalism to the present. We will also examine the mutually influential relationships between recent literary theory and such disciplines as philosophy, anthropology, linguistics, and psychoanalysis. Possible theories might include: Formalism, Structuralism, Deconstructionism, Reception Theory, New Historicism, Psychoanalytical Theory, Post-Colonialist Theory. Prerequisites: ENGL 301 and one additional 300 level English course. Recommended: ENGL 352 and ENGL 355. Not open to Freshmen. *Alternate years.* Staff

ENGL 490 Independent Study (1)

Intensive study of a selected area. By permission of the department; 3.5 GPA in major required. *On demand.* Staff

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

ISB 332 (W) Mysticism and Creativity

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 offers two emphases or tracks: the environmental science track which requires greater depth in the natural sciences, and the environmental studies track or policy track which offers greater depth in the social sciences. Six university departments contribute faculty and courses to this program and its two tracks.

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.

ENVIRONMENTAL SCIENCE PROGRAM (14 CREDITS)

Common Core (7 credits)

BIOL 110 (NW)	Principles of Biology OR	
BIOL 125	Biological Diversity	(1)
CHEM 115 (NW)	Introductory Chemistry I	(1)
ERTH 112	Physical Geography	(1)
ENVR 220	Environmental Systems Under Stress	(1)
ENVR 320	Environmental Ethics OR	
ISB 304 (AR)	Politics of Environmental Ethics	(1)
ISB 347	Chemistry, Economics and the Environment	(1)
ENVR 496 (W)	Senior Seminar in Environmental Science	(1)

Environmental Studies Track (7 credits)

Two of the following pairs of courses:		(4)
ECON 122 (US)	Principles of Microeconomics AND	
ECON 345:	Environmental Economics	
POLI 210 (US)	American Politics AND	
POLI 341	Environmental Policymaking	
SOC 110	Principles of Sociology AND	
SOC 222	Environment and Society	
One of the following:		(1)
BIOL 255	General Ecology	
CHEM 116 (QA)	Introductory Chemistry II	
CHEM 230	Environmental Chemistry	
ENVR 333	Biogeography	

- Two of the following: (2)
- | | |
|---------------|--|
| ANTH 351 (AR) | Indigenous Peoples, Human Rights, and the Environment |
| ENVR 326 (CH) | Environmental History |
| ENVR 327 | Water Resources |
| ISB 304 (AR) | Politics of Environmental Ethics (only if not taken in core) |
| POLI 334 | Law and Public Policy (when taught with environmental law focus) |
| POLI/ECON/SOC | Internships |
| SOC 330 | World Population Problems |

Environmental Science Track (7 credits)

- Each of the following: (2)
- | | |
|---------------|---------------------------|
| CHEM 116 (QA) | Introductory Chemistry II |
| ERTH 110 | Physical Geology |
- One of the following pairs of courses: (2)
- | | |
|---------------|----------------------------------|
| ECON 122 (US) | Principles of Microeconomics AND |
| ECON 345 | Environmental Economics |
| POLI 210 (US) | American Politics AND |
| POLI 341 | Environmental Policymaking |
| SOC 110: | Principles of Sociology AND |
| SOC 222 | Environment and Society |
- Three of the following: (3)
- | | |
|---------------|----------------------------------|
| BIOL 210 | Biodiversity: Discovering Life |
| BIOL 255 | General Ecology |
| CHEM 230 | Environmental Chemistry |
| ERTH 333 (QA) | Geographic Information Systems |
| ERTH 350 | Environmental Geology |
| ENVR 333 | Biogeography |
| ENVR 494 | Environmental Science Internship |

REQUIREMENTS FOR THE ENVIRONMENTAL SCIENCE MINOR (5 credits)

- | | | |
|----------|------------------------------------|-----------|
| ENVR 220 | Environmental Systems Under Stress | (1) |
| ENVR 320 | Environmental Ethics | (1) |
| ERTH 110 | Physical Geology | OR |
| ERTH 112 | Physical Geography | (1) |
- Two credits in Natural Science, from the following: (2)
- | | |
|---------------|--------------------------------|
| BIOL 255 | General Ecology |
| CHEM 230 | Environmental Chemistry |
| ERTH 333 (QA) | Geographic Information Systems |
| ERTH 350 | Environmental Geology |

OR

- Two credits in Social Science, from the following: (2)
- | | |
|----------|--------------------------------------|
| ECON 345 | Environmental Economics |
| ENVR 325 | Chemistry, Economics and Environment |

- ENVR 326 (CH) Environmental History
 - ENVR 327 Water Resources
 - ISB 304* (AR) Politics of Environmental Ethics
 - POLI 341* Environmental Policy Making
 - POLI 343* Oregon and the Politics of the Pacific Northwest
 - SOC 330 World Population Problems
- *Only one of these courses may be used

REQUIREMENTS FOR THE EARTH SCIENCE MINOR (5 credits)

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

Geology Emphasis

- ERTH 110 Physical Geology (1)
- ERTH 112 Physical Geography (1)
- ERTH 230 World Geography (1)
- ERTH 350 Environmental Geology (1)
- One credit from the following: (1)
 - ERTH 231 Historical Geology
 - ERTH 332 Geography of the Pacific States
 - ERTH 333 Geographic Information Systems

Geography Emphasis

- ERTH 110 Physical Geology (1)
- ERTH 112 Physical Geography (1)
- ERTH 230 World Geography (1)
- ERTH 333 Geographic Information Systems (1)
- One credit from the following: (1)
 - ERTH 331 Geography of Europe
 - ERTH 332 Geography of the Pacific States
 - ERTH 350 Environmental Geology

FACULTY

- Gilbert LaFreniere, Professor, Geology and Environmental Science, Director
- Karen Arabas, Assistant Professor, Geography and Environmental Science
- Russ Beaton, Professor , Economics
- Joe Bowersox, Assistant Professor, Politics
- Peter Eilers, Professor, Geography and Environmental Science
- David Goodney, Professor, Chemistry
- Carol Ireson-Doolittle, Professor, Sociology
- John Koprowski, Associate Professor, Biology
- Donald Negri, Associate Professor, Economics

COURSE DESCRIPTIONS

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

ENVR 220 Environmental Systems Under Stress (1)

An introduction, through several detailed case studies, to stresses in environmental systems, their causes and solutions. The cases vary from term to term, but may include, for example, problems of energy, urban quality, chemical hazards, or food. Goals are to help the student to develop a systems and energy viewpoint that can be applied widely, and to become an agent of constructive environmental change. Topics include system dynamics, energetics, ecological principles, the challenge of transition to steady state, appropriate technology, and political economy and fundamental solutions. Lectures, some by other Environmental Science faculty, discussions, films, reading, projects. *Every semester.* Arabas, Eilers

ENVR 320 Environmental Ethics (1)

The course focuses upon the historical and philosophical roots of our present environmental and energy dilemmas. The contemporary environmental crisis is considered as a particular manifestation of a cultural crisis which afflicts Western Civilization and its imitators. Central issues include: comparison of environmental attitudes in advanced cultures; the environmental significance of Western interpretations of history; evaluation of the idea of progress as the ruling philosophy of history of the modern West; the sociocultural impacts of scientific and technological development; and an account of Western society's continuing search for the good life and for means of inducing altruistic behavior. Prerequisite: junior or senior standing. *Spring.* LaFreniere

ENVR 326 (CH) Environmental History (1)

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

ENVR 327 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: ENVR 220 or consent of instructor. *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 with 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: EARTH 112, BIOL 110 or 140 or equivalent. *Fall*. Arabas

ENVR 494 Environmental Science Internship (1)

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

ENVR 496 (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. Writing-centered. Prerequisite: Senior majoring in Environmental Science. *Spring*. Arabas, Bowersox, Eilers, LaFreniere

ERTH 110 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. *Fall*. LaFreniere

ERTH 112 Physical Geography (1)

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

ERTH 230 World Geography (1)

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

ERTH 231 Historical Geology (1)

An introduction to the detailed geologic record, emphasizing the geology of the Western Cordillera. Topics include the history of geologic thought, a survey of geologic history from Pre-Cambrian to Holocene, and the paleontological evidence for organic evolution. Lectures are complemented by geologic map interpretation in the laboratory and field trips to the Coast Range, Cascades, and Siskiyou. Prerequisite: EARTH 110. *Alternate years*. LaFreniere

ERTH 331 Geography of Europe (1)

This course is designed to provide basic knowledge of the physical and cultural geography of Europe. The course begins with a survey of systematic themes, including historical, political, economic, and social geography, physiography, climates, agriculture, resources, industry, settlement, demography, and transportation. Study of the regions of Europe, including the 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: EARTH 112. Quantitative and Analytical Reasoning, non-starred. *Fall*. Eilers

ERTH 350 Environmental Geology (1)

This course applies principles and techniques learned in physical geology to such geologic hazards as vulcanism, seismicity, erosion, mass wasting and flooding, and to mineral, fossil fuel, and water resource development and their related environmental impacts. Prerequisite: EARTH 110. *Alternate years*. LaFreniere

ERTH 490 Independent Study in Geography 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 1/2 or 1 credit. Prerequisite: Consent of instructor. *On demand.* Eilers, LaFreniere

EXERCISE SCIENCE

The Exercise Science program aims at developing those cognitive, affective, and psychomotor skills that equip students to perform competently in fitness management, sports medicine, and graduate studies. The interdisciplinary academic structure of the program arises from the belief that critical thinking, effective writing, articulation, and 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 the goals 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 through the 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 with emphases in fitness management, exercise and physical development, and sports medicine. Exercise Science minors are offered in fitness management, coaching, and sports medicine.

Individual intern programs and field experiences can be developed for those students interested in working with recreational agencies, private sports fitness clubs, youth clubs, rehabilitation professionals, athletic training facilities, and sports related businesses. In addition, opportunities exist for majors to gain additional experience in a variety of allied health areas including physical and occupational therapy, nursing, and ambulance services.

Recent graduates in Exercise Science have found careers in public and private education, as well as in recreational agencies, sports clubs, and fitness centers. A significant number of majors continue their education at graduate school and in health-related professions.

The focus of the service activity offerings is on the development of leisure and lifetime sports skills which will accommodate the changing lifestyle of our society and increase the potential for personal fulfillment through physical activity.

The department is housed in the 84,000-square-foot Lestle J. Sparks Physical Education and Recreation Center, which was expanded and extensively remodeled in the summer of 1995. Facilities include a 3,000-seat field house, double gymnasium, natatorium, handball/racquetball courts, a climbing wall, weight room and aerobics room. The University also has a football stadium, and an all-weather track, spacious baseball stadium, soccer fields, and tennis courts.

REQUIREMENTS FOR THE EXERCISE SCIENCE MAJOR

Core Courses:

BIOL 246	Human Anatomy	(1)
BIOL 260	Human Physiology	(1)
EXSCI 135	Concepts & Contemporary Issues in Exercise Science & Sport ..	(.5)
EXSCI 232	Substance Abuse	(.5)
EXSCI 340	Care and Prevention of Athletic Injuries	(1)
EXSCI 356	Research Design in Exercise Science	(.5)
EXSCI 360 (W)	Physiology of Exercise	(1)
EXSCI 447	Kinesiology/Biomechanics	(1)
EXSCI 451	Sport Leadership and Management	(.5)
EXSCI 496	Senior Seminar in Exercise Science	(.5)
ISA 250	Statistics	(1)

Fitness Management Emphasis:

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

Core Courses (8.5)

ECON 122 (US)	Principles of Microeconomics	(1)
EXSCI 233	Personal Fitness	(.5)
EXSCI 357	Motor Learning & Growth Development Patterns	(.5)
EXSCI 394	Junior Internship	(.5)
EXSCI 448	Exercise Science for Special Populations	(.5)
ISB 320	Personal Health	(1)
One of the Following:		(.5)

EXSCI 242 Methods Of Teaching/Coaching Volleyball/Track And Field

EXSCI 244 Methods Of Teaching/Coaching Football & Soccer

EXSCI 245 Methods Of Teaching/Coaching Racquet Games

EXSCI 246 Methods Of Teaching/Coaching Basketball & Softball

Exercise and Physical Development Emphasis:

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

Core Courses (8.5)

EXSCI 241	Methods Of Teaching Sports Activities	(.5)
EXSCI 242	Methods Of Teaching/Coaching Volleyball/Track & Field	(.5)
EXSCI 244	Methods Of Teaching/Coaching Football & Soccer OR	
EXSCI 245	Methods Of Teaching/Coaching Racquet Games	(.5)

EXSCI 246	Methods Of Teaching/Coaching Basketball & Softball	(.5)
EXSCI 357	Motor Learning and Growth Development Patterns	(.5)
EXSCI 394	Junior Internship	(.5)
ISB 320	Personal Health	(1)
RHET 150 (AR)	Public Speaking	(1)

Sports Medicine Emphasis:

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

Core Courses (8.5)

EXSCI 345	Advanced Injury Management	(.5)
EXSCI 494	Professional Internship	(1)
PSYC 335	Clinical and Abnormal Psychology	(1)
CHEM 115 (NW)	Introductory Chemistry I OR	
PHYS 215 (QA; NW)	Introductory Physics I	(1)

REQUIREMENTS FOR THE EXERCISE SCIENCE MINOR

Core Courses:

BIOL 246	Human Anatomy	(1)
BIOL 260	Human Physiology	(1)
EXSCI 232	Substance Abuse	(.5)
EXSCI 239	Responding to Emergencies	(.5)
EXSCI 340	Care and Prevention of Athletic Injuries	(1)
EXSCI 447	Kinesiology/Biomechanics	(1)
EXSCI 451	Sport Leadership and Management	(.5)

Fitness Management Emphasis:

(5 Exercise Science, 2 Biology, 1 Rhetoric)

Core Courses (5.5)

EXSCI 233	Personal Fitness	(.5)
EXSCI 394	Junior Internship	(.5)
RHET 150 (AR)	Public Speaking OR	
RHET 242	Leadership and Group Communication	(1)
One Lab from the Following:		(.5)

EXSCI 242	Methods Of Teaching/Coaching Volleyball/Track & Field
EXSCI 244	Methods Of Teaching/Coaching Football & Soccer
EXSCI 245	Methods Of Teaching/Coaching Racquet Games
EXSCI 246	Methods Of Teaching/Coaching Basketball & Softball

Coaching Emphasis:

(5 Exercise Science, 2 Biology, 1 Rhetoric)

Core Courses (5.5)

EXSCI 230	Methods of Coaching Football OR	
EXSCI 231	Methods of Coaching Basketball	(.5)
EXSCI 357	Motor Learning and Growth Development Patterns	(.5)
EXSCI 394	Junior Internship	(.5)

RHET 150 (AR) Public Speaking OR

RHET 242 Leadership and Group Communication (1)

Sports Medicine Emphasis:

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

Core Courses (5.5)

EXSCI 345 Advanced Injury Management (.5)

EXSCI 494 Professional Internship (1)

CHEM 115 (NW) Introductory Chemistry I OR

PHYS 215 (QA) Introductory Physics I (1)

FACULTY

Russ J. Cagle, Associate Professor, Chair

James P. Brik, Associate Professor

Peter A. Harmer, Associate Professor

Skip Kenitzer, Assistant Professor

Marlene Piper, Associate Professor

COURSE DESCRIPTIONS

EXSCI 001X-099X Activity Classes (.25 credit each)

These classes are listed separately in the class schedule; most are offered each semester and have multiple sections. Activity classes are co-ed, unless otherwise specified. Course offerings include: aerobic dance and/or step aerobics, basketball, crew, fencing, golf (beginning and intermediate), karate/self-defense, racquetball, tennis (beg. and inter.), other racquet sports, scuba (beg. and adv.), skiing, swim fitness, swimming (beg. and inter.), volleyball, walking-jogging, weight training and conditioning, and yoga. Activity credit can also 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), volleyball (w). Students may enroll only in one activity course per semester, unless they have approval of their advisor and the chair of the Department of Exercise Science. No more than two credits of activity classes apply toward graduation. Students are encouraged to enroll in various offerings. *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 will be discussed. *Every semester.* Brik, Piper

EXSCI 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. *Spring.* Speckman

EXSCI 231 Methods of Coaching Basketball (.5)

A lecture/on-floor format which takes a comprehensive look at both offensive and defensive skills. Other areas of concentration include coaching philosophy, player motivation, player-coach relations, practice planning, scouting, and game management. *Fall*. Petrie/James

EXSCI 232 Substance Abuse (.5)

The course will discuss the effects of drugs on the individual and society including drug categories and dependency; ethical issues and legislative constraints; denial mechanisms of the abuser; recognition, intervention, treatment of abusive drug behavior; the role of/effect upon non-addicted friends and family. *Spring*. Kenitzer

EXSCI 233 Personal Fitness (.5)

A course designed to teach the role personal fitness plays in a productive lifestyle. Includes lectures (one/week) on the values and components of fitness, human physiology as it relates to exercise, fitness programs, weight control, nutrition, coronary risk awareness, and other topics associated with exercise and health. *Every semester*. Kenitzer, Brik

EXSCI 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 American Red Cross. *Fall and spring*. Brik

EXSCI 241, 242, 244, 245, 246 Physical Education Activity Laboratories (.5 credit each)

Each course will examine the learning processes involved in skill acquisition within specific sport and play settings. Participants will discuss principles and be involved in analysis of movement skills for various activities as well as the development of lesson plans, evaluation of performance, skills testing, rules, teaching progressions, and utilization of appropriate drills to increase proficiency. *Two every semester*. Staff

EXSCI 241 Methods of Teaching Sports Activities.

Fall. Piper

EXSCI 242 Methods of Teaching/Coaching Volleyball/Track and Field.

Spring. Piper

EXSCI 244 Methods of Teaching/Coaching Football and Soccer.

Fall. Speckman, Victor

EXSCI 245 Methods of Teaching/Coaching Racket Games.*Fall. Brik***EXSCI 246 Methods of Teaching/Coaching Basketball and Softball.***Spring. Petrie, Piper***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. *Spring. Cagle, Harmer*

EXSCI 345 Advanced Injury Management (.5)

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

EXSCI 356 Research Design in Exercise Science (.5)

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 Science. The relationship between design and statistical analyses will also be discussed. *Fall. Harmer*

EXSCI 357 Motor Learning and Growth Development Patterns (.5)

Study of the neuropsychological components of motor learning and control, with an emphasis on movement problems and developmental patterns. The class will examine research in several aspects of motor learning as it applies to the application of teaching skills, movement activities, and coaching progression. Not open to Freshmen. *Fall. Kenitzer*

EXSCI 360 (W) Physiology of Exercise (1)

Physiological systems of the human body as affected by different levels of exercise and emphasis on the inter-relationships of the skeletal, muscular, nervous, respiratory, circulatory, and digestive systems. Required laboratory will focus on measuring and analyzing metabolic function and using the data to predict and describe work capacity and training protocols. Writing-centered. Prerequisite: BIOL 246 and 260. *Fall. Harmer*

EXSCI 394 Junior Internship (.5)

Refer to "Internships" in the Catalog Index for an explanation of internship requirements. *Spring*. Staff

EXSCI 447 Kinesiology/Biomechanics (1)

The analysis of structural principles and mechanical application pertaining to human movement. Course will discuss concepts of human movement with investigation of biomechanics and structural kinesiology. Efficiency of movement, neuromuscular integration, proprioception, mechanical concepts related to muscular function, and analysis of human motion/motor skills will be extensive. *Laboratory. Prerequisite: BIOL 246. *Spring*. Cagle, Kenitzer

EXSCI 448 Exercise Science for Special Populations (.5)

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

EXSCI 451 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. Prerequisite: junior or senior standing. *Spring*. Brik, Piper

EXSCI 494 Professional Internship (1)

Refer to "Internships" in the Catalog Index for an explanation of internship requirements. *Every semester*. Staff

EXSCI 496 Senior Seminar in Exercise Science (.5)

A seminar course and capstone experience required of all Exercise Science majors. Research in Exercise Science and a special topic chosen in consultation with Exercise Science faculty required. Results of study to be included in paper and presented orally in open meeting format. *Fall*. Staff

*Required laboratory includes range of motion and anthropometric analysis, several video analyses and presentations of activities/skills; structural-functional applications, and biomechanical problems.

FOREIGN LANGUAGES AND LITERATURES

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 one's own.

Language students enjoy the use of a state-of-the-art Language Learning Center featuring multi-media stations, foreign language word-processors, foreign television programs transmitted by satellite, and up-to-date communication technology.

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: French/Italian; German/Russian; Japanese/Chinese; Spanish.

FRENCH/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 three credits toward French major may be earned through off-campus or foreign study programs.)

French 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.

FREN 331	French Composition and Discussion.....	(1)
FREN 333	History of French Civilization	(1)

Three credits in French literature, from the following	(3)
FREN 314 (IT) Introduction to French Literature	
FREN 430 Introduction to French Thought	
FREN 433 19th Century French Literature	
FREN 434 20th Century French Literature	
FREN 435 Gide and Camus	
FREN 436 Francophone Literature	
FREN 438 French Literature and Cinema	
Two and a half additional credits in French, numbered 300 or above	(2.5)
FREN 496 Senior Year Experience shall be completed in residence.	(.5)

REQUIREMENTS FOR THE FRENCH MINOR

(5 credits, no more than 3 credits may be earned through off-campus or foreign study programs)

FREN 314 Introduction to French Literature	(1)
FREN 331 French Composition and Discussion	(1)
One course from the following:	(1)
FREN 333 History of French Civilization	
FREN 430 Introduction to French Thought	
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 the Institute of European Studies (IES) and Center for University Programs Abroad (CUPA).

Credits earned on 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. No more than 3 credits towards the French major may be earned through off-campus or foreign study programs. FREN 496 Senior Year Experience must be completed in residence.

Through the Institute of European Studies, French students have the option of spending either one semester or one year in Paris, Nantes or Dijon. The Dijon program is reserved for students who have a strong background in economics. Through the CUPA program 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 in 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

Francoise A. Gœury-Richardson, Professor, Chair

Gaetano DeLeonibus, Assistant Professor

Francoise Courtin-Schreiner, Instructor

Pelin Hennesy, Instructor

FRENCH

FREN 131 & 132 Elementary French I & II (1)

Introduction to basic skills: comprehension, speaking, reading, and writing.

Regular assignments for laboratory work. 131, *Fall*; 132, *Spring*. Gœury-Richardson

FREN 231 & 232 Intermediate French I & II (1)

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

FREN 314 (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. Prerequisite: FREN 331. Interpreting Texts. *Spring*. DeLeonibus

FREN 331 French Composition and Discussion (1)

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

FREN 335 French Conversation (1)

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

FREN 430 Introduction to French Thought (1)

A study of selected themes such as education, enlightenment, reason, existentialism, etc., from the works of French thinkers. Conducted in French. Prerequisite: FREN 331. *Alternate years, spring.* DeLeonibus

FREN 431 Phonetics (1)

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

FREN 432 Introduction to French Linguistics (1)

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

FREN 433 19th Century French Literature (1)

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

FREN 434 20th Century French Literature (1)

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

FREN 435 Gide and Camus (1)

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

FREN 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 433 or 434 or consent of instructor. *Alternate years, spring.* DeLeonibus

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 314, (ENGL 210 or 211 recommended) *Alternate years, spring.* DeLeonibus

FREN 490-491 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. Prerequisites: FREN 331; Junior standing and G.P.A. of 3.00 or better. *On demand.* Gœury-Richardson, DeLeonibus

FREN 496 Senior Year Experience (.5)

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

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 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 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.

GERM 331	German Composition and Discussion	(1)
GERM 333	Contemporary German Culture	(1)
Three credits in German literature, from the following:		(3)
GERM 314	Introduction to German Literature	
GERM 430	History of German Thought	
GERM 431	From the Enlightenment to Romanticism	
GERM 432	Realism and Naturalism	
GERM 433	Modern Literature	
GERM 490, 491	Reading and Conference	
Three additional credits in German, numbered 300 or above		(3)
including either:		
GERM 496	Senior Seminar OR	
GERM 497	Literary Research (.5)	

REQUIREMENTS FOR THE GERMAN MINOR (5 credits)

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

REQUIREMENTS FOR THE RUSSIAN MINOR (5 credits)

RUSS 232	Intermediate Russian II	(1)
RUSS 314	Introduction to Russian Literature	(1)

- RUSS 331 Russian Composition and Discussion (1)
 RUSS 333 Russian Civilization and Culture (1)
 One additional credit numbered 300 or above from Willamette University
 or Willamette's semester abroad (Simferopol) or transferred from an accredited
 program at another 4-year institution (1)

FACULTY

Ludwig M. Fischer, Professor, Chair
 Christine Gentzkow, Associate Professor
 Magda Schay, Associate Professor

GERMAN

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

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

GERM 231 & 232 Intermediate German I & II (1)

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

GERM 314 Introduction to German Literature (1)

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

GERM 331 German Composition and Discussion (1)

Reading and discussion in German on a variety of topics and texts relevant to the areas of letters, fine arts, and humanities. Cultural and literary vocabulary, syntax, introductory phonetics, and laboratory exercises stressing comprehension and pronunciation. (Recommended for students interested in study overseas.) Prerequisite: Completion of proficiency requirement in German or consent of the instructor. *Alternate years*. 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. *Alternate years*. Fischer, Gentzkow

GERM 333 Contemporary German Culture (1)

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

GERM 430 History of German Thought (1)

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

GERM 431 From the Enlightenment to Romanticism (1)

German literature and related forms of artistic and intellectual expression from the Enlightenment to Goethe's death. Considered against the background of general European cultural history, selected readings from Lessing, Goethe, Schiller, Kleist, Novalis, Heine, Buchner, and their contemporaries. Prerequisite: GERM 331 or consent of instructor. *Alternate years.* Fischer, 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, and Hauptmann and their contemporaries. Prerequisite: GERM 331 or consent of instructor. *Alternate years.* Gentzkow

GERM 433 Modern Literature (1)

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

GERM 490-491 Reading and Conference (.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. Prerequisites: GERM 331, Junior or Senior standing and G.P.A. of 3.00 or better. *On demand.* Fischer, Gentzkow

GERM 496 Senior Seminar (1)

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

GERM 497 Literary Research (.5)

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

RUSSIAN

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

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

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

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

RUSS 320 (IT) Introduction to Russian Literature in Translation (1)

The course examines selected works in translation of Russian prose and poetry of the nineteenth and twentieth centuries. In addition to examining the works in their literary context (style, genre, linguistic peculiarities, rhetorical devices, irony, satire, etc.), the historical and societal view point will also be discussed, so that the student will have a better understanding of the Russian people in each particular period of history. Interpreting Texts. Prerequisite: Closed to freshmen. *Fall*. Schay

RUSS 331 Russian Composition and Discussion (1)

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

RUSS 333 Russian Civilization and Culture (1)

Studies in geography, history, economics, and the chronological development of culture and ideas. Class discussions. Oral and written reports in Russian. Prerequisite: RUSS 331 or consent of instructor. *Spring*. Schay

RUSS 490 Reading and Conference (.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 literature. *On demand.* Schay

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 Senior Tutorial OR ISA 497 Senior Seminar in the Humanities (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 or the Senior Seminar in the Humanities). The department encourages all majors to study a language related to their area of emphasis.

FACULTY

William Smaldone, Associate Professor, Chair

Lawrence D. Cress, Dwight and Margaret Lear Professor of American History; ...
Dean, College of Liberal Arts

William E. Duvall, Professor

Ellen Eisenberg, Associate Professor

Paul Howard, Assistant Professor

Jennifer Jopp, Assistant Professor

Ronald P. Loftus, Professor

Robert Lucas, Professor

George S. McCowen Jr., E. Jerry Whipple Professor of American 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, McCowen

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, Jopp, McCowen

HIST 115 (CH) Western Civilization to 1650 (1)

A survey of the cultural, intellectual, political, and socio-economic 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. *Viewing Cultures Historically. Fall.* Duvall, Lucas, Smaldone

HIST 116 (CH) Western Civilization since 1650 (1)

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

HIST 117 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. *Fall.* Staff

HIST 118 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. *Spring.* Staff

HIST 125 (CH) Reconstruction (1)

This course examines the Reconstruction period, beginning with experiments in Reconstruction during the Civil War and continuing through 1877. The complex economic, social, and political forces shaping Reconstruction policy and the abandonment of that policy will be explored, along with the impact of Reconstruction and the return to Home Rule on race relations and regional development. *Viewing Cultures Historically. Annually.* Eisenberg

HIST 254 Twentieth-Century Europe (1)

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

HIST 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 Latin America From Independence to Recent Times (1)

An examination of significant social, political, economic, and cultural developments in Latin America from the 19th century movements for independence through the 20th century. Special emphasis will be given to the Pacific rim nations, Mexico, Peru, Chile, and Central America and to the United States' relations with these areas. *Alternate years.* Smaldone

HIST 260 African-American History (1)

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

HIST 262 American Women's History (1)

This class presents 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 emphasizes the diversity of American women's lives, in terms of class, ethnic, racial, and regional background. *Alternate years.* Staff

HIST 263 American Colonial History (1)

American colonial history in the 17th and 18th centuries; trans-Atlantic economic, cultural, and intellectual ties; the development of distinctly American institutions in the colonial period, the movement toward rebellion, and the nature of the revolutionary struggle. *Alternate years, fall.* McCowen

HIST 264 Political Culture of Modern China (1)

A survey of the political culture of modern China from 1800 to the present. The primary focus will be on the political, social, and cultural upheavals during this period, such as reform efforts, revolutions, and modernization programs. Chinese films will be shown and discussed. *Alternate years, fall.* Howard

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*. McCowen

HIST 304 The American Civil War (1)

This course examines the Civil War, which was the result of sectionalism and the fight over slavery. The politics of sectionalism; the place of slavery in the antebellum years; the wartime experience of civilians and soldiers in the North and South; emancipation; and reconstruction under Lincoln are explored from a political, economic, social, and military perspective. Solid background in American history and/or HIST 210 strongly encouraged. *Spring*. Cress

HIST 305 The United States During the Cold War (1)

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

HIST 307 American Immigration History (1)

This course explores 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 onto 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 310 Jefferson and Lincoln (1)

A reading colloquium focused on selected writings of Thomas Jefferson and Abraham Lincoln. The major ideas, events, and issues involved in the foundation and preservation of the American Republic will be the center of attention. Discussion format. Prerequisites: Recommended HIST 263 and/or HIST 304. *Alternate years, spring*. Cress

HIST 311 (W) Expatriates and American Experience (1)

Reading colloquium based on selected writings of leading American expatriates, such as Henry James, T.S. Eliot, Gertrude Stein, and James Baldwin, who sought to understand the American experience from the vantage point of Europe. We will explore the psychological, social, and cultural explanations of expatriation in the context of the American historical milieu of the late 19th and 20th centuries. Writing-Centered. *Alternate years*. McCowen

HIST 313 Greece and the Hellenistic World (.5)

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

HIST 314 Ancient Rome (.5)

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

HIST 315 Early Middle Ages (.5)

The barbarian invasions, the decline of the Roman empire and the rise of Christianity and its new moral norms, institutions and Hierarchies. The Frankish Empire and the threats of Byzantine, Moslem and Viking civilizations. *Alternate years, fall*. Lucas

HIST 316 High Middles Ages (.5)

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

HIST 317 The Renaissance (.5)

The breakdown of the medieval order, Great Schism, Black Death, and the unique Italian microcosm. Machiavelli and other commentators on the age. The Renaissance Papacy and its enemies; the rise of the centralized powers of France and Spain. *Alternate years, fall*. Lucas

HIST 318 The Reformation (.5)

A course in 16th century Europe, recognizing religion as the central driving force of the period. Luther and German nationalism, the Tudors and English nationalism, international Calvinism, witchcraft, the Catholic response. Toleration and criticism of Erasmus, Montaigne and Rabelais. *Alternate years, spring*. Lucas

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 Nineteenth-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 Twentieth-Century (1)

Major trends in European thought from Nietzsche, Freud, and Wittgenstein to the present, including Phenomenology, Relativism, Existentialism, and Postmodern discourse. Closed to first year students. *Every third semester.* Duvall

HIST 371 History of Modern England (1)

From the Stuarts, institutional, political, economic, social, religious, and cultural aspects of the development of English life, and British contributions to the modern world. *Alternate years, spring.* McCowen

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 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 History of Modern Japan (1)

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

HIST 382 Politics, Ideology and Philosophical Discourse in Traditional China (1)

A survey course on the intellectual tradition of the oldest civilization that has continued down to our time. This course examines the early humanistic and legalistic developments of Chinese philosophy and religion and focuses emphatically on the rise of Confucianism and its interaction with Taoism and Buddhism. It also explores the relationship of the intellectual tradition to Chinese social and political life. *Alternate years, Spring.* Howard

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.* Howard

HIST 390 (W) Germany from Bismarck to Hitler (1)

The uniqueness of German civilization and Nazi Germany, the unification movement, the Hohenzollern Empire, the Weimar Republic, and the Third Reich. Writing-Centered. *Alternate years.* Smaldone

HIST 391 Germany Since 1945 (1)

This course surveys the socio-economic, political, and cultural development of Germany since the collapse of the Third Reich. It examines the post-war division of the country into West and East Germany, the impact of the Cold War on two frontline states, and the internal and external factors that led to the country's recent "reunification." In addition, the course aims to raise questions about the essential features of the "democratic-capitalist" West and the "totalitarian-socialist" East and the ways in which these factors shape contemporary German society. *Alternate years.* Smaldone

HIST428 Advanced Topics in United States 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 440 (CH) 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, and to orthodox Marxism. Viewing Cultures Historically. *Alternate years.*

Smaldone

HIST 441 Fascist Movements (1)

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

HIST 442 The Holocaust (1)

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

HIST 444 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. *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 or HIST 381 or consent of instructor. *Alternate years, spring.* Loftus

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 334, 335, 364 or 365 or consent of instructor. Staff

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 345 and 346. *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 with in the major and will build on coursework 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. ISA 497 may not fulfill the requirement for 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 major at the core of a liberal arts education.

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

REQUIREMENTS FOR THE HUMANITIES MAJOR (14 credits)

ART 215 (IT; CH)	Monuments and Themes of Western Art History I: Prehistoric to Gothic	OR
ART 216 (IT; CH)	Monuments and Themes of Western Art History II: 1300-1750	OR
ART 217 (IT; CH)	Monuments and Themes of Western Art History III: 1750-1900	(1)
One advanced course in Art History		(1)
ENGL 301 The Study of Literature		(1)
One advanced course in Literature		(1)
HIST 115 (CH)		Western Civilization to 1650 (1)

HIST 116 (CH)	Western Civilization since 1650	(1)
HIST 345	European Intellectual History: The Enlightenment Tradition OR	
HIST 346	European Intellectual History: The Nineteenth Century	(1)
PHIL 110 (AR)	Philosophical Problems	(1)
	One advanced course in Philosophy	(1)
REL 112	History of Christianity	(1)
REL 113 (CH)	Introduction to Old Testament/Hebrew Bible OR	
	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, Integrated Studies (ISA/ISB), Philosophy, Religion, Theatre.	
	Senior Year Requirement (See Below)	(1)
	Senior Year Requirement consists of satisfactory completion of a Humanities Senior Seminar or of comprehensive written and oral examinations offered by an inter-departmental committee of three faculty, including the student's advisor and faculty from two other departments involved in the Humanities program.	

FACULTY

Myles W. Jackson, Assistant Professor, Humanities

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

HUMANITIES EXECUTIVE COMMITTEE

William E. Duvall, Professor, History

Roger P. Hull, Professor, Art

Lane C. McGaughy, Professor, Religion

Course Descriptions

For course descriptions see appropriate departmental statements.

INTEGRATIVE STUDIES AREA

The Integrative Studies Area provides a curricular home for courses which move beyond the barriers of traditional disciplines and which are taught beyond the boundaries of the Willamette University campus. Courses in the Integrative Studies area include the required freshman seminar "World Views," several additional freshman seminars, some Senior Experience seminars, courses taken on foreign study, and a wide variety of interdisciplinary junior- and senior-level courses.

Courses in this area are listed under four different prefixes: GENS, ISA, ISB and FSTD.

The GENS (General Studies) and ISA designations are given to courses that in some way extend beyond the limits of standard disciplinary inquiry, either in content or in method, including senior level internships and Senior Experiences in the interdisciplinary areas of American Studies and Humanities.

The ISB designation identifies on-campus or post-session courses that are characteristically interdisciplinary in orientation and are often taught by faculty drawn from several departments. They also give explicit attention to the ethical issues and evaluative dimensions of topics of inquiry. This multi-perspective 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 Willamette University-sponsored international education experiences, including regularly scheduled programs in England, France, Spain, Germany, Ecuador, and Ukraine. Titles and descriptions of these courses vary, and are available on request.

FACULTY

The Integrative Studies Area faculty is drawn from all departments of the College of Liberal Arts and varies from semester to semester depending on course offerings.

Coordinator:

Carol S. Long, Associate Dean of the College of Liberal Arts.

COURSE DESCRIPTIONS

GENS 230 (AR) Israel/Palestine: Rhetoric and Homeland (1)

An examination of the arguments over a disputed homeland for Israelis and Palestinians. Students will explore the role of language, concepts of the environment, group memberships, and narratives of history in the formation of identity. They will assess the arguments advanced by members of the conflicted groups and by those outside the subject societies. Analyzing Arguments, Reasons, and Values. *Spring* Clark

GENS 321 (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 twentieth 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 semester.* DeLeonibus

ISA 040X Issues in Public Life (.25)

Discussion of contemporary issues of public debate, providing students a forum in which to speak comfortably and knowledgeably about public affairs. Seeks to cultivate in students those qualities evident in successful candidates for nationally competitive awards, and to assist students in the process of applying for grants, fellowships, and graduate or professional school. Topics will rotate with the public agenda. *Every semester.* Tolar

ISA 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

ISA 211 Human Creativity: The Fine Arts (1)

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

ISA 212 Introduction to East Asian Civilization (1)

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

ISA 250 (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. ISA 250 may not be taken for credit after ECON 230 or PSYC 253. ISA 250 counts for only .25 credit if student has completed PSYC 252. Quantitative and Analytical Reasoning, starred. *Every semester*. Staff

ISA 332 (W) Life/Story/Text (1)

A study of the problematic relationship between life as it is lived and experienced and attempts to represent life in texts and narratives. Using examples drawn from history, literature, and film, the course will explore various strategies for providing accounts of lived experiences, as well as ways in which textual strategies may affect and shape experience as it occurs. Writing-centered. Prerequisite: one 300-level course in English or History, or 200-level courses in each department, or consent of instructor. Nolley

ISA 342 Topics in Feminist Analysis (1)

This course provides an opportunity for qualified students to examine, from an interdisciplinary perspective, a particular topic in feminist analysis. Seminar topics and staff will change from year to year. Closed to freshmen. (Can be taken a second time.) Prerequisite: Two previous courses focusing on feminist scholarship or instructor's permission. *Spring*. Markowitz, Bald

ISA 353 Feminist Theory (1)

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

ISA 496 Seminar in American Studies (1)

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

ISA 497 Humanities Senior Seminar (1)

A comparative study of the thought and artistry of major writers selected on the basis of their contributions to the development of Western culture within the context of a movement or historical period. Taught by faculty in humanities and literature subject fields and designed to provide seniors majoring in these subjects with an opportunity to synthesize their liberal arts experience. A visiting scholar enhances each seminar. Variable content. Seminar paper may also be accepted as an alternative means of senior evaluation by the student's major department. *Spring*. Staff

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

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, the ways we develop a concept of ourselves. Required of all entering freshmen. *Fall*. Staff

ISB 245 Feminism, Gender, and Society (1)

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

ISB 304 (AR) Politics of Environmental Ethics

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. (Environmental Cluster) Analyzing Arguments, Reasons, and Values. *Fall*. Bowersox

ISB 320 Personal Health (1)

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

ISB 321 Ethics in the American Tradition (1)

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

ISB 324 Women in International Development (1)

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

ISB 325 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., sugarcane, pineapple, and tourism industries, environmental quality control, methods of preserving and maintaining original habitat and culture, etc.). Some aspects of the immediate marine environment will also be investigated. *Post-session.* Thorsett

ISB 328 Seminar in Textual Interpretation (1)

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

ISB 329 Mythology and Symbolism (1)

This seminar explores how symbols found in myths, legends, rituals, and dreams relate to key developmental transitions in the human life cycle: birth, puberty, young adulthood, mid-life, and death. Symbolic expression is examined at both a cultural level (i.e., a comparative study of contemporary symbolism in Anglo, Native American, and Eastern cultures) and at an individual level (i.e., one's own creative symbolism, especially in dreams). A major focus will be on how knowledge gleaned through these modes of inquiry can enhance the ability to make decisions that affect one's own and others' personal development. Prerequisite: Permission of instructor. *Alternate years, fall.* Fischer, Youngren

ISB 330 Religion and Science (1)

Relation of religious and scientific perspectives: the historic and philosophical tensions between the Christian tradition and the natural and social sciences, and the ways of mutual clarification of these perspectives in the 20th century. *Alternate years, fall.* McGaughey

ISB 331 Liberation Theology and Social Change (1)

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

ISB 332 (W) Mysticism and Creativity (1)

A writing-centered 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

ISB 336 Field Studies in Ecuador: A Perspective on Latin America (1)

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

ISB 338 Women in World Religions (1)

This course will examine women's roles in various, especially Asian, religious traditions. This course will focus on gender roles, family rituals, and social identity in religious literature. *Spring*. Zhou

ISB 343 Field Studies in Chicago (1)

This is a four week off-campus program. This course 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*. Hey, Staff

ISB 344 Judgment and Decision Making (1)

Prescriptive 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: junior standing and completion of one Math course. *Alternate years, fall*. Friedrich

ISB 346 Nonviolence, Peace Movement, and Social Activity (1)

This seminar will draw upon the liberal arts perspective of each of its participants to study methods of achieving social change and promoting peace. Readings will be assigned from primary and secondary sources about the major nonviolent social activities of the last century. Particular attention will be paid to such modern proponents as Susan B. Anthony, Jane Addams, Bertrand Russell, Ghandi, King, Saul Alinsky, Dorothy Day, and Thich Nhat Hanh. The theological and philosophical bases for their beliefs and actions will be examined. *Alternate years, spring.* Hall

ISB 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

ISB 350 (IT; CH) Mesoamerican Civilizations (1)

This course presents the intellectual and material achievements of ancient Mesoamerican civilizations, particularly the Olmec, Zapotec, Teotihuacan, Maya, Toltec, and Aztec; examines the contributions of humanistic and scientific approaches to understanding Precolumbian Mesoamerican civilizations; and looks at the enduring influences of Mesoamerican cultures in contemporary Mexico and Central America. (Indigenous Peoples Cluster) Interpreting Texts and Viewing Cultures Historically. Prerequisite: ANTH 111 or 250, or LAS 230, or consent of instructor. *Spring.* Dash

ISB 351 Origins of Western Rhetoric (1)

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

ISB 352 Women, Culture, and Revolution in Modern China (1)

A survey course on Chinese women's participation in political, social, and cultural reforms in the twentieth century. This course offers a close examination of Chinese women's challenge to old social norms and practices, their outcry for emancipation and independence, and their demand for justice and a visible presence in society. Films, novels, prose, and poetry serve as a sensitive indicator of women's struggle to assert themselves in the political process and to redefine their public image. *Fall.* Staff

ISB 355 An Introduction to Opera (1)

Major works of European & 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*. Braden

ISB 372 Intercultural Communication (1)

The course explores the communication barriers (cultural, psychological, socio-cultural, and environmental) faced by a stranger in a culture or subculture. Topics include perception, assimilation, nonverbal rules, narrative manipulation, culture shock, ethnocentrism, power, and non-dominant group interactions. *Fall*. Clark

ISB 420 The Bible in the American Tradition (1)

An investigation of the ways in which the Bible has been interpreted in American history in distinction from dominant European approaches and of the influence of biblical themes and language in American literature and popular culture. Primary documents from four phases of the history of American biblical interpretation will be examined: early 19th century New England higher criticism, the Chicago school, the Fundamentalist-Modernist controversy, and recent trends. *Alternate years*. McGaughey

ISB 421 Studies in Florence (1)

A post-session seminar in Florence, 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). Prerequisite: one university level credit in art history or literature. Open to freshmen. *Post-session*. Birnbaum, Hull

ISB 422 Modern Arts Seminar (1)

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

ISB 423 Literature of Natural Science

A study of scientific communication through reading classic texts in the sciences. Authors such as Galileo, Newton, Darwin, and Einstein will be analyzed for both scientific content and literary merit. *Alternate years*. Goodney, Long

ISB 499 (W) Seminar in International Studies (1)

Interdisciplinary examination of international issues with emphasis on global interdependence. Prerequisites: senior standing, completion of POLI 214, EARTH 230 and ECON 353. Writing-Centered. *Yearly*. 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. To facilitate achieving these objectives, the curriculum is divided into three complementary components: a Global Context, a Regional Focus, and a Cultural Emphasis.

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

REQUIREMENTS FOR THE INTERNATIONAL STUDIES MAJOR (11-11.5 credits)

Core Courses - Required of all Majors (4 credits)

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

Regional Focus: Europe (3 credits)

ECON 351	Comparative Economic Systems	(1)
HIST 116 (CH)	Western Civilization since 1650	(1)
POLI 216 (US)	Politics of Advanced Industrial Society OR	
POLI 370	Europe and the International System	(1)

Cultural Emphasis (4 credits)

Britain

ENGL 117	Topics in British Literature	(1)
ENGL 302 (W)	History of the English Language	(1)
ENGL 372	Modernism in Britain and America	(1)
HIST 371	History of Modern England OR	
HIST 254	Twentieth Century Europe	(1)

France

FREN 331	French Composition and Discussion	(1)
FREN 333	History of French Civilization	(1)
FREN 430	Introduction to French Thought	(1)
HIST 254	Twentieth-Century Europe OR	
HIST 373	History of Modern France Europe	(1)

Germany

GERM 331	German Composition and Discussion	(1)
GERM 333	Contemporary German Culture	(1)
GERM 430	History of German Thought	(1)
HIST 254	Twentieth-Century Europe OR	
HIST 390 (W)	Germany from Bismarck to Hitler OR	
HIST 391	Germany Since 1945	(1)

Russia (4.5)

RUSS 320	Introduction to Russian Literature in Translation	(1)
RUSS 331	Russian Composition and Discussion	(1)
RUSS 333	Russian Civilization and Culture	(1)
RUSS 370	Introduction to Russian Literature	(.5)
HIST 372	History of Modern Russia OR	
HIST 254	Twentieth-Century Europe	(1)

Spain

SPAN 331 (W)	Spanish Composition and Discussion	(1)
SPAN 333	Hispanic Civilization	(1)
SPAN 430	History of Hispanic Thought	(1)
HIST 254	Twentieth-Century Europe	(1)

Regional Focus/Cultural Emphasis: Latin America (7 credits)

ECON 352	The Economics of Developing Countries	(1)
HIST 116 (CH)	Western Civilization since 1650	(1)
POLI 362	Latin American Politics OR	
POLI 375	Latin America and the International System	(1)
SPAN 331 (W)	Spanish Composition and Discussion	(1)
SPAN 333	Hispanic Civilization	(1)
SPAN 430	History of Hispanic Thought	(1)
HIST 256	Colonial Latin America OR	
HIST 258	Latin America from Independence to Recent Times OR	
ISB 350 (IT; CH)	Mesoamerican Civilizations	(1)

Regional Focus: East Asia (3 credits)

ANTH 333	Anthropology of Asia OR	
ECON 351	Comparative Economic Systems OR	
ECON 352	The Economics of Developing Countries	(1)
HIST 117	East Asian Civilization to 1800 OR	
HIST 118	East Asian Civilization since 1800	(1)
POLI 374	Asia and the International System	(1)

Cultural Emphasis (4 credits)

One Course from the following:	(1)
ART 213(IT) The History of the Art of China	
ART 214 Art and Culture of Japan	
HIST 264 Political Culture of Modern China	
HIST 445 Postwar Japan	
JAPN 314 Japanese Literature in Translation	
JAPN 340 Topics in Modern Japanese Literature and Film	
REL 135 Religions of Asia	
Three Japan courses or three China courses:	(3)

Japan

HIST 381 History of Modern Japan	(1)
JAPN 201 (W) Modern Japanese Society and Culture	(1)
JAPN 331 or 332 Third Year Japanese I or II	(1)

China

CHNSE 331 or 332 Third Year Chinese I or II	(1)
HIST 382 Politics, Ideology and Philosophical Discourse in Traditional China	(1)
HIST 383 Mao's China 1949-1979	(1)

FACULTY

Gaetano DeLeonibus, Assistant Professor, French, Director

K.S. Ainsworth, Associate Professor, History

Suresht R. Bald, Professor, Politics

María Blanco-Arnejo, Associate Professor, Spanish

Robert C. Dash, Professor, Politics

Rebecca J. Dobkins, Assistant Professor, Anthropology

William E. Duvall, Professor, History

Peter Eilers, Professor, Earth Science

Ludwig M. Fischer, Professor, German

Christine A. Gentzkow, Associate Professor, German

Francoise A. Gœury-Richardson, Professor, French

James S. Hanson, Professor, Economics

Stephen C. Hey, Professor, Sociology

Thomas H. Hibbard, Professor, Economics

Paul Howard, Assistant Professor, History
Carol Ireson-Doolittle, Professor, Sociology
Ronald P. Loftus, Professor, Japanese and History
Michael Marks, Assistant Professor, Politics
Pamela Moro, Assistant Professor, Anthropology
Rosemary Morrison, Instructor, Japanese
Tatjana Pavlovic, Assistant Professor, Spanish
Magda Schay, Associate Professor, Russian
William Smaldone, Associate Professor, History
John F. Uggen, Professor, Spanish
Patricia Varas, Associate Professor, Spanish

COURSE DESCRIPTIONS

For course descriptions, see appropriate departmental statements.

JAPANESE/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 American (TIUA) adjacent to our campus.

The Japanese Studies major is structured to include: 1) a broad introduction to East Asian Civilization (1 credit); 2) the study of Japanese language through the fourth year (4 credits); 3) courses on Japanese literature, culture, and history (3 credits); 4) an elective concentration consisting of courses on history, religion, art, and culture of Japan and/or China (3 credits); and 5) a senior year experience (1 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	Introduction to East Asian Civilization to 1800	OR	
HIST 118	East Asian Civilization Since 1800		(1)
JAPN 201 (W)	Modern Japanese Society & Culture		(1)
JPNST 499	Senior Seminar in Japanese Studies		(1)
Four credits from the following:			(4)
JAPN 331-332	Third Year Japanese I, II		
JAPN 430-431	Japanese Reading and Composition I, II		
JAPN 432-434	Conversational Japanese I, II		
JAPN 490-491	Reading Conference		
Two credits from the following:			(2)
JAPN 314	Japanese Literature in Translation		
HIST 380	History of Traditional Japan		
HIST 381	History of Modern Japan		
HIST 445	Postwar Japan		
Three credits from the following:			(3)
ART 213 (IT)	History of the Art of China		
ART 214	Art and Culture of Japan		
CHIN 232, 332*	Intermediate, Third Year Chinese		
HIST 264	Political Culture of Modern China		
HIST 382	Politics, Ideology and Philosophical Discourse in Traditional China		
HIST 383	Mao's China 1949-1979		
JAPN 340	Topics in Modern Japanese Literature and Film		
REL 135	Religions of Asia		

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

FACULTY

Ronald P. Loftus, Professor, Chair

Kumiko Koishi, Instructor

Danni Lu, Instructor

Rosemary Morrison, Instructor

COURSE DESCRIPTIONS

JAPN 131 & 132 Elementary Japanese I & II (1)

Introduction to the fundamental structure of Japanese. Classroom instruction will consist of intensive aural-oral drills as well as reading and writing based on assigned texts. Approximately 100 kanji in addition to hiragana and katakana will be introduced. There will be periodic quizzes, a mid-term, and the final. *131, Fall; 132, Spring.* 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 towards work and leisure, organization of the workplace, and social issues such as crime and delinquency. Writing-Centered. *Alternate years, spring.* Loftus, Morrison

JAPN 231 & 232 Intermediate Japanese I & II (1)

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 will be expected. Prerequisites: JAPN 131 and 132 or consent of instructor. *231, Fall; 232, Spring.* Koishi, Loftus

JAPN 314 (W) 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. *Fall.* Loftus

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

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

JAPN 340 Topics in Japanese Literature and Film (1)

An in-depth examination of some of the most important issues in modern Japanese literature and film. Some topics might include Japan's atomic bomb literature, writings/films by and about Japanese women, and cinematic and literary works that focus on Japan's continual struggle to construct a modern identity. The works of a single writer or director may be studied. Course taught in English. Japanese Studies majors with fourth-year language proficiency will be given the opportunity to read some of the works in the original. Prerequisite: Introductory literature or film course, or consent of instructor. *Alternate years, spring.* Morrison

JAPN 350 The Novels of Mishima and Kawabata (1)

A comparison and contrast of two 20th century Japanese novelists — Yukio Mishima, the Modernist, and Yasunari Kawabata (Nobel Prize in Literature, 1964), the Traditionalist, and an analysis of how they reflect Japanese culture and how they were influenced by Western thought. *Fall.* Staff

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, Morrison

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

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, Morrison

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 instructor's permission. *Spring.* Loftus, Morrison

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

To enable students who have a sound grasp of Japanese grammar to develop reading skills and to extend their knowledge of Chinese characters. Students must have completed two years of college Japanese and/or studied Japanese in Japan. Prerequisite: consent of instructor. *On demand*. Staff

JPNST 499 Senior Seminar in Japanese Studies (1)

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 the field of Japanese Studies. *Spring*. Staff

CHINESE**CHNSE 131 & 132 Elementary Chinese I & II (1)**

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

CHNSE 231 & 232 Intermediate Chinese I & II (1)

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

CHNSE 331 & 332 Third Year Chinese I & II (1)

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

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 non-profit 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 where a Latin American specialization would be helpful.

REQUIREMENTS FOR THE LATIN AMERICAN STUDIES MAJOR (11 credits)

This is a contract major, which must be agreed upon by the student and the program faculty by the end of the sophomore year. A service learning component is required for the major; it may be met by satisfactory completion of LAS 230 or, in some cases (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 230	Perspectives on Latin America and Latinos	(1)
SPAN 331	Spanish Composition and Discussion	(1)
Eight credits (approved in writing) from the following		(8)

Three courses from Group A:

HIST 256	Colonial Latin America
HIST 258	Latin America From Independence to Recent Times
POLI 362	Latin American Politics
POLI 375	Latin America and the International System

Two credits from Group B:

- ISB 324 Women in International Perspective
 ISB 331 Liberation Theology and Social Change
 ISB 350 (IT; CH) Mesoamerican Civilizations
 SPAN 333 Hispanic Civilization

Two credits from Group C:

- SPAN 413 Spanish American Literature: Modernismo to Early 20th Century
 SPAN 425 Latin American Literature I: Conquest to Modernismo
 SPAN 426 Latin American Literature: Modernismo to the Present
 SPAN 427 Topics in Latin American Literature
 SPAN 428 Contemporary Mexican Literature
 SPAN 430 History of Hispanic Thought
 SPAN 431 Contemporary Novel and Short Story
 SPAN 435 Contemporary Hispanic Women Writers

One additional course to be chosen from Group A, B, or C.

- LAS 497 Senior Thesis in Latin American Studies (1)
 Double majoring in Latin American Studies and International Studies (Latin American regional focus) is not permitted.

FACULTY

- Robert C. Dash, Professor, Politics, Chair
 K.S. Ainsworth, Associate Professor, History, and Director of Off-Campus Studies
 Maria D. Blanco-Arnejo, Associate Professor, Spanish
 Catherine A. Collins, Professor, Rhetoric and Media Studies
 David Douglass, Associate Professor, Rhetoric and Media Studies
 Peter Eilers, Professor, Geography and Environmental Science
 Carol Ireson-Doolittle, Professor, Sociology
 Jennifer Jopp, Instructor, History
 Susan Kephart, Professor, Biology
 D.Bertín Ortega-Aguilar, Assistant Professor, Spanish
 Tatjana Pavlovic, Assistant Professor, Spanish
 William Smaldone, Associate Professor, History
 John Uggen, Professor, Spanish
 Patricia Varas, Associate Professor, Spanish
 Charlie I. Wallace Jr., Associate Professor, Religion, and University Chaplain

COURSE DESCRIPTIONS**LAS 230 Perspectives on Latin America and Latinos (1)**

This course is an interdisciplinary introduction to the history and culture and to some critical themes and issues in Latin America and Latin American (and Caribbean) immigrant communities in the United States. A service-learning component involving work with a local community agency or organization which serves Latinos is a required part of the course for Latin American Studies majors. This is the introductory course to the Latin American Studies major, but it is open to non-majors. *Spring*. Dash

LAS 497 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. *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 Higher Mathematics	(1)
MATH 253 (QA)	Linear Algebra	(1)
One course in Computer Science, numbered 200 or higher		(1)

- Three additional credits in Mathematics numbered 300 or above including at least two of the following courses (3)
- MATH 446 (QA) Advanced Calculus
 - MATH 456 (QA) Modern Algebra
 - MATH 466 (QA) Probability and Statistics
 - MATH 476 (QA) Modern Geometry

- Two additional credits in Mathematics numbered 200 or above (2)
- MATH 499 (QA) Seminar in Mathematics (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

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

COURSE DESCRIPTIONS

Placement into the first mathematics course is by Departmental placement exam or consent of Department.

MATH 130 (QA*) Techniques of Mathematics (1)

A course to provide students with the necessary mathematical skills to interpret and use the mathematics they will be faced with in everyday life. Topics include: Elementary Algebra, Applied Geometry, and Practical Statistics. MATH 130 may not be taken for credit after higher Mathematics courses have been completed. Quantitative and Analytical Reasoning, starred. *Every semester.* Staff

MATH 135 Preparation for Calculus (1)

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

MATH 139 (QA*) Elements of Calculus (1)

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

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

Differential and integral calculus of a single variable; applications. Prerequisite: Placement exam or consent of Department. (Math 141 counts for only .5 credit if student has completed Math 139). Quantitative and Analytical Reasoning, starred. *Every semester.* Staff

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. Writing-centered. Prerequisite: one year of college calculus credit. *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, non-starred. *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 equations. Prerequisite: MATH 249. Recommended: MATH 253. Quantitative and Analytical Reasoning, non-starred. *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 142. Quantitative and Analytical Reasoning, non-starred. *Spring.* Staff

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, non-starred. *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. Prerequisite: MATH 251 plus MATH 253 or MATH 256 and experience in computer programming. Quantitative and Analytical Reasoning, non-starred. *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, non-starred. *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, non-starred. *On demand.* Staff

MATH 446 (QA) 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. Quantitative and Analytical Reasoning, non-starred. *Spring 1999 and then twice every five semesters.* Staff

MATH 456 (QA) 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. Quantitative and Analytical Reasoning, non-starred. *Fall 1999 and then twice every five semesters.* Staff

MATH 466 (QA) Probability & 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. Quantitative and Analytical Reasoning, non-starred. *Fall 1998 and then twice every five semesters.* Staff

MATH 476 (QA) 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. Quantitative and Analytical Reasoning, non-starred. *Fall 1998 and then twice every five semesters.* Staff

MATH 486 (QA) 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, Vector Analysis, Topology. Quantitative and Analytical Reasoning, non-starred. *Spring*. Staff

MATH 490 (QA) 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. Quantitative and Analytical Reasoning, non-starred. *On demand*. Staff

MATH 491 (QA) 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. Quantitative and Analytical Reasoning, non-starred. *On demand*. Staff

MATH 499 (QA) 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. Quantitative and Analytical Reasoning, non-starred. *Spring*. Staff

MUSIC

The Willamette University Music Department provides a program of rigorous study in music performance, music composition, music education and music therapy 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, 13 practice rooms, and the 1,250 seat G. Herbert Smith Auditorium. The Mary Stuart Rogers Music Center will be completed in the spring 1999 and will house a 450-seat concert hall, rehearsal hall, percussion studio, several faculty studios, practice rooms and the music office. A tracker-action organ is housed in the Cone Chapel located in Waller Hall. The music section of the University library contains a comprehensive and up-to-date collection of musical scores, books, microfilm, CDs, video tapes and recordings. A number of orchestra and band instruments are available for loan to music students.

Admission, Scholarships and Financial Aid

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

A number of music scholarships, as well as other institutional financial aid, are awarded to entering students. Student employment opportunities under the Federal Work-Study program also are available to music students; these include accompanying, work in the Music Office, and various secretarial and clerical jobs 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 Distinguished Artists Series perform and present master classes on campus, and the New Music at Willamette program offers twentieth century music 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 and 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.

Music Ensembles

The following music ensembles are open by audition to all Willamette students regardless of major:

- Chamber Choir
- Chamber Music Ensembles
- Chamber Winds
- Jazz Combo
- Male Ensemble Willamette
- Musical Theatre Workshop
- Salem Chamber Orchestra
- University Jazz Ensemble
- Willamette Singers (Vocal Jazz Ensemble)
- Willamette University Band
- Willamette University Women's Choir

Most music majors are required to participate in an ensemble every semester. For specific requirements for the B.M. degree (Performance, Composition, Therapy, Education) or the B.A. degree, see the Music Student Handbook.

A music handbook, in which policies are outlined in a detailed manner, is distributed to all music students every year. Any student contemplating a major in music is strongly urged to read this handbook thoroughly and contact the Music Department Chair before registering. Contact the Music Department 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 wide range of styles and epochs.

Bachelor of Music in Music Therapy

The music therapy program is a professional program open to students who demonstrate strong academic and musical skills, who are sensitive, caring individuals, and who possess high standards of professional ethics. The program involves using music to work with children and adults requiring special services due to emotional, learning, or physical disabilities. Willamette University is the only college in the Northwest offering an accredited music therapy program leading to registration with the American Music Therapy Association (AMTA) and board certification. The program is available for incoming freshmen, transfers, or equivalency students who have previously earned a Bachelor's degree.

The Bachelor of Music is conferred after satisfactory completion of all course work. A certificate in music therapy is issued following completion of a six-month full-time internship in an AMTA approved clinical center.

Bachelor of Arts in Music

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

In a rare case a student may wish to earn a liberal arts degree as well as a professional music degree from Willamette. It is important for such a student to consult the catalog section on double degrees and the Registrar's Office for information regarding the specific requirements which must be met to earn both degrees.

Instrumental Proficiency Requirement for Music Majors

No later than the end of the junior year all candidates for music degrees (other than performance) must demonstrate on some instrument, or in voice, a skill level equivalent to that normally expected after three or four years of advanced private study, depending upon the degree sought. A minimum of one year of college-level study on that instrument must precede the satisfaction of this requirement. (Performance majors see "Performance Related Requirements" section in the music handbook.) Proficiency requirements are satisfied by a performance for a faculty jury or in a student recital. See the music handbook for memory and repertoire requirements for each degree program. In addition, all music therapy and music education majors must satisfy a functional piano requirement. (See the music handbook for detailed instructions as to the methods available to satisfy the functional piano requirement.)

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; Music Therapy Majors — a Senior Project; Composition Majors — a Senior Composition Project; Music Education Majors — Senior Seminar. Each student majoring in Music under the Bachelor of Arts program must register for the course MUSC 490 (.5 credit) which will involve 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 candidates must fulfill the language requirement.

Note: Variable credit is given for Music 170, 270, 370, and 470: Applied Instrumental and Vocal Instruction. Performance majors, who take one-hour lessons each week and are expected to practice a greater number of hours weekly, earn one credit. Non-performance majors who take one-hour lessons each week earn .5 credit. Those who take one-half hour lessons each week earn .25 credit.

REQUIREMENTS FOR THE MUSIC MAJOR (minimum of 12 credits) (BACHELOR OF ARTS DEGREE)

MUSC 112	Introduction to Music Literature	(.5)
The following may be waived based on music placement exams:		
MUSC 130A-B	Fundamentals of Music	(.5 - 1)
MUSC 131, 133, 231, 233	Music Theory I, II, III, IV	(2)
MUSC 132, 134, 232, 234	Ear Training I, II, III, IV	(2)
MUSC 331	Style Analysis	(.5)
One course from the following:		(.5)
MUSC 233	Counterpoint	
MUSC 336	Elementary Music Composition	
MUSC 341 (W)	Music History: Ancient to 1700	(1)
MUSC 342	Music History: 1700 to Present	(1)
A Music History period course		(1)
Private Lessons		(1.5)
Music Ensembles		(1.5)
MUSC 490	Independent Study (Senior Project)	(.5)

CORE REQUIREMENTS FOR THE BACHELOR OF MUSIC DEGREE

Core Courses (minimum of 10.5 credits)

MUSC 112	Introduction to Music Literature	(.5)
MUSC 130A-B	Fundamentals of Music	(.5 - 1)
MUSC 131, 133, 231, 233	Music Theory I, II, III, IV	(2)
MUSC 132, 134, 232, 234	Ear Training I, II, III, IV	(2)
MUSC 341	Music History: Ancient to 1700	(1)
MUSC 342	Music History: 1700 to the Present	(1)
Private Lessons		(2)
Music Ensembles		(2)
MUSC 130A-B and courses from the Music Theory and Ear Training Sequence may be waived or satisfied by transfer credit, based on music placement exams.		

BACHELOR OF MUSIC IN PERFORMANCE (other than voice)

ADDITIONAL REQUIREMENTS (minimum of 19 credits)

Additional Private Lessons		(6)
MUSC 331	Style Analysis	(.5)
One course from the following:		
MUSC 333	Counterpoint	
MUSC 236 (CA)	Elementary Music Composition I	

A Music History period course	(1)
MUSC 496 Senior Recital	(.5)

BACHELOR OF MUSIC IN PERFORMANCE (voice)

ADDITIONAL REQUIREMENTS (19 .5 credits in music, 4 credits in language)

Additional Private Lessons	(6)
One course from the following:	(.5)

MUSC 236 (CA) Elementary Music Composition I

MUSC 331 Style Analysis

MUSC 333 Counterpoint

A Music History period course	(1)
MUSC 261, 262, 263, 264 Diction for Singers	(1)
One year each in French and German	(4)
Two semesters of applied piano lessons	(.5)
MUSC 496 Senior Recital	(.5)

BACHELOR OF MUSIC, EMPHASIS IN MUSIC EDUCATION

ADDITIONAL REQUIREMENTS (minimum of 20 credits)

Additional Private Lessons	(2)
MUSC 135 Introduction to Music Education	(.5)
MUSC 154, 155 Brass, Percussion Class	(1)
MUSC 156, 157 String, Voice Class	(1)
MUSC 158 Woodwind Class	(.5)
MUSC 255, 435 Basic, Advanced Conducting	(1)
MUSC 331 Style Analysis	(.5)
MUSC 335 Instrumentation	(.5)
MUSC 349 Elementary Music Resources	(.5)
MUSC 352, 356 Vocal, Instrumental Music Resources	(1)
MUSC 431 Band Arranging/Orchestration	(.5)
MUSC 491 Seminar in Music Education	(.5)
Successful completion of functional piano exam	

BACHELOR OF MUSIC IN MUSIC THERAPY

ADDITIONAL REQUIREMENTS (minimum of 27.5 credits)

MUSC 155 Percussion Class	(.5)
MUSC 157 Voice Class	(.5)
MUSC 170V Piano Lessons*	(.25)
Successful completion of Functional Piano Exam	
MUSC 170G Guitar Lessons**	(.25)
MUSC 159 Guitar Class	(.25)
MUSC 239 Jazz Theory and Improvisation	(.5)
One and a half credits from the following	(1.5)
THTR 180-185, 282 & 283 Dance classes	(.5)
MUSC 214 Musics of the World	(1)

MUSC 236 (CA) Elementary Composition I	(.5)
MUSC 335 Instrumentation	(.5)
MUSC 151(W) Introduction to Music Therapy	(1)
MUSC 250 Music Therapy Practicum Seminar, taken each term	(0)
MUSC 253 Music In Recreation and Special Education	(1)
MUSC 354.355 Psychology of Music I & II	(2)
MUSC 449 Music Therapy with Children	(1)
MUSC 451 Music Therapy with Adults	(1)
One credit in Music Therapy Practicum (MUSC 452)	(1)
BIOL 246 Human Anatomy	(1)
PSYC 110 Introduction to Psychology	(1)
PSYC 334 Exceptional Children	(1)
PSYC 335 Clinical and Abnormal Psychology	(1)
One and three quarters additional credits in Psychology, Sociology, or Natural Science	(1.75)
*-piano lessons for one semester prior to Functional Piano	
**-guitar lessons one semester prior to taking Guitar Class	

BACHELOR OF MUSIC COMPOSITION

ADDITIONAL REQUIREMENTS (minimum of 19 credits)

Additional Private Lessons	(2)
MUSC 236, 237 Elementary Music Composition I & II	(1)
MUSC 255 Basic Conducting	(.5)
MUSC 331 Style Analysis	(.5)
MUSC 333 Counterpoint	(.5)
MUSC 335 Instrumentation	(.5)
MUSC 336, 337 Intermediate Music Composition I & II	(1)
MUSC 431 Band Arranging I, Orchestration	(.5)
A Music History Period Course	(1)
Senior Composition Project	(1)

REQUIREMENTS FOR THE MUSIC MINOR (5.5 credits)

The Minor Program in Music consists of 5 .5 credits in Music chosen from the following courses in consultation with the Music Department.

MUSC 112 Introduction to Music Literature	(.5)
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 Mozart: His Life, Times and Music	
MUSC 212 Jazz in America	
MUSC 214 Music of the World	
MUSC 215 Musical Languages of the Twentieth Century	
MUSC 219 The Age of Beethoven	
Applied Lessons or Ensembles	(1.5)

FACULTY AND PRIVATE LESSON INSTRUCTORS:

Wallace H. Long, Professor (Choirs, Music Education), Chair
 Martin K. Behnke, Professor (Bands, Jazz Ensemble, Music Education)
 Stan Bock, Instructor (Trombone, Tuba, Euphonium)
 Jay Chen, Instructor (Trumpet)
 Deborah Cleaver, Instructor (Piano)
 Jean-David Coen, Associate Professor (Piano, Music History)
 Michael Curtis, Instructor (Bassoon, Saxophone)
 Kevin Deitz, Instructor (String Bass)
 John Doan, Assistant Professor (Guitar)
 Jeanne Eikrem, Assistant Professor (Flute)
 Marcia Hauff, Assistant Professor (Organ, Piano, Harpsichord)
 Mike Hettwer, Instructor (Horn)
 David Ingram, Accompanist and Instructor (Piano)
 Anita S. King, Professor (Piano, Music Theory)
 Paul Klemme, Instructor (Choir)
 Mary Lott, Instructor (Oboe)
 Bruce M. McIntosh, Professor (Cello, Orchestra, Music Theory)
 Valerie McIntosh, Assistant Professor (Voice, Diction, Musical Theatre Workshop)
 Terry Ostergaard, Instructor (Percussion)
 John Peel, Professor, Composer-in-Residence, Swindells Professor of Music (Composition)
 Patty Pickett-Cooper, Instructor (Music Therapy)
 Lisa Ross, Instructor (Choir)
 Daniel S. Rouslin, Professor (Violin, Music Literature, Music Theory)
 Ann Snelling, Accompanist
 Carole Stewart, Instructor (Voice)
 Richard H. Stewart, Professor (Music Education, Woodwinds)
 Allison Swensen-Mitchell, Instructor (Voice)
 Laura Zaerr, Instructor (Harp)
 Kurt-Alexander Zeller, Assistant Professor (Voice)

COURSE DESCRIPTIONS

MUSC 030X-01 (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 four subscription series concerts each year. Prerequisite: Audition. May be repeated for credit. *Creating in the Arts. *Every semester.* B. McIntosh

MUSC 030X-02 (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. *Creating in the Arts. *Every semester.* Rouslin

MUSC 031X (CA) Jazz Ensemble (.25)

Music in various modern jazz ensemble styles will be studied through rehearsal and performance. Opportunities will be available for students to score for and rehearse the group. May be repeated for credit. *Creating in the Arts. *Every semester.* Behnke

MUSC 032X-01 (CA) Chamber Winds (.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, and a number of concerts and an annual tour will be presented. For the advanced musician, by audition. May be repeated for credit. *Creating in the Arts. *Every semester.* Behnke

MUSC 032X-02 (CA) University Band (.25)

Exploration of a wide variety of significant literature for wind ensemble, representing all styles and periods. A considerable amount of sight reading will be included, and a number of concerts of widely varied appeal will be presented. Open to all students through interview/audition. May be repeated for credit. *Creating in the Arts. *Every semester.* Behnke.

MUSC 033X-01 (CA) University Women's Choir (.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 all students through interview. May be repeated for credit. *Creating in the Arts. *Every semester.* Ross

MUSC 033X-02 (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 all students through interview. May be repeated for credit. *Creating in the Arts. *Every semester.* Klemme

MUSC 034X (CA) Musical Theatre Workshop (.25)

A practical course in singing and acting. In the fall, scenes from famous operas are performed. Spring productions are fully staged, costumed, and accompanied by an orchestra. Spring productions rotate between opera, operettas, and musicals. May be repeated for credit. *Creating in the Arts. *Every semester.* V. McIntosh, Zeller

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. May be repeated for credit. Prerequisite: consent of instructor. *Creating in the Arts. *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. *Creating in the Arts. *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. *Creating in the Arts. *Every semester*. Long

MUSC 099X (CA) 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.

*Creating in the Arts. *Fall*, King; *Spring*, Coen

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

MUSC 112 Introduction to Music Literature (.5)

A historically-oriented examination of works of "Western" music from the Middle Ages to the present. Attention will be given to composers and their role in a changing society. Some works will be studied in detail. This course is designed primarily for music majors. It is offered to non-music majors who already possess some understanding of the basics of music. Prerequisite for class: ability to read music or MUSC 130. Prerequisite for Practicum: consent of instructor. *Spring*. Rouslin

MUSC 117 The Art of Listening (1)

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

MUSC 118 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. *Alternate years, spring*. B. McIntosh

MUSC 130 Fundamentals of Music (A-.5 credit, B-.5 credit)

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 cover piano and singing skills, intervals, scales, and the dictation of short motives. No previous experience in music is necessary. This is not a "music appreciation" course, rather an entry-level course in music theory. *Every semester.* Rouslin

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. Principal focus is on four-part writing of triadic harmony. Prerequisite: Music 130 or consent of instructor. *Fall.* Miller

MUSC 132 Ear Training I (.5)

The course will closely parallel Theory I. Melodic dictation concentrating on one and two voice melodies and short diatonic progressions, keyboard harmony, solfege, and study of rhythm. Prerequisite: Music 130 or consent of instructor. *Fall.* Miller.

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: Music 131 or consent of instructor. *Spring.* Miller

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: Music 132 or consent of instructor. *Spring.* Miller

MUSC 135 Introduction to Music Education (.5)

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

MUSC 142: (IT) Music and Mortality (1)

This course is intended for non-music majors. The first part will be concerned with heightening the student's aural awareness and sensitivity to the characteristics of musical art: beat, rhythm, pitch, harmony, texture, etc. The second part of the course will be an examination of specific works of music that focus on death, either as settings of texts (such as the Requiem Mass) or as purely instrumental (non-textual) representations of the death experience. Interpreting Texts. (Death Cluster) *Fall.* Rouslin

MUSC 151 (W) Introduction to Music Therapy (1)

An overview and introduction to the field of music therapy as a professional career. Elements of diagnosis, treatment, and observation techniques are covered. Videotapes and observations of music therapists in the community are included. Open to anyone interested in learning about a career in music therapy. Writing-centered. *Fall*. Staff

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 non-public school settings. *Alternate years, spring*. Behnke

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, spring*. Behnke

MUSC 156 String Class (.5)

The purpose of this course is to acquaint future music educators with the basics of string playing and to ground them in pedagogical concepts designed to promote a love of music in beginning string students as well as beneficial physical habits as the student progresses on the instrument of choice. Limited to music majors. *Alternate years, fall*. 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, spring*. V. McIntosh

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 non-public school settings. Limited to music majors. *Alternate years, fall.* Stewart

MUSC 159 Guitar Class (.25)

Development of applied guitar skills at the beginning level. Emphasis on techniques which can be applied in music therapy or music education. Preference given to music therapy and music education students. *Every semester.* Doan

MUSC 170/270/370/470 Applied Instrumental and Vocal Instruction I, II, III and IV (.25-.5-1)

First through fourth year. Development of applied instrumental and vocal skills, starting with student's level of attainment. May be repeated for credit. Permission of the instructor. *Every semester.* Staff

MUSC 190/290/390/490 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 212 Jazz in America (1)

This course will focus on the style and structure of American Jazz from "pre-jazz" elements including the field hollers and work songs of the African American slave to the present day eclecticism evident in music called jazz, including funk, fusion, and electronic jazz. The student will develop a working vocabulary and set of concepts that will lead to an understanding of music, particularly jazz music, and an ability to express technical and non-technical concepts based on listening with understanding to jazz music. *Fall.* Behnke

MUSC 214 Musics of the World (1)

The course will include the music of three or four selected cultures. Comparisons between these and music of America will be made, these comparisons to include musical form and scales, music in cultural rites, sociological impact, etc. Hands-on experiences, including folk dances, will be incorporated into the program of study. *Alternate years, spring.* Stewart, R.

MUSC 215 Musical Languages of the Twentieth Century (1)

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

MUSC 219 The Age of Beethoven (1)

Major works of Beethoven, placed in historical perspective through a study of compositional styles before and after Beethoven to attempt to determine how his musical style reflects the Classic-Romantic spectrum of musical thought. Exploration of social change, artistic and philosophic thought from 1770 to 1830, with Beethoven's works interpreted in the light of the times of the French Revolution. *Fall.* Coen

MUSC 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, baroque continuous forms (invention, fugue, ritornello). Prerequisite: Music 133 or consent of instructor. *Fall.* Rouslin

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 sightsinging with the addition of Neapolitan and augmented-sixth chords. Prerequisite: MUSC 134 or consent of instructor. *Fall.* Rouslin

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 (styles of Debussy, Bartok, Stravinsky, and Schoenberg). Prerequisite: MUSC 231 or consent of instructor. *Spring.* Rouslin

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.* Rouslin

MUSC 235 Functional Piano (.25)

A course which is required for, and limited to, music education and music therapy majors. Includes basic piano technique of scales and arpeggios as well as the development of sight reading ability and preparation for adequate functioning at the piano in an educational or therapeutic setting. Prerequisites: Completion of MUSC 133 and 134. *Every semester.* Hauff

MUSC 236/237 (CA) Elementary Music Composition I & II (.5/.5)

In these courses students write pieces based on models from the classical period. Concepts of harmony, phrase structure, form, and articulation are developed in strict composition exercises. In consultation with the instructor, students also work on individual projects in free composition. A once-a-year concert or reading session is devoted to showcasing the students' work. Prerequisite: MUSC 233 Theory IV or consent of instructor. Creating in the Arts. *Every semester*. 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, 2-5-1 chord progression, 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, fall*. Behnke

MUSC 250 Music Therapy Practicum Seminar (0)

To be taken concurrently with Music Therapy Practicum. Discussion of data collection procedures and clinical documentation. Issues concerning professional ethics, and community relations. Majors only. *Every semester*. Staff

MUSC 253 Music in Recreation and Special Education (1)

Recreation and educational uses of music with normal and handicapped populations. Specific competencies are achieved on piano, recorder, guitar, autoharp, and other recreational instruments. Leadership and group management skills are practiced in class and in the preschool setting. No musical background necessary. Open to non-majors. *Spring*. Staff

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. Prerequisite: MUSC 132 and consent of instructor. *Spring*. Behnke

MUSC 261 English Diction for Singers (.25)

Principles of English phonetics for singing. Application of the International Phonetic Alphabet to song texts. *Fall/Spring*. McIntosh, V.

MUSC 262 Italian Diction for Singers (.25)

Principles of Italian phonetics for singing. Application of the International Phonetic Alphabet to song texts. *Fall/Spring*. McIntosh, V.

MUSC 263 German Diction for Singers (.25)

Principles of German phonetics for singing. Application of the International Phonetic Alphabet to song texts. *Fall/Spring*. McIntosh, V.

MUSC 264 French Diction for Singers (.25)

Principles of French phonetics for singing. Application of the International Phonetic Alphabet to song texts. *Fall/Spring*. McIntosh, V.

MUSC 331 Style Analysis (.5)

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. *Spring*. King

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. *Fall*. King.

MUSC 335 Instrumentation (.5)

Instrumentation is the study of the various families of instruments: strings, woodwinds, brass, and percussion. Ranges and idiomatic scoring problems of each instrument will be learned. Scoring for like and unlike instrumental combinations and scoring for small groups of instruments will be emphasized. *Alternate years, fall*. Stewart

MUSC 336/337 Intermediate Music Composition I & II (.5/.5)

In this course the strict composition assignments employ chromatic harmony, serial procedures and larger formal designs. Contemporary orchestration techniques and notation are also introduced. Private lessons are devoted to a free composition project in consultation with the instructor. A once-a-year concert or reading session is devoted to showcasing the students' work. The course may be repeated once. Prerequisite: MUSC 237. *Every semester*. Peel

MUSC 341 (W) Music History: Ancient to 1700 (1)

The changes in Western music history from Gregorian Chant through the beginning of polyphony, French and Italian music of the 14th Century, English and Burgundian music at the close of the Middle Ages, and Renaissance music. Illustrations by means of class performances, score analysis, and recordings. Writing-Centered. *Fall*. Coen

MUSC 342 Music History: 1700 to Present (1)

The changes in Western music history from the early Baroque period through the Classic, Romantic, and Modern periods. Illustrations by means of class performances, score analysis, and recordings. Readings in corollary cultural history. Prerequisite: MUSC 233. *Spring*. Coen

MUSC 349 Elementary Music Resources (.5)

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

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, spring.* Stewart

MUSC 354 Psychology of Music I: Experimental Research in Music (1)

Psychological foundations of music. Experimental research methodology and statistics are studied culminating in the completion of an experimental research project. Open to non-majors with at least junior standing. *Alternate years, fall.* Staff

MUSC 355 Psychology of Music II: Behavioral Methodology (1)

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

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, spring.* Stewart

MUSC 420 Music Since 1945 (1)

A study of representative major compositions, focusing primarily on modernist and avant-garde artistic movements in Europe and the United States. Aesthetic and technical writings by major composers and theorists are studied concurrently with each composition, in order to understand the theoretical bases of new music and musical systems. Intended primarily for upper-level music majors. Prerequisite: MUSC 233. (Music History Period Course) *Fall.* Peel

MUSC 431 Band Arranging/Orchestration (.5)

Scoring for large groups: band and/or orchestra. Knowledge of score and part writing will be demonstrated and performance of student scores will be done by the Willamette University Band/Chamber Winds and the Chamber Orchestra. *Alternate years, spring.* Stewart

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 is the focus of the course. Prerequisite: MUSC 255. *Alternate years, fall.* Behnke

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: Music 233 or consent of instructor. (Music History Period Course). *Alternate years, spring.* 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 233. (Music History Period Course). *Alternate years, spring.* Peel

MUSC 449 Music Therapy with Children (1)

Study of methods and techniques in music therapy with handicapped children and the disorders and treatment methods utilized with children and adolescents in music therapy. Majors only. *Alternate years, fall.* Staff

MUSC 451 Music Therapy with Adults (1)

Study of psychotherapeutic/counseling techniques, and music therapy techniques with adult psychiatric, adult medical disorders, and geriatrics. Issues concerning the disorders and treatment methods utilized with adults in music therapy. Majors only. *Alternate years, spring.* Staff

MUSC 452 Music Therapy Practicum (.25-.5)

Music therapy clinical work in community agencies with children, adolescents, and adults. Clinical contacts include areas such as: learning, emotionally and physically handicapped children; drug/alcohol dependent youth; adult psychiatric, medical rehabilitation, and geriatrics. Individual supervision. To be repeated four to six times for credit. Majors only. *Every semester.* Staff

MUSC 491 Seminar in Music Education (.5)

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

MUSC 495 Music Therapy Internship (0)

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

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

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

REQUIREMENTS FOR THE PHILOSOPHY MINOR (5 credits)

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

FACULTY

- Sally Markowitz, Professor, Chair
- Louis F. Goble, Professor
- Randall Havas, Assistant Professor
- Thomas B. Talbott, Professor

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 will include metaphysics (What is the nature of ultimate reality?), epistemology (How do I know what's really true?), ethics (What makes an action right or wrong?), logic (What makes an argument worth accepting?), and the philosophy of religion (Is it possible to prove the existence of God?). Particular emphasis will be 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 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 Philosophical Ethics (1)

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

PHIL 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. Recommended: one prior course in Philosophy. *Annually*. Havas

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 330 (W) Social and Political Philosophy (1)

This writing-centered course will compare 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. *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)

According to many feminist philosophers, traditional philosophical theories promote ways of thinking that perpetuate gender inequality. Will evaluate feminist criticisms of epistemology, ethics, social theory, and aesthetics. 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. Prerequisite: One course in Philosophy or consent of instructor. Closed to freshman. *Alternate years*. Havas

PHIL 343 Philosophy and the Arts (1)

This course will examine and evaluate various theories about the nature of art and the aesthetic point of view. We will explore such issues as the possibility of defining art, the determination of the meaning and value of particular works of art, the relationship between our conception of art and the culture in which we live. We will also focus on the way art has developed in this century. Prerequisite: One course in philosophy or consent of instructor. *Spring*. Markowitz

PHIL 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: PHIL 110 or consent of instructor. *Alternate years, fall*. Havas

PHIL 354 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. *Alternate years, fall*. Havas

PHIL 360 Philosophy of Mind (1)

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

PHIL 370 Philosophy of Language (1)

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

PHIL 388 Special Topics (1)

This course will be offered occasionally when circumstances warrant. Its content will be different with each offering. 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. *Spring*. Staff

PHIL 390/490 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)

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

PHIL 496-499 Seminar I-IV (1)

Specific philosophical problem areas or interdepartmental projects with reference to the philosophies of important philosophers or philosophical movements. Presentation and defense of papers. Prerequisite: Three courses in the Philosophy Department or consent of the staff. *One per year.* Staff

PHYSICS

Students curious about how the world works will find that the physics curriculum offers them the opportunity to learn not only about the principal phenomena of the physical world but also how physical theory helps us understand these phenomena. The curriculum emphasizes laboratory work in which students become independent workers formulating and solving their own problems. Students gain the intellectual skill of moving freely to and fro between the concrete and the abstract. Students assess evidence, follow complex arguments to their logical conclusions, 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. 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
(8 credits in Physics, 2 in Mathematics, 1 in Computer Science)

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

PHYS 496, Research Seminar, satisfies the senior year experience which must be completed by all resident seniors. Students intending to do graduate study in Physics should also take PHYS 342 (Wave Phenomena), PHYS 345 (Electromagnetism), and PHYS 453 (Quantum Mechanics). Such students should also consider further mathematical study in linear algebra and complex variables.

Students preparing for careers in engineering or applied science should also take Wave Phenomena and Electromagnetism plus one other course beyond the basic five. Students with other goals in mind may choose their additional three courses from among any of the other physics courses outside the basic five.

REQUIREMENTS FOR THE PHYSICS MINOR (5 credits)

PHYS 215 (QA; NW) Introductory Physics I	(1)
PHYS 236 (QA; NW) Introductory Physics II	(1)
Three additional Physics courses at 300- or 400-level	(3)

FACULTY

- Roberta A. Bigelow, Associate Professor, Chair
- Daniel G. Montague, Professor
- Maurice B. Stewart, Professor

COURSE DESCRIPTIONS

PHYS 210 (NW) Astronomy (1)

Descriptive astronomy of the celestial sphere. Megalithic astronomy. Astronomy of classical antiquity. The Copernican revolution. Brahe, Kepler, Galileo, and Newton. Spectroscopic methods of astronomy. Stellar physics and stellar evolution. The interstellar medium, star clusters, and our galaxy. Other galaxies, the expanding universe, quasars, and cosmology. Understanding the Natural World. *Fall*. Stewart

PHYS 215 (QA; NW) Introductory Physics I (1)

Acceleration, mass, force, work, energy, momentum, angular momentum, temperature, and heat, as applied to the Newtonian kinematics and dynamics of a particle and of the plane motion of a rigid body, and to thermodynamics. Quantitative and Analytical Reasoning and Understanding the Natural World. Prerequisite: calculus. *Every semester.* Staff

PHYS 236 (QA; NW) Introductory Physics II (1)

The electric field, Coulomb's Law, Gauss' Law, electric potential, capacitance, electric current, electromotive force, Kirchoff's rules, the magnetic field, Ampere's Law, Faraday's Law, inductance, alternating current, electromagnetic waves, light, reflection and refraction, lenses, Huygen's principle, interference, diffraction, and polarization. Prerequisite: calculus. Quantitative and Analytical Reasoning and Understanding the Natural World. *Every semester.* Staff

PHYS 331 (W) Modern Physics (1)

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

PHYS 335 Thermal Physics (1)

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

PHYS 339 Mechanics (1)

Vector kinematics of plane motion in Cartesian and polar form. Newtonian particle mechanics. Projectile motion in resisting media. Work, energy and conservative forces. The force of gravity, Kepler's Laws and planetary motion. Free and forced harmonic oscillations. Lagrange's equations. Prerequisites: PHYS 215, 236 and two courses in calculus. *Alternate years.* Stewart

PHYS 342 Wave Phenomena (1)

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

PHYS 345 Electromagnetism (1)

Classical electricity and magnetism including electric and magnetic fields, capacitance, inductance, dielectrics, induced electromotive force, and the development of Maxwell's equations and electromagnetic waves. Prerequisites: PHYS 215, 236 and two courses in calculus. *Alternate years.* Stewart

PHYS 348 Electronics (1)

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

PHYS 439 Nuclear and Particle Physics (1)

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

PHYS 442 Condensed Matter Physics (1)

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

PHYS 453 Quantum Mechanics (1)

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

PHYS 490 Independent Study (.25, .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. The seminar portion deals with planning of and reporting on individual research projects selected by each student and directed by a departmental faculty member. *Fall.* Staff

POLITICS

Politics courses are designed to give students opportunities to develop both theoretical and practical understandings of the human condition. Students are encouraged to develop the cognitive skills — both analytical and evaluative — that will enable them to investigate and understand political phenomena. Each student is encouraged to acquire knowledge and motivation for responsible participation in the political process as a citizen or public official. Opportunities for interning in government and politics at the local, state, or national levels are available for qualified students with required academic preparation.

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

REQUIREMENTS FOR THE POLITICS MAJOR: (10 credits in Politics)

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 (CH) History of Western Political Philosophy
- POLI 213 (W; IT) Writing Political Philosophy: Individuality and Community
- POLI 301 Liberalism and Its Critics
- POLI 303 (AR) Topics in Political Theory
- POLI 305 Modern Political Theory
- POLI 306 Critical Theories of the Law
- POLI 307 American Political Thought
- POLI 309 Politics and Literature

One course in American Politics (1)

- POLI 210 (US) American Politics
- POLI 307 American Political Thought
- POLI 334 Law and Public Policy
- POLI 337 Constitutional Law
- POLI 341 Environmental Policymaking: Politics & Process
- POLI 343 Oregon and the Politics of the Pacific Northwest
- POLI 346 Public Opinion and Voting
- POLI 353 American Political Organizations
- POLI 354 The American Presidency
- POLI 355 The United States Senate
- POLI 358 American Political Development
- POLI 396 Internship in Government and Politics
- POLI 398 Legislative Internship

One course in Comparative and International Politics (1)

- POLI 214 (US) International Politics
- POLI 216 (US) Politics of Advanced Industrial Societies
- POLI 218 (US) Political Change in the Third World
- POLI 309 Politics and Literature
- POLI 326 (W) Globalization and Equity
- POLI 362 Latin American Politics
- POLI 369 Women and Politics
- POLI 370 Europe and the International System
- POLI 372 (W) American Foreign Policy
- POLI 373 International Security and Cooperation

POLI 374	Asia and the International System	
POLI 375	Latin America and the International System	
POLI 378 (W)	Nations and the International System	
POLI 480	Senior Thesis	(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, 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 courses are required at the 100/200 levels from the following..... (2)

- *POLI 117 (W) Colloquium: Resistance and Empowerment, Politics of the “Other”
- *POLI 118 (W;AR) Colloquium: Privacy
- POLI 210 (US) American Politics
- POLI 212 (CH) History of Western Political Philosophy
- POLI 213 (W; IT) Writing Political Philosophy: Individuality and Community
- POLI 214 (US) International Politics
- POLI 216 (US) Politics of Advanced Industrial Society
- POLI 218 (US) Political Change in the Third World
- *Only one of POLI 117, or 118 counts towards the Politics minor.

Three courses are required at the 300 level (3)

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

FACULTY

- Robert C. Dash, Professor, Chair
- Suresht R. Bald, Professor
- Sammy Basu, Assistant Professor
- Joe Bowersox, Assistant Professor
- Richard J. Ellis, Associate Professor
- Mark O. Hatfield, Fred Paulus Professor of Public Policy
- Robert E. Hawkinson, Associate Professor
- Michael Marks, Assistant Professor

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.* Bald

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. Open to freshmen and sophomores only. Writing-centered. *Fall*. Bald

POLI 118 (W; AR) Colloquium: Privacy (1)

The 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 freshman and sophomores only. Writing-centered. Analyzing Arguments, Reasons, and Values. *Spring*. 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

POLI 212 (CH) 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. Viewing Cultures Historically. Closed to seniors except with consent of instructor. *Fall*. 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. *Fall*. 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: POLI 117 or 118 or 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. Prerequisite: POLI 115 or 117 or 118 or 212 or consent of instructor. Analyzing Arguments, Reasons and Values. *Annually*. Basu

POLI 305 Modern Political Theory (1)

This course examines selected modern political theorists from Marx and Weber to contemporary theorists. Designation of specific theorists will be made at the time of course offering. Prerequisite: POLI 117 or 118, or 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 American history and contemporary politics. Prerequisite: POLI 117 or 118 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. *Fall*. 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*. Bald

POLI 326 (W) Globalization and Equity (1)

This course introduces students to a significant and complex contemporary development — the compressed time/space transformation of global interaction in the realms of political economy and culture. Globalization at the end of the 20th century is characterized by the greatly increased market-induced global movements of capital, production, technology, consumer goods, people, knowledge, information, and cultural forms. The course examines the effects of globalization on state autonomy, national sovereignty and public policy, political culture and democracy, and labor conditions and the emergent culture of consumerism. The course also investigates the increasing social polarization among and within countries and looks at patterns of adaptation and resistance by individuals and groups to processes of globalization. Students will acquaint themselves with methods of analysis that draw from the analytical framework of political economy. Prerequisite: At least one 200-level Politics course or consent of instructor. Not open to freshmen. Writing-c entered. *Spring*. Dash

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

POLI 341 Environmental Policymaking: Politics & 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 sub-regional politics, state-federal relations, local governments, selected public policy areas, politics and parties, interest groups and movements. Prerequisite: POLI 210. Not open to freshmen. *Alternate years.* Hawkinson

POLI 346 Public Opinion and Voting (1)

This course seeks to provide understanding of the methodology and analysis of public opinion surveys. Topics investigated typically include question wording effects, tolerance, racial attitudes, political ideology, and voting. Prerequisite: POLI 210 or consent of instructor. *Alternate years.* Ellis

POLI 353 American Political Organizations (1)

This course examines political parties, interest groups and political movement organizations in the U.S. context. The course emphasizes alternative theories of organizational development and decay, internal governance, external relations and effectiveness. 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 355 The United States Senate (1)

An examination of the role of the Senate in American politics and policymaking. Topics include elections, party leadership, floor voting, committees, and the impact of the Senate on public policy. Prerequisite: POLI 210. *Annually*. Hatfield

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

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: POLI 214, 218 or LAS 230 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: POLI 214, 216, 218 or consent of instructor. *Alternate years*. Bald

POLI 370 Europe and the International System (1)

The 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. Prerequisite: POLI 214, 216 or consent of instructor. *Alternate years*. Marks

POLI 372 (W) American Foreign Policy (1)

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

POLI 375 Latin America and the International System (1)

An examination of the history and changing nature of Latin America in the international system; consideration of regional arrangements; special emphasis is placed on the development of the inter-American security system and the region's developmental problems as they bear on its diplomatic relations. Focuses on the foreign policies of selected countries. Prerequisite: POLI 214, 218 or LAS 230 or consent of instructor. Not open to freshmen. *Alternate years, fall*. Dash

POLI 378 (W) Nations and the International System (1)

An 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. Prerequisite: At least one 300 level comparative or international politics course, or consent of instructor. Not open to freshmen. Writing-centered. *Fall*. Bald

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 (1-2 credits)

Supervised internships in state and local government. Interns are placed only in positions which provide academic learning opportunities and the availability of such positions may be limited. A student is accepted for internship at the discretion of the instructor on the basis of demonstrated capabilities including research and writing skills. Minimum preparation for an internship is POLI 210 and sophomore status. Only one credit may be counted towards the Politics major. *Even-numbered years, spring.* Hawkinson

POLI 398 Legislative Internship (2 credits)

Supervised internships in the Oregon State Legislature. Interns are placed only in positions which provide academic learning opportunities and the availability of such positions may be limited. Students are admitted to the course by consent of the instructor and are selected on the basis of their demonstrated capabilities, including research and writing skills. Interns are expected to work at least 20 hours a week and meet periodically with the instructor. Minimum preparation for a legislative internship is POLI 210 and sophomore status. Only one credit may be counted towards the Politics major. *Odd-numbered years, spring.* Hawkinson

POLI 480 (W) Senior Thesis (2 credits)

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: Three credits at the 300 level, two of which must be completed at Willamette. 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 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 (9.25 credits)

PSYC 110	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	
PSYC 351	Sensation and Perception	
PSYC 355	Cognitive Neuroscience	
One course in Learning and Cognitive Processes		(1)
PSYC 340	Psychology of Learning	
PSYC 346	Principles of Behavior Analysis	
PSYC 350	Cognitive Processes	
One course in Developmental and Personality/Social Psychology		(1)
PSYC 330	Developmental Psychology	
PSYC 332	Theories of Personality	
PSYC 336	Social Psychology	

One course in Clinical and Applied Psychology	(1)
PSYC 335 Clinical and Abnormal Psychology	
PSYC 337 Child Psychopathology	
PSYC 341 Personnel and Industrial Psychology	
PSYC 348 Health Psychology	
One course or seminar at the 400 level	(1)
PSYC 430 Topical Seminar in Psychology	
PSYC 433 Cognitive/Behavior Modification	
PSYC 435 Psychological Tests and Measurements	
PSYC 440 Techniques of Counseling	
PSYC 443 Psychology and Public Policy	
PSYC 450 History and Systems of Psychology	
PSYC 455 Topics in Social Cognition	
PSYC 460 Advanced Design and Statistics	
Senior year experience	(1)
PSYC 394 Major Program Internship OR	
PSYC 490 Thesis	

REQUIREMENTS FOR THE PSYCHOLOGY MINOR (5 credits)

PSYC 110 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

Mary Ann Youngren, Professor, Chair

Meredyth Goldberg Edelson, Associate Professor

James R. Friedrich, Professor

Susan M. Koger, Professor

Deborah Loers, Associate Professor and Director of Counseling

Loren K. McBride, Associate Professor

Mark T. Stewart, Assistant Professor

COURSE DESCRIPTIONS

PSYC 110 Introduction to Psychology (1)

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

PSYC 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 110 or consent of instructor. *Every semester.* Staff

PSYC 253 (QA*) Research Methods and Analysis II (1)

This course is a continuation of Psychology 252. It will cover basic and intermediate topics in inferential statistics, including correlation/regression analysis, analysis of variance, effect size estimation, and power analysis. The course will emphasize the use of statistical software for analyzing behavioral science data. Quantitative and Analytical Reasoning, starred. Prerequisite: PSYC 252. *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 251 and junior standing with a declared major in Psychology. *Spring.* Youngren

PSYC 330 Developmental Psychology (1)

Behavioral development of normal children prior to adolescence, emphasizing a topical organization rather than an ages and stages approach. Course is divided into two major areas: socialization processes (development of social behavior in infancy, the family, effects of peers, moral development and other topics) and cognitive development (learning and motivation, and the influence of Piaget). Prerequisite: PSYC 110 or consent of instructor. *Fall.* McBride

PSYC 332 Theories of Personality (1)

An introduction to major theories of personality with emphasis on how the theorists' ideas evolved in the context of their life experiences and on current clinical applications. Theorists include Freud, Jung, Adler, Horney, Maslow, and Rogers. Prerequisite: PSYC 110 or consent of instructor. *Spring.* Youngren

PSYC 334 Exceptional Children in the Schools (1)

This course will explore some of the common childhood exceptionalities encountered by educators in the school system. These will be reviewed from educational, developmental, and psychological perspectives. Exceptionalities discussed include: learning disabilities, sensory impairments, and talented youth. Emphasis will be on identification and intervention in the schools and on applicable special education laws. Prerequisite: PSYC 110 or consent of instructor. *Alternate years.* Edelson

PSYC 335 Clinical and Abnormal Psychology (1)

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

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 110 or consent of instructor. *Spring*. Friedrich

PSYC 337 Child Psychopathology (1)

This course will explore psychological disorders of childhood and adolescence. Models of psychopathology will be reviewed with respect to etiology and treatment of childhood disorders. Additionally, issues of assessment and diagnosis will be discussed. Prerequisite: PSYC 251 and 330 or consent of instructor. *Alternate years*. 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 neo-behaviorism, 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 110 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, 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 110 or consent of instructor. *Alternate years*. Friedrich

PSYC 345 Biopsychology (1)

Examination of the biological basis of animal behavior, through the study of neuroanatomy, psychopharmacology, and neurophysiology. Processes including movement, motivated behavior (e.g., eating and drinking), emotion, learning, and memory. Laboratory, including dissection and microscopic examination of nervous system tissue. No prior exposure to biology is assumed. Prerequisites: PSYC 110 and 251 or consent of instructor . *Spring*. 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 non-human animals will be emphasized while we consider how the general principles can be applied to human behavior. Prerequisite: PSYC 110 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 110 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 110 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 110 or consent of instructor. *Fall*. Staff

PSYC 354 (US) Psychology of Women (1)

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

PSYC 355 Cognitive Neuroscience

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. Prerequisites: PSYC 110 and prior course in biological processes or consent of instructor. *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 and that can be tailored to meet student and faculty interests. Prerequisite: PSYC 110. *On Demand.* Staff

PSYC 390 Independent Study (.5-1)

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 110. *Every semester.* Staff

PSYC 394 (395) Major Program Internship (1)

A field experience (minimum of 12 hours per week) supervised by professional research and/or clinical staff in liaison with a faculty member. Two papers and an oral presentation are required. Satisfactory completion of this course fulfills the senior year experience requirement for psychology majors. Prerequisites: PSYC 252 and 300. *Fall.* (Students wishing to complete a full-year internship may enroll for PSYC 395 in the Spring.) Edelson, Friedrich, Youngren

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. *Annually.* Visiting psychologists and Staff

PSYC 433 Cognitive/Behavior Modification (1)

Introduction to principles of cognitive/behavior modification with primary emphasis on experiential learning of skills involved in treatment interventions. Prerequisites: PSYC 252 and 335 or consent of instructor. *Alternate years.* Youngren

PSYC 435 Psychological Tests and Measurements (1)

This course reviews psychometrics (issues of test development, reliability, and validity) and provides hands-on opportunities for students to learn to administer and score some of the more commonly used tests of intelligence and personality for adults and children. Prerequisites: PSYC 252 and 335 or consent of instructor. *Alternate years.* Edelson

PSYC 440 Techniques of Counseling (1)

Introduction to counseling approaches with primary focus on experiential learning of communication skills used in counseling individuals. Prerequisite: PSYC 332 or 335 or consent of instructor. *Alternate years.* Loers

PSYC 443 Psychology and Public Policy (1)

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

PSYC 450 History and Systems of Psychology (1)

This course will focus on the impact of the systems of psychology (early philosophical/methodological movements which tried to explain all areas of psychology) on the field. The five major systems (structuralism, functionalism, behaviorism, gestalt psychology, and psychoanalysis) will be studied in depth, followed by their impact on selected areas of psychology (perception, learning, motivation, etc.). Attention will be given to their influence on contemporary psychology. Prerequisites: PSYC 110; juniors and seniors only. *Alternate years.* McBride

PSYC 455 Topics in Social Cognition

Work in social cognition explores the cognitive processes underlying the perception of oneself and others. This course will address current work in one or more of the following topic areas: attribution theory, attitude formation, and change processes; person perception; self-awareness and regulation; social categorizing and stereotyping; automaticity and control in social perception; heuristics and biases in social inference. Prerequisite: PSYC 336, PSYC 350, or consent of instructor. *Alternate years.* Friedrich

PSYC 460 Advanced Design and Statistics (1)

This course will cover advanced topics in research design and data analysis. Topics will include theory development and falsification logic, causal inference from correlational and experimental designs, basic principles of psychological measurement and scale construction, statistical power and effect size analysis, and an overview of selected statistical techniques such as factorial analysis of variance, multiple regression, factor analysis, and meta-analysis. Prerequisites: PSYC 253. *Alternate years.* Friedrich

PSYC 490 Thesis (1)

A library or laboratory/field project started generally during the last half of the junior year. The student will normally register for the course the first semester of the senior year. The work will be guided by one or more faculty members. A paper and oral presentation are required. Satisfactory completion of the thesis fulfills the senior year experience requirement for psychology majors. Prerequisites: PSYC 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)

Sources of the Western Tradition: 2 credits from the following (2)

- REL 113 (CH) Introduction to Hebrew Bible/Old Testament
- REL 114 Early Christian Literature
- REL 237 Introduction to Syro-Palestinian Archaeology
- REL 242 Hebrew Prophets
- REL 330 Jesus and the Synoptic Gospels
- REL 331 The Gospel of John (.5)
- REL 335 The Legacy of Paul
- REL 337 Archaeological Methodology
- REL 340 Hebrew Torah/Pentateuch
- REL 341 Religions of the Ancient World
- REL 390 Independent Study

Development of the Western Tradition: 2 credits from the following (2)

- REL 112 History of Christianity
- REL 214 Religion in America
- REL 230 Modern European Christian Thought
- REL 244 Introduction to Judaism
- REL 252 Soul Food: Eating and Drinking in Western Religion

REL 333	Topics in Contemporary American Theology	
REL 334	Topics in Contemporary European Theology	
REL 346	History of Western Monasticism	
ISB 330	Religion and Science	
ISB 331	Liberation Theology and Social Change	
REL 390	Independent Study	
Asian and Comparative Studies: 2 credits from the following.....		(2)
REL 115	Introduction to the Study of Religion	
REL 116	Introduction to Major Religious Texts	
REL 135	Religions of Asia	
REL 239	Introduction to Chinese Religions	
REL 262	Japanese Religions	
REL 348	Buddhism	
REL 352	Shamanism	
REL 354	Topics in Asian Religion	
REL 356	Taoism	
ISB 338	Women in World Religions	
REL 390	Independent Study	
REL 385	Theory and Method in Religious Studies	(1)
REL 381-82	Department Colloquium	(2 semesters at .25)
REL 481-82	Department Colloquium	(2 semesters at .25)
Senior Experience		(1)
All majors in Religious Studies are expected to fulfill the senior experience by choosing one from among 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 437	Archaeological Field Experience	
REL 496	Directed Senior Thesis	
REL 497	Metaphor, Symbol and Narrative	
ISA 497	Humanities Senior Seminar	
ISB 420	Bible in the American Tradition	

REQUIREMENTS FOR THE RELIGIOUS STUDIES MINOR (5 credits)

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 departmental colloquia	(1)
REL 385 Theory and Method in Religious Studies	(1)

FACULTY

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

Douglas R. McGaughey, Professor

David W. McCreery, Professor

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

Xijuan Joanna Zhou, Assistant Professor

COURSE DESCRIPTIONS

REL 112 History of Christianity (1)

A survey of Christianity from the close of the New Testament period to the present, tracing the evolution of its institutional forms and norms, the development of Christian thought, the variety of its national and cultural expressions, and its interrelation with the development and destiny of Western Civilization. An introduction to Western Civilization from the point of view of its great religious traditions. *Spring*. McGaughey, Wallace

REL 113 (CH) 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. *Viewing Cultures Historically. Fall*. McCreery

REL 114 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. *Spring*. L. McGaughy

REL 115 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 perceptible 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. *Fall*. D. McGaughey

REL 116 Introduction to Major Religious Texts (1)

An analysis of several primary religious documents in light of modern theories of interpretation. Texts will be selected in light of a thematic concern from such writings as the Gilgamesh Epic, Job, John, Augustine's Confessions, and the Bhagavad-Gita. *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 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. *Fall*. McGaughey, Wallace

REL 230 Modern European Christian Thought (1)

Designed to introduce the student to the intellectual issues that transformed Christian theology between the seventeenth and nineteenth centuries in Europe. The course is not comprehensive, but is selective 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*. D. McGaughey

REL 237 (W) Introduction to Syro-Palestinian Archaeology (1)

An introduction to the history and current directions of archaeological research in the "Holy Land," concentrating on modern Jordan, Israel, and Syria. Particular emphasis will be placed on the relationship between archaeological research and biblical studies. This course is a prerequisite for Archaeological Methodology, REL 337. Writing-centered. *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*. 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 nineteenth-century sectarian manifestation and in its later more pervasive 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 262 Japanese Religions (1)

A survey of Japanese religious traditions. It 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.* L. 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.* L. 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.* D. McGaughy

REL 335 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. Prerequisite: REL 114 or consent of instructor. *Alternate years*. L. McGaughy

REL 337 Archaeological Methodology (1)

An overview of the current state of archaeological research in the Middle East, concentrating on the techniques used in surveys, excavations, and the interpretation of archaeological material. The course is designed to introduce students to the more technical side of archaeological research and provide the background needed for participation in a middle eastern archaeological field project. Prerequisite: REL 237. *Spring*. McCreery

REL 340 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. *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, L. McGaughy

REL 344 Topics in Contemporary European Theology (1)

An introduction to twentieth-century European theology. Particular attention is given to the definition of key theological issues in their historical context as well as an investigation of the throughout 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 sixteenth 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: REL135 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 Cluster) *Alternate years.* Zhou

REL 354 Topics in Asian Religions (1)

Selected topics and/or particular religious traditions of Asia such as Manichaeism or Zoroastrianism. *Alternate years, spring.* Zhou

REL 356 Taoism (1)

An examinations 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 or 239 or consent of instructor. *Alternate years, fall.* Zhou

REL 381-382 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 (ISA 497, etc.) to the department (credit/no credit only). *Every semester.* Staff

REL 385 (W) Theory and Method in Religious Studies

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. *Every semester.* Staff

REL 390 Independent Study (.5-1)

Intensive study of a selected area. Normally for juniors or seniors who are majors in Religious Studies. Requires Departmental approval. *On demand.* Staff

REL 437 Archaeological Field Experience (1)

A 4-8 week field experience on an archaeological project in the Middle East. Students will serve as staff members on an archaeological excavation or survey, collecting, recording, and interpreting archaeological data under the supervision of the project director. In addition to the first-hand archaeological field experience, students will visit ancient sites in the region and receive briefings on various aspects of the modern political situation in the Middle East. Prerequisites: REL 237, 337. *Post-session.* McCreery

REL 481-482 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 (ISA 497, etc.) to the department (credit/no credit only). *Every semester.* Staff

REL 496 Directed Senior Thesis (1)

Under 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. *On demand.* Staff

REL 497 Metaphor, Symbol, and Narrative (1)

An investigation of theories of metaphor, symbol and narrative (myth) with two foci: 1) defining these elements of language; and 2) addressing the problem of referentially and language (Does language refer to a world?). At issue is the role of narrative and figurative language both in terms of providing us with access to the world and challenging our current understandings of the world. *Alternate years, spring.* D. 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 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
- RHET 335 Dramatism
- RHET 341 Narrative Theory
- RHET 350 Topics
- RHET 372 (W) Metaphor and Communication
- Two criticism courses at the 300 level (2)
- RHET 320 Mass Media and Society
- RHET 327 Language and the American Tradition: Vietnam
- RHET 333 (W) Political Communication
- RHET 350 Topics
- RHET 360 Rhetoric of War and Peace
- RHET 362 (W) Media Framing
- RHET 370 Communication Ethics
- One additional course from the above theory or criticism courses or from (1)
- RHET 160 (AR) Argumentation and Society
- RHET 232 (AR) Persuasion, Propaganda and the Mass Media
- RHET 242 (US) Leadership and Group Communication
- RHET 355 (US) Gender and Communication
- ISB 372 Intercultural Communication
- Senior year experience: RHET 496 Senior Seminar (1)
- Successful completion of written and oral comprehensive exams

RHETORIC AND MEDIA STUDIES MINOR (5.25 or 6 credits)

- Oral proficiency: RHET 061X, 062X, or 150 with minimum grade of B ... (.25 or 1)
- RHET 231 Classical Rhetoric (1)
- RHET 261 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 and Media Studies course as in the major (1)

FACULTY

Catherine Collins, Professor, Chair

Jeanne E. Clark, Associate Professor

David Douglass, Associate Professor

Robert Trapp, Professor and Director of Forensics

COURSE DESCRIPTIONS

RHET 061X 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. *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) Oral Interpretation: Prose (.5)

Study of the art of interpreting to an audience various forms of prose for example, 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) Oral Interpretation: 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 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. *Fall*. 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; and Interpreting Texts. *Spring*. Collins

RHET 231 Classical Rhetoric (1)

History and survey of principal theories of rhetoric including Plato, Aristotle, and Cicero. *Fall*. 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 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*. Clark, Douglass

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 327 Language and the American Tradition: 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. *Alternate years, spring*. Collins, McGaughy

RHET 331 Argumentation Theory (1)

This course focuses on reasoned discourse; the techniques for planning and making arguments as well as for the critical analysis of arguments. Prerequisites: RHET 160 and 231 or consent of instructor. *Spring on demand*. Trapp

RHET 333 (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. Prerequisites: 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. *Spring*. 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. Prerequisites: 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. *Spring*. Douglass

RHET 360 Rhetoric of War and Peace (1)

This course examines conceptual and critical approaches to the study of war rhetoric. The first half of the course focuses on international participation in the cold war between the Soviet Union and the United States. The second half of the course is a case analysis of Gulf War rhetoric. Students will explore media images opposing nations employ to characterize the other; strategic choices in public rhetoric that create and sustain the cold war or acceptance of the Gulf War; and the literalized metaphors and ideological frames that characterize war rhetoric. Prerequisite: RHET 261 or consent of instructor. Closed to freshmen. *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 370 Communication Ethics (1)

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

RHET 490 Independent Study (1)

Individual programs in which a student can study a topic not normally available in the department curriculum. A student could conduct critical or experimental research in the field or pursue a detailed program of study in a specific area of interest. Each independent study plan must have the approval of the Rhetoric and Media Studies faculty. *On demand.* Staff

RHET 496 (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. Prerequisite 231, 261, and two additional theory courses. *Every semester.* Staff

The following course also may be counted toward a Rhetoric and Media Studies major:

ISB 372 Intercultural Communications (1)

SOCIOLOGY AND ANTHROPOLOGY

The program in Sociology and Anthropology is designed to be a valuable component of every student's liberal arts education. The basic aims of the department are to provide analytical perspectives for the systematic understanding of human social and cultural existence in a rapidly changing world; to provide majors with sound knowledge of sociological and/or anthropological theories, analytical models, research methods, and specialized areas in the discipline; to provide a useful background for students entering specific occupational areas; and to prepare students for graduate study leading to teaching, research, or administrative careers in sociology, anthropology, or related fields.

Career Opportunities in Sociology

Career opportunities in sociology are numerous but the most popular are teaching (high school and college), social service, business, and research. Sociology is also a useful major for students planning futures in such professions as law and medicine. Sociology also provides many distinctive ways of looking at the world so as to generate new ideas and assess the old. Finally, sociology offers a range of research and analytical techniques which can be applied to such specific areas as client satisfaction in a business firm, the provision of medical care, or the criminal justice system.

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 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, historical preservation, and tourism.

Facilities and equipment available to the department include classrooms, offices, and computers in Smullin Hall; Native American art collections in the Ford Museum of Art, and library holdings.

REQUIREMENTS FOR THE SOCIOLOGY MAJOR (8 credits)

SOC 110	Principles of Sociology	(1)
SOC 348	Social Research Design	(1)
SOC 349	Applied Social Research	(1)
SOC 350	Introduction to Sociological Theory	(1)

- One course in Social Structure (1)
- SOC 230 Marriages and Families
- SOC 233 (W) Sport and Society
- SOC 234 Crime, Delinquency and the Criminal Justice System
- SOC 239 Medical Sociology
- SOC 334 Inequality in Society
- SOC 336 Sociology of Education
- One course in Social Process (1)
- SOC 214 Racial and Ethnic Relations
- SOC 221 (W) Gender Roles in Society
- SOC 222 The Environment and Society
- SOC 235 Social Change
- SOC 236 The Dynamics of American Society
- SOC 330 World Population Problems
- SOC 332 Urban Community
- One course in Social Psychology (1)
- SOC 232 Individual in Society: Social Psychology
- SOC 337 Childhood and Adolescence
- SOC 338 Adulthood and Aging
- SOC 340 (US) Social Aspects of Dying, Death, and Bereavement
- Senior Year Experience, chosen from: (1)
- SOC 495 Internship in Sociology
- SOC 497 Thesis
- SOC 499 Senior Seminar in Sociology and Anthropology

During the senior year, there may be opportunities in applied sociology (analytical application of the principles that have been acquired). Senior major students are eligible for independent programs of research, supervised field analysis (internships), or reading and conference (in-depth examination of a topic which was only touched on in a course, or for exploring an area which is not covered by an existing course).

REQUIREMENTS FOR THE SOCIOLOGY MINOR (5 credits)

- SOC 110 Principles of Sociology (1)
- One course in Social Structure (See Major listing above) (1)
- One course in Social Process (See Major listing above) (1)
- One course in Social Psychology (See Major listing above) (1)
- One course from the following: (1)
- SOC 348 Social Research Design
- SOC 349 Applied Social Research
- SOC 350 Sociological Theory

REQUIREMENTS FOR THE ANTHROPOLOGY MINOR (5 credits)

- ANTH 111 (US) Essentials of Anthropology OR
- ANTH 250 (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 331 (CH; US)	Native North American Cultures	
ANTH 333	Anthropology of Asia	
One topical course from the following:		(1)
ANTH 211 (IT)	Folklore	
ANTH 341	Anthropology of Art	
ANTH 343	Anthropology of Music	
ANTH 345	Gender Issues in Anthropology	
ANTH 351 (AR)	Indigenous Peoples, Human Rights, and the Environment	
ANTH 353	Myth, Ritual, and Religion	

FACULTY

Linda S. Heuser, Associate Professor, Chair
 James B. Bjorkquist, Associate Professor
 Rebecca J. Dobkins, Assistant Professor
 Stephen C. Hey, Professor
 Carol Ireson-Doolittle, Professor
 Pamela Moro, Associate Professor

COURSE DESCRIPTIONS

SOC 110 Principles of Sociology (1)

This course presents the principles, basic concepts, and perspectives of sociological analyses. It will explore how people interact to create society, and how society is maintained and changed. *Every semester.* Staff

SOC 214 Racial and Ethnic Relations (1)

The aim of this course is to provide students with a strong background in the basic concepts and issues of minority/majority relations. Special attention will be paid to prejudice, discrimination, racism, and the changing patterns of race relations. Attention will also be given to the role of institutional inequality in shaping contemporary minority/majority relations. While significant amounts of cross-cultural materials are included, the primary focus of this course is minority/majority relations in the United States. *Fall.* Hey

SOC 221 (W) Gender Roles in Society (1)

This course considers the impact on gender roles of social institutions such as the family and the economy, and social processes such as stratification and interpersonal interaction. Studies how people learn gender roles and how these roles are changing. Writing-centered. *Spring.* Ireson-Doolittle

SOC 222 The Environment and Society (1)

This course will explore sociological aspects of environmental issues such as the rise of the environmental movement, the social mobilization of interest groups, food and population, energy, forest harvesting, pollution and sustainable development. Includes application of sociological concepts to risk assessment and environmental impact statements. *Fall*. Ireson-Doolittle

SOC 230 Marriages and Families (1)

This course explores changing aspects of marriage and family structures and relationships, including family life cycles, alternative forms of marriage, aging, divorce, remarriage, and reconstituted families. *Spring*. Staff

SOC 232 Individual in Society: Social Psychology (1)

Exploration of the interrelationships between society and individual. Consideration of the effects of the following social factors on individuals and their behavior: culture, social organization, social roles, socialization, and social interaction. Prerequisite: SOC 110. *Fall*. Heuser

SOC 233 (W) Sport and Society (1)

Several facets of sports in America will be explored using historical, socio-cultural, and social-psychological perspectives. Sport in the international arena will also be examined. Topics will include: sport as leisure, as recreation, as business; the social organization of sport; the occupational organization of sport; sport and the schools; women and sport; race and sport; the mass media and sports; and fans. Writing-centered. *Spring*. Heuser

SOC 234 Crime, Delinquency, and the Criminal Justice System (1)

This course examines the nature of crime and delinquency, the persons and social situations involved in crime and delinquency, law enforcement agencies and the traditional and current methods of managing offenders. Prerequisite: SOC 110. *Fall*. Bjorkquist

SOC 235 Social Change (1)

The course investigates origins of social change patterns (e.g., revolution, reform, evolution). Classical and contemporary theories of social change, major social trends (e.g., industrialization, cybernation, urbanization, secularization). Prerequisite: SOC 110. *Alternate years, spring*. Staff

SOC 236 The Dynamics of American Society (1)

An assessment of the dynamics of American society, the American people, and their changing culture and character as these are reflected in their values, social processes, social structures, regions, and subcultures. *Fall*. Bjorkquist

SOC 239 Medical Sociology (1)

Study of the social causes and consequences of health and illness. Consideration will be given to topics such as epidemiology, social demography of health, illness as deviance, social effects of acute and chronic illnesses, socialization of health care providers, social policy and health care, and bioethics. *Spring*. Heuser

SOC 330 World Population Problems (1)

This course examines population problems in various societies of the world and reviews theories of population growth. It explores critical variables such as fertility, mortality, and migration and relates the population problem to factors that indicate the interdependent nature of the modern world. Prerequisite: SOC 110 or consent of instructor. *Spring*. Hey

SOC 332 Urban Community (1)

The aim of this course is to introduce students to the major theories, concepts, and issues of urban sociology and to explore the patterns and processes of urban life. Additional attention will be paid to selected social, economic, and political problems confronting major urban centers throughout the world. Prerequisite: SOC 110. *Alternate years, fall*. Bjorkquist, Hey

SOC 334 Inequality in Society (1)

The aim of this course is to provide students with a strong background in the basic concepts and theories of social stratification. It examines structured social inequality in modern society and is primarily concerned with three basic issues: how inequality is structured, how such structures are maintained, and the consequences that result from structured social inequality. Each of these issues is explored cross-culturally as well as from the American perspective. Prerequisite: SOC 110. *Spring*. Hey

SOC 336 Sociology of Education (1)

This course examines the school as a social organization. Among the topics considered are social class, power, and control in modern education; patterns of social relations within schools; classroom organization and procedures and their relation to learning; and the roles of teachers, students, administrators, and community influences in shaping educational processes. The historical and social forces shaping modern education are also explored. Prerequisite: SOC 110. *Fall*. Hey

SOC 337 Childhood and Adolescence (1)

A course which explores the process of socialization among children and adolescents. Topics will include how the society and culture structures this experience, historical changes in childrearing, people and organizations influencing socialization, issues affecting children and adolescents (e.g., child abuse, teen pregnancy). Variations in this process by social class, ethnic group, and gender will be explored. Prerequisite: SOC 110. *Alternate years, fall*. Ireson-Doolittle

SOC 338 Adulthood and Aging (1)

This course considers adulthood and aging in American society. The relationship of adults to the social structure and institutions of our contemporary society, the cultural bias about aging and older people, and the social psychological significance of aging for interpersonal dynamics will all be explored. Prerequisite: SOC 110. *Spring*. Bjorkquist

SOC 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 110 or consent of Instructor. Understanding Society. (Death Cluster) *Fall*. Heuser

SOC 348 Social Research Design (1)

Overview of the theories of qualitative and quantitative social research. Covers the first steps in the research process including problem specification, research design, instrument preparation, and pre-testing. Involves possible participation in external research project. Includes lab period. Required for Sociology major. Prerequisites: Two sociology courses. Closed to Freshmen. *Fall*. Ireson-Doolittle, Heuser

SOC 349 Applied Social Research (1)

This course provides students with an overview of the theories and methods of qualitative and quantitative social research. Topics to be covered include: data collection, coding, computer application, statistical analysis, report preparation and report presentation. Students will gain familiarity with computers and statistical techniques by formulating and testing hypotheses generated from a prepared data set. *Spring*. Heuser

SOC 350 Introduction To Sociological Theory (1)

An in-depth exploration of sociological theory. The course examines the historical and social forces that gave rise to the discipline of sociology and classic sociological theory. The course emphasizes contemporary theory and emerging trends in sociological thinking. Prerequisite: SOC 110 and one other sociology course. *Fall*. Bjorkquist

SOC 358 Special Topics in Sociology (.5 - 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, cultural diversity. Prerequisites: SOC 110 and one additional course in Sociology. *Fall*. Staff

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. *Every semester.* Staff

SOC 495 Internship in Sociology (1)

This course provides an opportunity for students to work in selected social service and other organizations supervised by on-site professionals. Opportunity to observe the operation of agencies and develop some skills in working with people. Students spend 12 to 15 hours a week interning and attend a periodic seminar. Prerequisite: senior majors or consent of instructor. *Spring.* Staff

SOC 497 Thesis (1)

Comprehensive exploration of a particular topic. Senior thesis may take several forms including original qualitative or quantitative research, research using available data, or extensive overview of theory and research literature. The thesis course is conducted like an independent study course with the student working closely with one or more advisors. Thesis paper and oral presentation required. Satisfactory completion of this course fulfills the senior year experience requirement for sociology majors. Prerequisites: sociology major, senior status. *Spring.* Staff

SOC 499 Senior Seminar in Sociology and Anthropology (1)

Theory and research in sociology as it applies to general and specific areas of study. Particular emphasis is given to contemporary applications. Prerequisite: Senior majors or consent of instructor. *Spring.* Staff

ANTH 090X Native North American Film (.25)

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 331. *Fall semester.* Dobkins

ANTH 111 (US) Essentials of Anthropology (1)

This course presents a general introduction to the anthropological point of view, basic concepts, and subject matter. Major portions of the course are devoted to: the biological processes of evolution, the development of the primate order and our own species from its earliest origins; archaeological approaches to understanding the past, focusing upon the beginnings of food production and agriculture; the nature of language and the key role of language in human culture; and a survey of topics in the study of contemporary culture, including adaptations to the environment, family and social structure, and issues/conflicts in the "modernizing" world. *Understanding Society.* *Every semester.* Moro, Dobkins

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 analysis and projects. Interpreting Texts. *Spring*. Moro, Dobkins

ANTH 250 (US) Controversies and Issues in Cultural Anthropology (1)

This course offers an introduction to cultural anthropology through an examination of major questions which concern anthropologists such as: Is human behavior inherited or learned? Why is there war? What are the reasons for social inequality? Through a problem-solving method of learning, students will have the opportunity to debate and discuss the often conflicting approaches of leading anthropologists to these issues. Understanding Society. *Spring*. Dobkins, Moro

ANTH 331 (CH; US) Native North American Cultures (1)

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 111. Understanding Society and Viewing Cultures Historically. (Part of Indigenous Peoples and Cultures cluster). *Alternate years, spring*. Dobkins

ANTH 333 Anthropology 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. *Spring*. Moro

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 111 or 250 or 331 or a background in Art is recommended. *Spring*. Dobkins

ANTH 343 Anthropology of Music (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 111 or 250 or training in Music is recommended.

Fall. 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 111 or 250 or courses in

Women's Studies are recommended. *Fall or Spring.* Moro

ANTH 351 (AR) Indigenous Peoples, Human Rights, and the Environment (1)

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 coursework in Anthropology and/or Environmental Science. (Part of Indigenous Peoples and Cultures cluster). Analyzing Arguments, Reasons, and Values. *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 coursework in Anthropology or Religion recommended. *Fall.* Dobkins

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. Prerequisites: ANTH 111 or ANTH 250 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 special majors. Prerequisite: ANTH 371, junior or senior standing, and consent of instructor. *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. Prerequisites: ANTH 111 or 250 or permission of instructor, and junior or senior standing. *Fall*. Dobkins

ANTH 490 Independent Study (.5-1)

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. Prerequisite: consent of instructor. *On demand*. 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.

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. A minimum of four credits must be taken while in residence at Willamette University, to include the Spanish senior experience, SPAN 497.

SPAN 331 (W)	Spanish Composition and Discussion	(1)
SPAN 333	Hispanic Civilization	(1)
Three credits in Spanish literature, from the following:		(3)
SPAN 314	Introduction to Spanish Literature	
SPAN 351	Literary Movements of the 19th Century	
SPAN 413	Spanish-American Literature: Modernismo to Early 20th Century	
SPAN 425	Latin American Lit I: Conquest to Modernismo	
SPAN 426	Latin American Lit II: Modernismo to the Present	
SPAN 427	Topics in Latin American Literature	
SPAN 428	Contemporary Mexican Literature	
SPAN 430	History of Hispanic Thought	
SPAN 431	Contemporary Novel and Short Story	
SPAN 432	20th Century Spanish Literature: Drama, Poetry and Novel	
SPAN 434	Literature of the Golden Age	
SPAN 435	Contemporary Latin American Women Writers	
SPAN 438	Contemporary Spanish Women Writers	
SPAN 441	Contemporary Novel and Short Story of Spain	
SPAN 490, 491	Reading and Conference	
SPAN 497	Research and Discussion of Selected Topics in Literature	
Two additional credits in Spanish, numbered 300 or above		(2)
SPAN 497 (W)	Research and Discussion of Selected Topics in Literature	(1)

REQUIREMENTS FOR THE SPANISH MINOR (5 credits)

SPAN 331 (W)	Spanish Composition and Discussion	(1)
SPAN 333	Hispanic Civilization	(1)
Three additional 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 Languages and Literatures are the Willamette semesters abroad in Spain and a post-session program in Ecuador.

Credits earned on Willamette University's off-campus study programs, or in other pre-approved 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 multi-media stations, foreign language word-processors, foreign television programs transmitted by satellite and up-to-date communication technology.

FACULTY

John F. Uggen, Professor, Chair

Maria Blanco-Arnejo, Associate Professor

Bertin Ortega-Aguilar, Assistant Professor

Tatjana Pavlovic, Assistant Professor

Patricia Varas, Associate Professor

Maria Delgado, Instructor

Marta Gavilanez, Instructor

Ester Quintana, Instructor

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: Spanish 131. *Spring*. 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. *Fall*. 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: Spanish 231. *Spring*. Staff

SPAN 314 Introduction to Spanish Literature (1)

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

SPAN 331 (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. Laboratory. Conducted in Spanish. Prerequisite: SPAN 232 or equivalent, or consent of instructor. Writing-centered. *Fall*. Staff

SPAN 332 Spanish Conversation and Culture (1)

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

SPAN 333 Hispanic Civilization (1)

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

SPAN 351 Literary Movements of the 19th Century (1)

Study of the major literary movements of 19th century Spain, including Romanticism, Realism and Naturalism. Close textual analysis of representative authors, with emphasis on the writings of Lara, Espronceda, Duque de Rivas, Bécquer, Pereda, Galdos, Valera, and Pardo Bazán. Prerequisite: SPAN 314 or consent of instructor. *Alternate years, spring*. Staff

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

Main currents in Spanish American literature from el modernismo to the present. Emphasis on Latin American poetry and essays which reflect the literary and social aspects of the area. Conducted in Spanish. Written and oral exams. Prerequisite: SPAN 314 or consent of instructor. *Alternate years*. Staff

SPAN 425 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 314 or consent of instructor. *Alternate years, fall*. Uggen, Varas

SPAN 426 Latin American Literature: 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 Márquez. Conducted in Spanish. Prerequisite: SPAN 314 or consent of instructor. *Alternate years, spring*. Varas

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 314. *Spring*. Ortega, 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 314. *Spring*. Ortega

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*. Uggem

SPAN 431 Contemporary Novel and Short Story (1)

A study of representative prose fiction writers of Latin America, including Gallegos, Alegría, García Márquez, Carpentier, Asturias, Borges, Quiroga, and Cortázar. Conducted in Spanish. Written and oral exams. One term paper. Prerequisite: Consent of instructor. *Alternate years*. Blanco-Arnejo, Uggem

**SPAN 432 20th Century Spanish Literature:
Drama, Poetry, and Novel (1)**

Study of 20th Century Spanish Literature, beginning with the Generación 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 314 or consent of instructor. *Alternate years*. Staff

SPAN 434 Literature of the Golden Age (1)

Study of the great writers of the 16th and 17th Centuries with emphasis on Cervantes, Lope de Vega, and Calderón. A brief outline of the poetry and theater of the Middle Ages will serve as an introduction to this literature of the Renaissance and Baroque period. Class discussion, oral and written exercises in Spanish. Supplementary readings in the novel, drama, short story, and autobiography of the period. Oral and written exams. Prerequisite: SPAN 314 or consent of instructor. *Alternate years*. Blanco-Arnejo, Pavlovic

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. Prerequisite: SPAN 314 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 such as Carmen Martín Gaité, Merce Rodoreda, Montserrat Roig, Ester Tusquets, Rosa Montero. 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 on women's lives. Prerequisite: SPAN 331 or consent of instructor. *Alternate years, spring.* Pavlovic

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 314 or consent of Instructor. *Alternate years.* Blanco-Arnejo, Pavlovic

SPAN 490-491 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. 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. *Spring.* Staff

THEATRE

The theatre program at Willamette University offers a theatre major with emphases in acting, directing, dramaturgy, and design, or the option to craft and propose to the department faculty an individual emphasis. A faculty with extensive academic and professional experience teaches 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 and 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 one spends in a university is valuable not only for the particular instruction one 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 energies. 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 vital guest artist program, providing students the opportunity to learn from and work closely with theatre artists currently working in the profession. The Theatre faculty approaches 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. Some theatre students will go on to graduate school to further their

training; some will end up in the professional theatre or in film or television. Some will become teachers; some will remain active in community and church theatre. The department's criterion for good work never varies, however. The faculty is committed to assisting the student to access his or her inner creative fire through challenging class work and productions, as well as individual attention to each student's personal progress.

The four mainstage productions are selected with care to provide the students with experience in a wide range of theatrical styles. From Greek drama 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 community through our Acting Studio on Tour program, which takes Shakespearean scenes and workshops to local high schools. 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 the 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.

CORE REQUIREMENTS FOR THE THEATRE MAJOR

(See Theatre emphasis for total number of credits needed)

THTR 140	Acting I	(1)
THTR 150	Voice/Movement I	(.5)
THTR 155	Stagecraft I	(.5)
THTR 217	The Origins of Performance	(1)
THTR 218 (W)	Performance in the 20th Century	(1)
THTR 355	Fundamentals of Scene Design	(1)
THTR 479	Directing I	(1)

Students must also complete .5 to 1 credit hour in senior year studies in their area of emphasis. Senior projects are approved by the theatre faculty and credit is earned through THTR 499, Special Studies in Theatre.

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

Acting Emphasis: (14 credits)

EXSCI 447	Kinesiology/Biomechanics	(1)
THTR 141	Acting II	(1)
THTR 151	Voice/Movement II	(.5)

THTR 182	Fundamentals of Modern Dance	OR	
THTR 184	Classical Ethnic Dance	OR	
THTR 282	Modern Dance II		(.5)
THTR 340	Acting Studio I		(1)
THTR 341	Acting Studio II		(1)
One credit from the following			(1)
ENGL 341	Shakespeare: The Comedies		
ENGL 342	Shakespeare: The Tragedies		
ISB 327	Language and the American Tradition		
One credit in Art or Music History			(1)

Design Emphasis: (14 credits)

Four credits from the following			(4)
THTR 165	Stagecraft II (.5)		
THTR 233	Fundamentals of Costume Design		
THTR 240	Stage Make-up (.5)		
THTR 356	Fundamentals of Stage Lighting		
THTR 357	Scene Design/Production Studio I		
THTR 358	Scene Design/Production Studio II		
Two credits from the following			(2)
ART 112	Color and Composition		
ART 114	Structural Design		
ART 115 (CA)	The Language of Visual Art		
ART 116 (CA)	Ways of Drawing		
One-half credit from the following			(.5)
ART 240	Life Drawing (.5)		
ART 242	Woodcuts and Collagraphs (.5)		
One credit in Art or Music History			(1)

Performance Emphasis: (12 .5 credits)

THTR 330	Performance from Shakespeare through Modernism		(1)
Two theatre courses 300 or above			(2)
Three credits from the following			(3)
ENGL 341	Shakespeare: The Comedies		
ENGL 342	Shakespeare: The Tragedies		
HIST 313	Greece and the Hellenistic World (.5)		
HIST 314	Ancient Rome (.5)		
HIST 315	History of the Early Middle Ages (.5)		
HIST 316	History of the High Middle Ages (.5)		
HIST 317	The Renaissance (.5)		
HIST 318	The Reformation (.5)		
HIST 320	European Intellectual History: The Enlightenment Tradition		
HIST 321	European Intellectual History: Nineteenth Century		
HIST 444	Seminar in Historiography and Philosophy of History		

ISA 211	Human Creativity: The Fine Arts
ISA 212	Introduction to East Asian Civilization
PHIL 230	History of Philosophy: Ancient and Medieval
PHIL 231	History of Philosophy: Modern
PHIL 343	Philosophy and the Arts
REL 135	Religions of Asia
REL 230	Modern European Christian Thought
REL 341	Religions of the Ancient World
SOC 214	Racial and Ethnic Relations
SOC 221 (W)	Gender Roles in Society
SOC 232	Individual in Society: Social Psychology
SOC 333	Sociology of Religions

One upper level theatre class (1)

One credit in Art or Music History (1)

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

REQUIREMENTS FOR THE THEATRE MINOR: (5 credits)

THTR 140	Acting I.....	(1)
THTR 150	Voice/Movement I.....	(.5)
THTR 155	Stagecraft I	(.5)
THTR 217	The Origins of Performance	(1)
THTR 218 (W)	Performance in the 20th Century.....	(1)
THTR 355	Fundamentals of Scene Design	(1)

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

FACULTY

Christopher L. Harris, Professor, Chair

Julie Akers, Assistant Professor

Steven David Martin, Assistant Professor

Clay Everett, Lighting Designer

Kristine Kearney, Costume Designer

Kim Christensen, Instructor, Dance

COURSE DESCRIPTIONS

THTR 010X Theatre Practicum (.25-.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. *Every semester.* Staff

THTR 020X Dance Practicum (.25)

The major focus will be on the learning of specific dances. There will be additional attention to theatrical elements needed to support dance presentation or productions, including but not exclusive to participation in selected activities from the related areas of costume, light, sound, and makeup design. Prerequisite: Fall audition. *Spring.* Christensen

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 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. *Every semester.* Staff

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

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

THTR 140 Acting I (1)

Course work in fundamental techniques of acting. The students will do intensive personal and social investigation through exercises in movement, voice training, and improvisation as a method of making contact with themselves and others as they explore an actor's training. *Fall.* Martin

THTR 141 Acting II (1)

Study of major realistic/naturalistic acting theory. In-depth exploration of play and character analysis, directing technique, and ensemble work. Prerequisite: THTR 140. *Spring*. Martin

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. Co-requisite with THTR 140. *Fall*. Martin

THTR 151 Voice/Movement II (.5)

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

THTR 155 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 back-stage point of view. *Fall*. Everett

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. Everett

THTR 180 Beginning Jazz Dance (.5)

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

THTR 181 Fundamentals of Ballet (.5)

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

THTR 182 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. *On demand*. Christensen

THTR 183 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. *Spring*. Christensen

THTR 184 Classical Ethnic Dance I (.5)

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

THTR 185 Classical Ethnic Dance II (.5)

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

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*. Christensen

THTR 217 Origins of Performance (1)

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

THTR 218 (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*. Akers

THTR 233 Fundamentals of Costume Design (1)

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

THTR 234 Dance Composition (1)

An introduction to principles of composition in dance. Students are introduced to methods of structuring movement in order to create original dances. Principles of choreography and composition are applied to practical tasks in dance making. Prerequisites: minimum of three courses in ballet, jazz, modern, or ethnic dance, one of which must have been THTR 282 (Modern) or THTR 283 (Jazz) or consent of the instructor. Closed to freshmen. *Alternate years, spring.* Christensen

THTR 240 Stage Makeup (.5)

This course will investigate techniques used in applying corrective and character make-up for the stage. The course is intended for students interested in theatre, although it 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.* Kearney

THTR 282 Modern Dance II (.5)

Course work utilizes principles and techniques learned in Fundamentals of Modern Dance. Emphasizes further refinement of skills and expressiveness. Prerequisite: previous Modern dance training or consent of instructor. *Spring.* Christensen

THTR 283 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. *Spring.* Christensen

THTR 330 Performance from Shakespeare 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. *Alternate years, spring.* Akers

THTR 340 Acting Studio I (1)

Advanced actor training designed to allow individual, in-depth exploration of the realistic/naturalistic acting process, play and character analysis, and ensemble work through the study of the works of Ibsen, Chekhov, Strindberg, and other European playwrights in translation. Intended for upper-division theatre majors. Prerequisites: THTR 140, 141, and consent of the instructor. May be repeated once for credit. *Fall.* Martin

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*. Martin

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 make-up supplies. Exploration and development of new techniques in mold and mask making, plastics, foams, hair piece and wig construction, non-realistic makeup, and makeup design. Prerequisite: THTR 240. *On Demand*. Kearney

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*. Everett

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 towards portfolio presentation. Prerequisites: THTR 357 and permission of instructor. *On Demand*. Harris

THTR 430 Special Topics in Performance Studies (1)

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

THTR 444 Arts Management

Study of the business and legal aspects of arts activity in America's establishment and non-establishment art areas. Special attention to such subjects as: general funding, touring, government grants, and alternative careers. *On demand*. Staff

THTR 479 Directing I (1)

Fundamental historical, theoretical, and practical aspects of play direction. Analysis of directorial approaches, scripts, and conditions of presentation in various performance circumstances. Practical application of script analysis and rehearsal techniques. Prerequisite: theatre core or consent of instructor. *Fall*. Akers

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*. Akers

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 STUDIES

The Women's Studies Minor is an interdisciplinary program focusing on feminist scholarship about women, gender, and gender inequality. In addition to Women's Studies core courses in the Interdisciplinary Studies Area, the minor also includes disciplinary courses that critique and revise traditional androcentric approaches within academic disciplines. All Women's Studies classes encourage students to think systematically and critically about their experiences as gendered, social beings and to confront the challenges of a society increasingly committed to gender equality. Students interested in majoring in Women's Studies should consult with Women's Studies faculty about designing a special major by petition.

REQUIREMENTS FOR THE WOMEN'S STUDIES MINOR (5 credits)

ISA 342	Topics in Feminist Analysis (may be repeated once for credit) ...	(1)
ISA 353	Feminist Theory	(1)

One course from the following humanities courses (1)

- ENGL 355 Feminist Criticism
- HIST 329 American Women's History
- ISB 338 Women in World Religions
- PHIL 336 Philosophy and Feminism

One course from the following social science courses (1)

- ANTH 345 Gender Issues in Anthropology
- ISB 324 Women in International Development
- POLI 369 Women and Politics
- PSYC 354 (US) Psychology of Women

One additional course from those above or from the following (1)

- ISB 245 Feminism, Gender, and Society
(strongly recommended as an introduction to the minor)

One course by petition*

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

FACULTY

- Suresht Bald, Professor, Politics
- Rebecca Dobkins, Assistant Professor, Anthropology
- Meredyth Goldberg-Edelson, Associate Professor, Psychology
- Carol Ireson-Doolittle, Professor, Sociology
- Sally Markowitz, Professor, Philosophy
- Frann Michel, Associate Professor, English
- Pamela Moro, Assistant Professor, Anthropology
- Tatjana Pavlovic, Assistant Professor, Spanish
- Participating faculty in other disciplines

SECTION III

ACADEMIC ADMINISTRATION

STUDENT LIFE

ADMISSION

TUITION & EXPENSES

FINANCIAL AID

ACADEMIC ADMINISTRATION

The mission of the Academic Administration division is to support faculty and students in their teaching, learning, and research endeavors. Departments also provide a number of services for administrative offices. Thirteen departments and service areas comprise the division: Office of Academic Administration, Mark O. Hatfield Library, University Registrar, Institutional Research and Planning Support, Financial Aid, Smith Auditorium Management, and Willamette Integrated Technology Services (WITS), which includes Instruction and Curriculum Support Services (Academic Technology), Administrative Technology, User Services, Software Engineering and Network Services, Technical Services, Media Production Services, and Telecommunications 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 260,000 volumes, over 1,400 current journal subscriptions and computer access to information and documents from around the world. The facility also houses an extensive collection of United States Government documents, many local, national and international newspapers, and the Mark O. Hatfield Archives.

A highly qualified staff of librarians and support personnel, committed to developing and maintaining strong collections and public services, supports the research needs of the Willamette community. A program of course-related instruction 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 and by appointment to help students with their research needs.

The book collection, developed over more than a century, provides strong support for undergraduate and some graduate research. The book stacks are open to all. The library's holdings also include a collection of musical scores and classical music on CD. A videotape collection of classic motion pictures and instructional films designed to support courses across the curriculum is available. These films may be borrowed by students for home viewing. An efficient interlibrary borrowing service utilizes a national computer network, an Ariel telefacsimile workstation, and a developed electronic document delivery system for locating and rapidly retrieving materials not available in the local collection.

The Hatfield library catalog is automated and includes records of all books and most other library holdings. Connected to the university computer network, the catalog is available 24 hours a day from office, home, or residence hall.

The library also participates in Orbis, a consortium of academic libraries in Oregon and Washington that share an online catalog. The Orbis catalog provides information on the nearly five million volumes held by the member libraries. Orbis automated borrowing allows students and faculty to initiate their on-line orders for books from the other member libraries and books are delivered within two-three days. Participation in Orbis is designed to enhance the local collection and the traditionally strong interlibrary loan borrowing service.

The InfoStation, the library's in-house public workstation, is designed to improve the integration of print and electronic resources and to help students with the research process. Most of the library's networked databases are available from the InfoStation at the click of a button. With its large display and quick response time, the InfoStation is an excellent gateway to a vast array of electronic resources. The library's Web page, the WebStation, parallels the design of the InfoStation, making a growing number of Web-based resources available to computers connected to the campus network.

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. Hatfield memorabilia are available for viewing in a continuously changing public display. A 24-hour study room equipped with vending machines provides 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 primary purpose of the Office of Institutional Research and Planning Support is to support university planning activities, enrollment management studies, and assessment. The office is the primary source for current and historical data about student enrollments, demographics, and outcomes. Institutional research activities are responsive to the information and planning needs of the

university community and also serve as a resource for any institutional analysis and self-study efforts. Institutional Research and Planning is also responsible for coordinating reporting to government agencies.

WILLAMETTE INTEGRATED TECHNOLOGY SERVICES

The primary aim of Willamette Integrated Technology Services (WITS) is to enable the integration of technology into teaching and learning and to enable the effective use of technology for administration. The department provides facilities, equipment, and staff support for the use of educational technology, including computers, computer networks, multimedia, graphics, satellite downlink, and telecommunication capabilities.

The wide variety of facilities and resources made available by WITS includes a general access computer lab, an electronic classroom, the Writing Center, the multimedia workroom, faculty-development/training room, and graphics production services. Several classrooms are equipped with projection devices that allow computer screen displays to be projected, and most classrooms are equipped with overhead projectors and video monitors. Available equipment includes PCs, Macintosh computers, Xterminals, VCRs, LaserDisc players, CD-ROMs, cameras, digital cameras, scanners, slide scanners, slide recorders, camcorders, video editing equipment, laser printers, overhead projectors, video projectors, and sound systems. Equipment can be checked out by faculty and staff for instruction and other university activities.

All computer workstations are connected to the network, with access to a variety of application software, such as word processing, spreadsheet, and graphics. The general access lab is open to students 24 hours a day, seven days a week during the academic year and is staffed by knowledgeable lab assistants. Other facilities are available to students except during scheduled classes. In addition, all residence hall rooms are network ready. And for those without personal computers, there are networked microcomputer clusters in most residence halls, as well as several classroom buildings.

All faculty and administrative offices are connected to the campus-wide UNIX network, which is maintained and supported by WITS. All students may have an account on this network and can have access from any university-operated facility, including residence halls, or via modem. The university maintains 32 modem ports, capable of supporting PPP connections. The campus-wide network provides 24-hour access to the on-line catalog at the Hatfield Library, the campus-wide information system, electronic mail service, and the Internet.

WITS offers a series of training workshops to students, faculty, and staff on the use of computers, application software, the campus network, the Internet, multimedia production and presentation, audio-visual production and equipment, and Web authoring. Staff consult with faculty and students about software applications, uses of multimedia for teaching and presentations, computer-aided

instructional methods, and general questions about any aspect of computing at Willamette, either as an individual consultation by appointment or at the Help Desk. WITS also assists faculty with computer-related curriculum development.

WITS also provides “for-fee” production service for video, transparencies, slides and prints, brochures, posters and other materials related to instruction and other campus activities. Arrangements may be made for walk-in use of equipment for this production.

Three other services of WITS — Administrative Computing, Telecommunication, and Technical Services — provide support and maintenance for the administrative information system, telephone/voice-mail system and university-owned technology equipment in campus offices.

STUDENT LIFE

The mission of Willamette University, simply stated, is “... to maintain a setting which encourages and sustains students and faculty in the practices of liberal education.” Liberal education is then defined as “...preparation for students to lead rich and rewarding lives, rejoicing in the diversity of the world and contributing to its welfare.” The Student Affairs staff are joined with the faculty and students in carrying out this mission; thus, they support and augment the learning opportunities that are so abundantly available in the academic community. Offices of Student Activities, Career Services, Athletics, Intramural and Sports Clubs, and Residence Life certainly contribute to this richness of experience. Similarly, the Offices of Disability Services, Multicultural Student Affairs, and International Student and Faculty Services help celebrate the diversity of our world. The University’s long-standing commitment to the welfare of the world — as reflected in its motto, “Not unto ourselves alone are we born” — is reflected in an active Community Outreach Program and the ministries of the University Chaplain. Again, such offices as the Health Center, Campus Safety, and Counseling help ensure the maintenance of a setting in which the goals of a liberal education can be realized. These, then, are the elements of the Student Affairs Division which are focused on enhancing the liberal education experience at Willamette.

In order to support what the Carnegie Foundation has described as a “vital community of learning,” the Student Affairs staff seeks to incorporate the following “six principles of community: Purposefulness, Caring, Openness, Justice, Discipline, and Celebration.”

“Purposefulness,” refers to the University being a place where faculty, students, and Student Affairs staff share academic goals and work together to strengthen teaching and learning on campus.

“Openness” alludes to shared values of freedom of expression tempered by civility to one another. Student Affairs seeks to affirm an ethos of civility and openness for the entire campus.

“Justice” embraces the concept of a “just community” where, in the words of the Carnegie Foundation, “The sacredness of each person is honored and...diversity aggressively pursued.” Student Affairs seeks to honor and include all students.

The reference to “discipline” suggests the necessary aspect of a social contract that enables people in any community to live and interact effectively with one another. At Willamette, the University’s Standards of Conduct and related policies comprise such an agreement for there to be a “disciplined community.”

The University’s motto, “Non Nobis Solum Nati Sumas — Not Unto Ourselves Alone Are We Born,” epitomizes the ethos of caring that has been at the core of the University’s character since its founding.

And finally, the Willamette community is “celebrative.” From the pageantry of Opening Convocation, where faculty enter in full academic regalia, to the pomp and circumstance of graduation, Willamette seeks to celebrate the life of the mind and encourage a community of learners.

At Willamette the campus has traditionally embraced — and continues to uphold — these six principles of community. The Student Affairs Division seeks to aid and abet this compact for community in an intentional and developmental way.

ATHLETICS

The athletic program at Willamette University has been an important part of the institution’s total program for over one hundred years. The program is built on quality coaching, state of the art facilities, and a long-standing affiliation with NWC, the Northwest Conference. As members of the NCAA Division III, Willamette’s Bearcats offer a broad range of athletic activities and competitive opportunities. The overall balance of the athletic program (10 sports for women; 10 sports for men) continues to be a defining strength of the University.

Willamette University Athletic Philosophy and Objectives

The Willamette University Department of Athletics seeks first and foremost to support the academic mission of the University, which emphasizes mutual respect for all persons, acceptance and celebration of diversity, active participation in a learning environment, a commitment to service and community, and an acknowledgment of the ethical and spiritual dimensions of education. Willamette’s athletic emphasis is based upon 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 within a team concept, making a commitment, 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, NWC, the Northwest Conference and the NCAA, the Department of Athletics recognizes a dual commitment to serve both student-athletes and the University. Based upon the above philosophy, the Department is guided by the following objectives:

- To employ coaches and other staff members who are capable of performing as professionals in an educational community where high standards of integrity and ethical behavior, as well as sportsmanship, are expected of its members. All employees of the department must strive to learn and follow all of the rules of NCAA Division III and the NWC.
- To recruit student-athletes who are academically prepared for Willamette University.
- To recruit and retain a diverse group of student-athletes.
- To provide equal opportunities for men and women by developing and maintaining programs which enable student-athletes to achieve their maximum potential.
- To ensure all benefits, opportunities, and treatment afforded student-athletes of each gender are equivalent.
- To operate its athletic program in a manner that enhances the student-athletes' educational opportunities.
- To conduct its sports program at the highest level of intercollegiate athletic competition and seek to affiliate with institutions demonstrating a similar commitment to academic excellence and institutional integrity.
- To promote character development in student-athletes, including cooperation, teamwork, responsibility, and group loyalty.
- To educate student-athletes in good sportsmanship, competition, and winning.
- To maintain the best possible facilities in order to enhance fitness, to develop skill, and to provide a safe environment.

BISHOP WELLNESS CENTER, Counseling Services

The Counseling Center staff offers psychological counseling to assist individual students, couples, and small groups to deal with personal crises, social and academic transitions, family relations, alcohol and other drug problems, and any issue of concern to the individual.

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 assist in locating the most appropriate available resources.

BISHOP WELLNESS CENTER, Disability Services

The Office of Disability Services functions as a primary service center for students with disabilities and works closely with all University departments to provide appropriate, individualized accommodations free of charge. Services offered include, but are not limited to: taped books, notetakers, sign language interpreting, exam accommodations, readers, scribes, peer tutors, auxiliary aids, and referrals to campus and off-campus resources. Some assistive technology is available on campus.

Students are required to file specific documentation of a disability to receive services. Please contact Disability Services regarding specific requirements and guidelines. It is strongly recommended that students who anticipate needing accommodations contact Disability Services prior to or within the first week of each semester.

BISHOP WELLNESS CENTER, Health Services

The University Health Services delivers health care for illnesses, minor injuries, and preventive care. In addition, Health Services seeks to assist students, by patient education, to maintain good health and to learn 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 recent immunization for measles and tetanus. The Health History forms in the admission packet provide a way to verify compliance. These two requirements are 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 maximum 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. Students should enroll in the Student

Health Insurance Plan if they have no other health care coverage, as the Health Center is not able or intended to cover all medical needs students may have. Charges through the Health Center are also covered with this policy.

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 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.

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 resumé writing, job search strategies, interviewing skills, choosing a major, and applying to graduate schools. Every two weeks the Center publishes *Opportunity Knocks*, a newsletter of current job listings advertised in regional newspapers, and distributes it free to all seniors.

The Career Resource Center (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 regularly. SIGI+, a computerized career assistance tool, is housed in the CRC and is used regularly by students and alumni to help identify career plans and options.

Willamette University is a founding member of the Oregon Liberal Arts Placement Consortium (OLAPC) and the Oregon Graduate School Fair (OGSF). The former is a cooperative organization of eight schools founded to serve liberal arts students. A career information and job fair is held every spring to provide information on summer and fulltime internship and employment opportunities for students. Over 100 employers have participated in each of the past several years. The Oregon Graduate School Fair is held in the fall; invitations are extended throughout the country to top-ranking graduate programs. In 1996 and 1997, over 80 graduate schools and programs were represented. This fair will continue to grow in future years, allowing first-hand visiting opportunities for Willamette students and alumni.

Career Services works cooperatively with the Alumni Office and the Alumni Board to present annual programs such as "Mentor Day" and "Network for Success: Alumni Careers In ...". It also carries a regularly updated listing of alumni who form the Career Network, a service through which students and alumni can seek information and advice from one another.

The Master of Arts in Teaching (M.A.T.) program's teacher placement function is an integral part of Career Services. All placement files, resumés, cover letters, career advising, school recruiting visits and job listings are now handled by the Career and Education Advisor.

COMMUNITY OUTREACH PROGRAM

The Community Outreach Program (COP) of Willamette University has consistently provided more than 20,000 volunteer hours to the community each year, with more than a third of the undergraduate students participating in service activities.

COP seeks to develop service-learning opportunities with a wide variety of projects and people, involving many different skills from both students and the community. COP provides five central services to Willamette and the surrounding community:

1. **The Service-Learning Resource Center** provides individuals interested in volunteering with information, site placements, and advice for experiences ranging from one hour to three years, across the street to around the globe. The site listings include more than 60 agencies in the Salem area alone. The Resource Center also contains materials for faculty interested in incorporating a service-learning component in their courses.

2. **One-time Project Coordination** provides assistance to residence halls, fraternities, sororities, clubs, and any other group interested in becoming involved in the community.

3. **Ongoing Community Partnerships** provide training and support to the student leaders of 11 projects involving more than 200 students at a minimum of one hour each per week.

4. **The Service-Learning Integration Project** creates a stronger link between academics and service by assisting faculty in developing a curriculum which addresses real-world issues through service-learning pertaining to their disciplines.

5. **Exploration of Social Issues** gives students the opportunity to examine their community service, through newsletters, articles in other publications, forums, speakers, etc.

GREEK ORGANIZATIONS

Willamette University's Greek system consists of five fraternities and three sororities which have national and 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 system is provided by the Office of Residence Life.

INTERNATIONAL STUDENT AND FACULTY SERVICES

This Office provides support services, advising, programming, and federal regulation information and advising for international students and faculty at Willamette. Additionally, it provides regulatory advising for students at the adjacent Tokyo International University of America. Advice on immigration issues, tutorial assistance, personal and cultural advising and programming are all coordinated through this office, as is the advising for the Willamette International Student Association (WISA). WISA activities include undergraduate international and U.S. students, students from Tokyo International University of America, and students from the College of Law, the School of Education, and the Atkinson Graduate School of Management. This office also acts as a resource for U.S. students who are interested in international matters, meeting with international students, and working collaboratively on international events. Major annual programs include a fall international dinner and a spring international festival. Other activities occur on a smaller scale throughout the year.

INTRAMURALS AND SPORTS CLUBS

An active program of intramurals and sports clubs is offered to provide opportunities for physical fitness, competitive game activity, and access to sports facilities and programs. Intramurals are available to men and women representing on-campus living units, graduate schools, faculty and staff, and Tokyo International University of America. Depending on demand, sports clubs are offered in men's volleyball and men's lacrosse. Intramural competitions held in 1997-98 included flag football, volleyball, golf, cross country, bowling, softball, basketball, chess, racquetball and soccer.

MULTICULTURAL STUDENT AFFAIRS

The Office of Multicultural Affairs (OMA) promotes multiculturalism throughout the campus community, delivering a variety of educational programs and services. The OMA provides specific assistance, advocacy, and consultation related to the academic and personal success of students; addresses multicultural and diversity issues and concerns of individuals and groups; and supports the ongoing development of multicultural student organizations. Specific organizations supported by this office include: Asian Society in Action; Black Law

Student Association; Black Student Organization; Hawaii Club; Lesbian, Gay and Bisexual Alliance; Multicultural Law Student Association; Native American Student Alliance; Non-traditional Student Association; and Unidos Por Fin.

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, International Students Incorporated, Fellowship of Christian Athletes, Newman Club (Roman Catholic), Jewish Student Union, the Latter Day Saints Student Association, and the Christian Legal Society. Depending on enrollment and interest, other groups (e.g., Muslims and Buddhists) may receive organizational support from the Office. The Chaplain also provides counseling for students making vocational decisions (particularly those interested in the ministry and other helping and social change professions), for couples preparing for marriage, and for those wrestling with religious issues.

RESIDENCE LIFE

Residence Life believes individual students achieve more complete and thorough progress toward the fulfillment of their potential through on-campus living than is accomplished without the benefit of this experience.

An in-residence staff of area coordinators and resident assistants facilitates activities within each residence and assumes many of the management responsibilities. Campus residences are designed to provide comfortable living accommodations for both undergraduate and graduate students. Since students' living environments offer a unique backdrop for a variety of out-of-classroom learning opportunities, many athletic, cultural, social, and educational programs are planned throughout the year.

Residence Life staff members design and promote campus-wide and community-specific programming using a wellness model encompassing the physical, social, emotional, spiritual, occupational, and intellectual wellness of each student.

Willamette offers 11 independent coed residence halls, five national fraternities, three national sororities, and two apartment buildings (for juniors, seniors and graduate students) on campus. Each residence features comfortable lounges and recreational facilities.

Willamette students in every residence have the opportunity of sharing rooms with the Japanese students who are part of a cultural exchange that brings a new class of visiting Tokyo International University of America students to the University each year. These international living arrangements are a distinctive

part of Willamette University life, and they have become the basis of many deep and lasting international friendships.

Willamette's five theme residences also offer communities for students interested in community outreach, foreign language and international cultures, the celebration and preservation of the earth, wellness, a substance-free living community, and intensive study.

Willamette University's Residency Requirement states that all freshmen and sophomores are required to live in residence halls unless they are married, over 21, or living with parent(s). New students are assigned residence accommodations (after returning students) in priority order based on the date their Advance Deposits are received.

STUDENT ACTIVITIES

The Office of Student Activities plays a critical role in the mission of the University by providing co-curricular experiences to supplement what occurs in the classroom. Opportunities are offered for students to be decision-makers, leaders, and educators through active participation in the design, implementation, and evaluation of programs and services.

The Office works in cooperation with students, faculty, and staff on development of the following University programs: Opening Days, Parents and Family Weekend, celebrated speakers and performers, Honors and Awards Program, Understanding Gender Perspectives, coffeehouses, intramural activities, and outdoor programs. Student organization formation, university recognition, and program advising are also coordinated through the Student Activities 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 Activities Board, Elections Board, Finance Board, Publications Board, and Collegian Board.

Students in the College of Liberal Arts are eligible to hold ASWU office if they are in good academic and disciplinary standing and registered as regular students of the University. Students on academic or disciplinary probation may not hold an office or represent the University in any public manner. The required standard of work and conduct must be continued throughout the tenure of office or participation in a non-academic program.

Student Organizations

Willamette students have the opportunity to participate in many student clubs and organizations, ranging from multicultural clubs, 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 new undergraduates.

STANDARDS OF CONDUCT

To enable Willamette University to fulfill its purpose, it is the common responsibility of all persons associated with the University — students, faculty, administrators, alumni, and trustees — to endeavor to maintain and improve a campus climate that generates enthusiasm for learning and respect for human dignity, to represent the University in the broader social community in a manner consistent with the principles and purposes of the University, and to respect University standards in the governance of their conduct. Standards of Conduct are applicable to all members of the University community including visitors and guests, and are designed to promote individual and group governance with dignity, decency, and maturity. It is assumed that each individual recognizes his/her responsibility to the University community and that ultimately he/she can be held accountable by other members of the community for failure to assume those responsibilities.

Standards of Conduct and related rules having university-wide application are formulated by the joint action of students and faculty members in the University Student Affairs Committee. They are given authorization with the approval of the president of the University acting on behalf of the board of trustees. Standards of Conduct represent the best consensus that has been achieved through the active participation of the various constituent parts of the University community. As such, these are community expectations and neither legal prescriptions nor moral absolutes. Measures taken in regard to those who do not conform to these standards are not punishment for actions committed, but are sanctions for failure to fulfill responsibility.

The policies governing student conduct, judicial and appeal procedures, possible penalties for violations of the Standards of Conduct, and grievance procedures are included in the *Selected Policies Manual for Willamette University*. The *Manual* is distributed to new students at the beginning of each academic year to provide all members of the campus community with information governing campus conduct and judicial procedures.

ALUMNI ASSOCIATION (<http://www.willamette.edu/alumni/>)

All students who have attended Willamette University at least one year are considered members of the Alumni Association. Any person who has attended for less than two years is also welcome to participate in all the benefits of the Association.

The existence of the Association is a recognition on the part of the University and alumni that (1) interest in education does not end when a student leaves the campus; (2) the campus has played a significant role in the lives of those who have studied and lived there; (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. The Alumni Career Network numbers almost 3,000 and is accessible on the internet.

Alumni throughout the country assist the Office of Admission by serving as liaisons between the University and high school students, counselors, and parents. A network of alumni also helps undergraduates in exploring careers and investigating job opportunities after graduation.

The association's activities and programs include, but are not limited to, 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 and other events; support services for alumni groups such as those for the College of Law and the Atkinson Graduate School of Management, living organizations, and athletic and academic departments; annual campus Alumni Day; and raising funds to help meet University annual needs, especially financial aid, as well as supporting 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 comprised of the officers, 21 directors, two members of the University faculty, and two current students. Three alumni serve on the University board of trustees as representatives of the association, and numerous other alumni are members of the board of trustees.

ADMISSION

Admission to Willamette University is selective. Each year 400 freshmen and 75 transfer students are enrolled for the fall semester from a group of approximately 2,000 applicants. As a selective institution, Willamette University does not operate on a rolling admission basis. Willamette reviews all applications as a group, selecting those students who show the greatest likelihood of benefiting from and contributing to the academic and extracurricular opportunities of 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. A student body demonstrating high intellectual achievement, interesting personal qualities, social awareness 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 freshman admission is given applicants who have completed a minimum of four years of college preparatory English, and three years each of foreign language, laboratory science, social studies or history, and mathematics. It is expected that students' work in academic subjects will include honors, Advanced Placement and accelerated courses where available in the secondary school curriculum.

The record of a transfer applicant is reviewed in much the same way as that of freshman applicants, except it is the college record which is given greatest emphasis.

Other factors such as creativity, leadership, work experience, significant travel, and exceptional talent in a particular field are also weighed in the admission decisions.

Although a personal interview is not required for admission, it is strongly encouraged.

Following are some important points regarding admission:

1. For maximum consideration for admission and financial aid, applications for admission should be filed by February 1 (Early Action applicants should have everything completed by December 1).

2. Admission decisions are mailed beginning approximately April 1 (Early Action candidates will be notified beginning January 15).

3. Freshman applicants should take either the SAT I or ACT in the junior year or early in the senior year and arrange to have the scores sent to Willamette.

4. Late applications are considered on a space available basis.

5. Both freshman and transfer applications are also accepted for the spring semester which commences in January. Candidates for the spring semester should submit all application materials by November 1 and will be notified of the decision of the Committee on Admission by December 15.

6. All documents for admission to the University are permanently filed and cannot be returned to the student.

PROCEDURES

To apply for admission to freshman standing, the applicant must submit:

1. An Application for Admission and the Application Supplement accompanied by a \$35 non-refundable fee.

2. An official secondary school transcript showing grades from the freshman year through the first trimester or semester of the senior year.

3. The School Report Form (provided with the Application for Admission) completed by the secondary school guidance counselor or a teacher of an academic subject.

4. Standardized test results from the Scholastic Assessment Test (SAT I) or the American College Test (ACT).

To apply for admission as a transfer student, the applicant must submit:

1. An Application for Admission and the Application Supplement accompanied by a \$35 non-refundable fee.

2. Official transcript(s) of all previous college work.

3. An official secondary school transcript.

4. A Transfer Reference Form completed by an advisor or professor from the college 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 with the Office of Admission to determine an appropriate source of recommendation.

The names of all colleges previously attended must be listed on the application. Failure to do so constitutes cause for cancellation of the student's registration at Willamette. Transfer students must have demonstrated a strong record of academic achievement and be free from both academic and disciplinary action to be considered for admission.

In most cases, courses taken at accredited colleges will receive full credit if they are comparable to courses offered at Willamette. Courses with grades below a "C" will not receive credit. Six quarter hours or four semester hours of transfer credit equal one Willamette credit.

Although students admitted with an Associate of Arts degree from an accredited Oregon community college will be automatically granted 15 Willamette credits (junior standing) upon entrance, satisfaction of specific general requirements and major requirements will be determined on the basis of a course-by-course evaluation of the transcript(s).

Once a student has accumulated a total of 15 Willamette credits (60 semester or 90 quarter hours), including any transfer work, no further credit from a two-year college will be accepted toward the degree, although such courses do remain part of the official record.

EARLY ACTION

The Early Action process is one which allows the University to begin building its entering class with applicants who have outstanding academic records and who have decided they have a strong desire to enroll at Willamette University. Well-prepared students who have made a critical appraisal of the colleges in which they are interested and decided Willamette is among their top college choices are encouraged to apply for admission under the Early Action Plan.

The Early Action program provides several advantages for applicants. First, of course, is that they will receive earlier notification of admission, financial aid and scholarship decisions. Second, with early notification, these students are able to eliminate some of the stress associated with the college decision process, since they are likely to be able to make their final choice much earlier in their senior year. And, while applicants admitted Early Action are not required to submit an Advance Deposit before the National Candidate Reply Date of May 1, many choose to do so, thus giving them priority registration and housing assignments based on their early Advance Deposit dates.

Early Action applicants who wish to be considered for need-based financial aid from Willamette must submit the required forms by the stated deadlines in order to receive priority financial aid consideration. The forms required are the College Scholarship Service (CSS) Financial Aid PROFILE, to be submitted no later than November 1, and the Free Application for Federal Student Aid (FAFSA) which must be mailed no later than January 15. The PROFILE information provides the basis for an estimated award; awards are finalized upon receipt of the completed FAFSA. For those who meet these deadlines, Willamette will provide estimated financial aid awards in early January.

Early Action candidates submit the same credentials as students seeking Regular Admission, except their transcripts need only include grades from the freshman through junior years. Early Action admission is reserved for candidates with records of achievement and aptitude which are above average compared to the university's overall applicant group. Students not admitted on the Early Action program are asked to add senior year fall grades to their files and are then reconsidered as Regular Admission candidates.

ALTERNATIVE APPLICATION FORMS

While many applicants will use the application forms provided by the University's Office of Admission, there are alternate means/forms available for submitting your application. Facsimiles of Willamette's own form can be downloaded from Apply! Which provides a CD-ROM to high schools across the country. They also include Willamette's application on their website (www.weapply.com). Willamette also participates in the Common Application program and encourages the use of this form. The Common Application is available from your high school counseling office or by request from the Willamette University Office of Admission. It is also available to download from their website <www.commonapp.org>. Approximately one-third of each year's applicants applies using the Common Application and it is evaluated in exactly the same way as the University's own form. A third alternative is to download a Willamette application from Collegelink, <www.collegelink.com>. In every case, be sure to submit a hard copy (paper) to the Willamette University office of Admission.

HONORS AT ENTRANCE

Some entering freshmen with distinctive backgrounds are awarded Honors at Entrance by Willamette University. Criteria used in selecting students to be so honored include scholarship, extracurricular achievements, citizenship, and other indications of potential for outstanding contributions in college. Only those whose course selection, grades, and test scores place them in the top 15 percent of the entering class will be considered for this recognition.

ADVANCED PLACEMENT

Willamette University encourages student participation in the Advanced Placement 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 Advanced Placement course equivalencies contact the Registrar's Office.

INTERNATIONAL BACCALAUREATE

The University also encourages participation in the International Baccalaureate Program as offered in many schools overseas and, increasingly, in the U.S. Willamette University will grant one credit (one credit = four semester hours) of lower division credit for each Higher Level examination passed with a score of 5, 6 or 7. Willamette will also grant one credit of elective lower division credit for the Theory of Knowledge if a student has received the IB diploma. A maximum of six credits may be granted. IB credit may be applied to major and minor programs with the approval of the academic departments concerned. Students can, therefore, earn nearly one year of university credit for IB work.

HOME SCHOOLED STUDENTS

Willamette welcomes applications from students who have been home schooled. In order to assess the home schooled applicant's preparation and readiness for a rigorous academic program, additional descriptive information regarding the program of study, texts used, frequency of study, etc. is often requested by the Committee on Admission. In addition, home schooled students should arrange for an interview with a member of the Committee on Admission in advance of the application deadline.

EARLY ADMISSION

Some outstanding students may be admitted to the University prior to graduation from high school, providing the Committee on Admission believes they will benefit from early college enrollment. Early Admission candidates must have the full endorsement of their secondary school before their applications will be considered.

SPECIAL AND PART-TIME STUDENTS

Students may apply to the University on non-degree and/or part-time bases. Application procedures vary with individual circumstances for these special students, who are requested to contact the Office of Admission for the appropriate forms.

GENERAL EDUCATION DIPLOMA (GED)

Willamette University 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 60 or higher and no individual score lower than 55. Students applying as freshmen with G.E.D. results must also submit results from either the SAT I or the ACT.

TUITION AND EXPENSES

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, we provide strong compensation packages that allow us to recruit and retain an excellent faculty, and we encourage innovation and quality in all our academic programs. Tuition and fees provide the primary source of revenue, but a large endowment and generous giving from our alumni help to keep our tuition costs competitive.

1998-99 EXPENSES

Tuition	\$21,000
Student Body Fees	\$91.50
Room and Board *	\$5,530
Books (estimated)	\$500
Personal Expenses (estimated average)	\$900
Total	\$28,000
Health Insurance** (optional)	\$ 270

*There are four board plans; these costs are for Plan B

**Health insurance coverage is optional. Students can be exempted from health insurance charges by signing a waiver with the Business Office. The health insurance is offered for students not already covered by an existing policy. For further information about insurance, please contact Health Services in the Bishop Wellness Center.

Application Fee	\$35
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A non-refundable fee charged to cover the cost of processing and evaluating the Application for Admission. Submitted with the application.

Advance Deposit	\$ 200
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A non-refundable deposit submitted by admitted students and due by the May 1 National Candidate Reply Date. This ensures an entering student's position in the class and on housing and registration lists. This deposit is credited toward the student's first semester bill.

ROOM AND BOARD CHARGES

The on-campus board program has been designed with flexibility to meet the unique needs of each student. The board program has two parts. Part I consists of "all you can eat" Board Plan dinners Sunday through Friday and brunch on Saturday. Part II is a Board Plan Credit (BPC) program which offers four different BPC amount options. BPC meals are breakfast and lunch Monday through Friday, dinner Saturday and brunch Sunday. Food at these meals is offered on an "a la carte" basis.

Meals are served throughout the school year in three locations: Goudy Commons; Kaneko Hall; and the Bearcat Cavern in the University Center (M-F, breakfast and lunch only). No meal service is provided during Thanksgiving break and winter and spring vacations.

The room and board fees include four different meal plan choices. Costs for 1998-99 are as follows:

Multiple occupancy room and Plan A (\$300 of BPC credit per semester):
cost \$5,430

Multiple occupancy room and Plan B (\$360 of BPC credit per semester):
cost \$5,530

Multiple occupancy room and Plan C (\$450 of BPC credit per semester):
cost \$5,630

Multiple occupancy room and Plan D (\$570 of BPC credit per semester):
cost \$5,730

Single occupancy rooms are an additional \$700 per year.

Willamette University's Residency Requirement states that all freshmen and sophomores are required to live in residence halls unless they are married, over 21, or living with parent(s). Freshmen and sophomores who meet these criteria and who plan to live off campus need to provide supporting documentation to the Office of Residence Life *before* making arrangements to live off campus.

All students contract for rooms for the full academic year. Room and board 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 meals through the date of withdrawal.

PAYMENT

Tuition and charges for room and meals 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 p.m. of the day designated to pay fees each semester, a student will be disenrolled.

The University also makes available deferred payment agreements through an off-campus agency that allows for a payment plan over a 10-month period. The University considers the off-campus agency plan to be an inexpensive, effective way for families to spread their payments over a longer period of time. Please contact the student accounts office (503) 370-6120 for more information about deferred payments.

A student who fails to make deferred payments promptly may be barred from class attendance and will be assessed a \$25 late payment fee. Students may not take examinations, receive grades, or be given a transcript of credits until all University accounts have been paid in full. Also, a one percent per month finance charge will be assessed on tuition account balances that do not have an approved deferred payment plan established.

FINANCING OPTIONS

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

The 10-Month Payment Plan

This plan offers parents a program through which educational expenses for the year can be spread out over 10 monthly payments. The 10-month payment option is administered by American Tuition Plans, and has a \$55 application fee (participation is on an annual basis). Under this plan you estimate the amount of “net expenses” for the year and submit an application to ATP. Payments begin July 1 and end April 1.

Option 4

Option 4 is an affordable, installment-type private education loan offering competitive rates and flexible repayment terms. You may borrow up to \$15,000 annually. Approval is based on creditworthiness. Families may take up to 15 years to repay and there are no prepayment penalties.

Withdrawals

Students are admitted to Willamette with the understanding they will remain until the end of the semester unless unforeseen circumstances necessitate their withdrawal or unless they are dismissed or suspended.

If a student decides to withdraw fully from the University, or from individual courses which causes the student to fall from full-time to part-time status, the following refunds of tuition will be allowed:

Within the First Week	90%
During Weeks Two through Four	50%
During Weeks Five through Eight	25%
After Eight Weeks	0

Students withdrawing during their first semester at Willamette will be refunded tuition in compliance with Federal Regulations, Section 584B. Student body fees will not be refunded. Health insurance will not be refunded and financial aid will be prorated according to regulatory guidelines.

In the case of withdrawal from Willamette, students are responsible for room and meals through the date of withdrawal or departure (whichever is later) on a prorated basis of 105 days per semester.

A medical withdrawal may be requested when a student has a documented medical or psychological condition preventing completion of the semester, or

requiring a reduction of the course load. The Registrar's Office has detailed information regarding medical withdrawal requests.

All refunds of tuition are effective from the last day of class attendance.

A student who is suspended or expelled from the University is responsible for room and meals through the date of departure and forfeits all tuition and fees and academic credit for the semester.

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 generous merit programs available where need is not a consideration.

DETERMINING FINANCIAL NEED

Willamette University uses data collected from the Free Application for Federal Student Aid (FAFSA) and the Financial Aid PROFILE of the College Scholarship Service (CSS) to calculate the expected family contribution for each financial aid applicant and determine eligibility for both government and university aid funds. Both parent and student contributions are determined using federal formulas and University policies. The combination of parent and student contributions results in the Expected Family Contribution (EFC). 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. Students are expected to contribute a higher percentage of their personal assets than are parents, as the students are the ones who will benefit most directly from the education.

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. Complete the CSS Financial Aid PROFILE.** Completing the PROFILE is a two-step process. Applicants must first register for the PROFILE service and then submit the customized PROFILE packet. Entering students can obtain the PROFILE registration worksheet from high school guidance counselors, college financial aid offices, or from the Offices of Admission or Financial Aid at Willamette University. Entering students are required to file the PROFILE to be considered for need-based assistance; the PROFILE is not required for enrolled students who wish to renew their financial aid award.
- 3. File the FAFSA.** Applicants for need-based aid must file the FAFSA (Free Application for Federal Student Aid). 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.

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 awarded primarily in recognition of academic achievement and leadership, based on the information students provide in their Applications for Admission. The FAFSA and the PROFILE are the only applications 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 beginning 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.

In recent years, Willamette has had more eligible students than could be fully funded. When this occurs, some students are placed on a Financial Aid Waitlist and not notified of their financial aid status until after the National Candidate Reply Date of May 1. Others are offered a financial aid award which includes a "gap," i.e., funds which do not equal the student's calculated need.

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 non-refundable 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 AWARDS AND 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 any 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 financial assistance (including institutional grants and scholarships) each academic year, a student must submit the Free Application for Federal Student Aid (FAFSA) by March 1 each year. Students who file their renewal FAFSAs late risk being placed on a waitlist 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 and scholarships are available for four years 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 scholarships have specific

renewal criteria which are outlined in the initial written confirmation of the award sent to the student. Generally, the amount of a student's grant/scholarship will remain the same for the student's four years of eligibility; however, 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

Pell Grants are awarded to students with the lowest Expected Family Contributions (EFC).

Supplemental Educational Opportunity Grant (SEOG)

This grant is awarded to students with exceptional financial need — that is, students with the lowest Expected Family Contributions 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 \$1,800 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 six 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 State Scholarship 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 State Scholarship Commission to be used in determining a student's eligibility for the following programs.

Oregon State Need Grants

Awards are based strictly on family size, income and the number of family members attending college.

Private Awards

The Oregon State Scholarship 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 State Scholarship Commission by March 1. Applications are available from high school counseling offices or by calling the Commission at 1-(800) 452-8807. Information regarding the programs administered by the Oregon State Scholarship Commission may also be obtained by visiting their web site at <http://www.osscc.state.or.us/>

FROM WILLAMETTE UNIVERSITY FUNDS:

For entering students: The following represent the primary merit awards and scholarships available from Willamette University for entering freshmen. All admitted applicants are automatically considered for these awards using the information provided on the Application for Admission.

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 fulltime student status and a 3.2 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 fulltime student status and a 3.2 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. NOTE: National Merit Scholars must list Willamette University as their First Choice institution with the National Merit Scholarship Corporation no later than April 1. Awards are available for four years as long as the recipient maintains fulltime student status and a 3.2 cumulative g.p.a. at Willamette.

Willamette University Scholarships for National Merit and National Achievement Commended Scholars:

Commended Scholars are also selected by the National Merit Scholarship Corporation on the basis of junior year PSAT scores. All Commended Students will receive this award unless they are selected for another, larger Willamette University academic scholarship. Awards are available for four years as long as the recipient maintains fulltime student status and a 3.2 g.p.a. at Willamette.

Multicultural Achievement Scholarships:

These awards are made to students of African American, Asian American, Hispanic American and Native American descent. While academic achievement and extracurricular contributions are part of the selection, Willamette places considerable emphasis on activities which reveal a strong identity with the student's ethnic culture and community. Awards are renewable as long as the student remains in good academic standing.

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 — for 1999 the award will go to a West Albany student; 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 Scholarship Awards:

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 Awards:

Students who have demonstrated outstanding achievement in debate and forensics activities in high school are eligible for consideration. Students must plan to continue their participation in Willamette's forensics program. Awards are renewable. 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 Awards:

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 returning students:

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.

Below 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)
 Annie 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)
 Ellen J. Chamberlain
 and Julia L. Schultz (Music)
 Claude E. Chandler, M.D. 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 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)
 William D. and Phina Collins
 (Ministry or Religion Education)
 Edwin and June Cone (Seniors)
 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 students)
 Farmers Insurance
 Al Ferrin (Pre-Med)
 First Security Bank
 Robert M. Fitzpatrick
 (Pre-Med and Pre-Engineering)
 *Hallie Ford (Merit, Art)
 Mabel H. Fraer
 Richard K. Frederick (Music)
 H. Leslie and Betty Lewis Frewing
 (International Students)
 Louis J. Gates
 Margaret L. Gates (M.A.T.)
 M. Clare Geddes
 Melvin and Ruth Geist (Music)
 Richard M. Gillis (Economics)
 *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)
 Harold Hauk
 Timothy C. Hawkins
 Haynes/McHale
 Hearst Foundation
 Louise Findley Heintz (Music)
 Willis and Margaret Hisey
 Lloyd and Grace Tyler Hockett
 Bernice Jackson Hoffman
 (Foreign Study)
 Shannon P. Hogue (Journalism)

Home

Alice S. Hopkins

Joyce Horn and Elda Branson
(Music)

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-Med)

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 students)

Mulligan Fund

Multicultural Achievement

*Royal Nakano

*National Achievement Finalists

*National Achievement

Commended Students

*National Hispanic Finalists

*National Merit Commended

Students

*National Merit Finalists

*National Science

George Neuner

*Hazel R. Newhouse

(Gresham students)

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 Merit

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-Med)

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
 Marie C. Smith
 William B. Smullin
 Sorority Scholarship
 Robert Smith
 Sparks Family
 *Theresa Sprain
 (Calispell, Mont. students)
 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 Award
 *Ernst and Selma Thoman
 Michal Ann Thomas
 Vernon V. and Augusta M.
 Thompson (Biology)
 Thompson/Payne (M.A.T.)
 Tokyo International University
 Clorinda Risley Topping (Music)
 Town and Gown (Music)
 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
 Colonel Percy Willis
 Loren & Muriel Winterscheid
 WU Half Century
 Dr. Robert and Pauline Wulf
 Richard and Elizabeth Yocom
 (International Studies)
 William Wallace Youngson
 (Religious Studies)

SECTION IV

FACULTY AND ADMINISTRATION

CALENDAR

CAMPUS MAP

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FACULTY AND ADMINISTRATION

Note: Faculty members joined Willamette University during the year following their names; they assumed the current position in the year at the end of the entry.

ACTIVE FULL-TIME FACULTY

Robert M. Ackerman, 1996, B.A., Colgate University; J.D., Harvard University. Professor of Law and Dean of the College of Law, 1996.

K. S. Ainsworth, 1995, B.A., California State University, Fullerton; Ph.D., Duke University. Associate Professor of History and Director of Off-Campus Studies, 1995.

Julie Akers, 1998, B.S. Portland State University; M.F.A., University of British Columbia, Canada. Assistant Professor of Theatre. 1998.

Karen B. Arabas, 1996, B.A., Wesleyan University; M.A., George Washington University; Ph.D., Pennsylvania State University. Assistant Professor of Geography and Environmental Science, 1996.

Robert C. Art, 1981, B.A., Beloit College; M.A., University of Wisconsin; J.D., DePaul University; LL.M., Columbia University. Professor of Law, 1988.

Suresht R. Bald, 1981, B.A., M.A., Delhi University, India; Ph.D., Harvard University. Professor of Politics, 1991. (Sabbatical Leave 1998-99).

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

C. Russell Beaton, 1971, B.A., Willamette University; M.A., Ph.D., Claremont University Center Graduate School. Professor of Economics, 1976.

Martin K. Behnke, 1979, B.A., M.A., San Jose State University; Ph.D., University of Colorado. Professor of Music, 1987.

Eleanor von Auw Berry, 1994, B.A., M.A., Ph.D., University of Toronto, Canada. Assistant Professor of English and Director of Writing Center, 1995.

James Bertolino, 1998, B.S., University of Wisconsin; M.F.A., Cornell University. Assistant Professor of English, 1998.

Richard L. Biffle, 1991, B.A., University of California, Riverside; M.A., Eastern Michigan University; Ph.D., University of New Mexico. Associate Professor of Education and Director of the School of Education, 1996.

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; L.L.M., Harvard University. Assistant Professor of Law and Director of the Center for Dispute Resolution, 1994.

Adele L. Birnbaum, 1963, A.B., University of Illinois; M.A., Bryn Mawr College. Professor of English, 1990. (Sabbatical Leave spring 1999).

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

Maria D. Blanco-Arnejo, 1992, B.A., University of Santiago de Compostela, Spain; Ph.D., University of Colorado. Associate Professor of Spanish, 1997.

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. Assistant Professor of Politics, 1996.

Wilbur S. Braden, 1970, B.A., M.A., Washington State University; M. Litt., Trinity College, Ireland; Ph.D., University of Virginia. Professor of English, 1981. (Sabbatical Leave fall 1998).

Richard F. Breen Jr., 1976, A.B., Dartmouth College; L.L.B., University of Maine; M.L.S., University of Oregon. College of Law Librarian, 1980.

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

Christina P. Brink, 1984, B.A., Willamette University; Ph.D., Duke University. Professor of Chemistry, 1996.

Cheryl K. Brown, 1982, B.S., Western Oregon University; M.A.T., Lewis & Clark College. Assistant Professor of Education, 1994.

Evelyn Buday, 1997, B.A., University of Puget Sound; M.A., University of Illinois, Chicago. Instructor of Psychology, 1998.

Claudia E. Burton, 1971, B.A., Oberlin College; M.A.T., Johns Hopkins University; J.D., University of California, Los Angeles. Professor of Law, 1977.

Russell J. Cagle, 1985, B.S., University of Montana; M.A., San Diego State University; Ph.D., Oregon State University. Associate Professor of Exercise Science, 1993.

David L. Cameron, 1990, B.S., Massachusetts Institute of Technology; J.D., Northwestern University. Professor of Law, 1995.

Frances H. Chapple, 1966, B.Sc., Ph.D., University of Bristol, England. Professor of Chemistry, 1979.

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. Associate 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.

Jeanne E. Clark, 1986, B.A., Wheaton College; M.A., Ph.D., University of Arizona. Associate Professor of Rhetoric and Media Studies, 1992.

Jean-David Coen, 1986, B.M., Juilliard School of Music; M.M., Yale University; D.M.A., University of Southern California. Associate Professor of Music, 1994.

Catherine A. Collins, 1981, B.F.A., Pacific Lutheran University; M.A., University of Arizona; Ph.D., University of Minnesota. Professor of Rhetoric and Media Studies, 1991.

Patrick E. Connor, 1982, B.S.E.E., University of Washington; M.S.I.A., Purdue University; Ph.D., University of Washington. Professor of Organization Theory and Behavior, 1982.

Lawrence D. Cress, 1994, B.A., Pacific Lutheran University, M.A., Ph.D., University of Virginia. Dwight and Margaret Lear Professor of American History, 1997, and Dean of the College of Liberal Arts, 1994.

M. David Daniel, 1988, B.S., Western Oregon University; J.D., Willamette University. Supervising Attorney and Law Webmaster, 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. Assistant Professor of French, 1996.

Maria D. Delgado-Hellin, 1995, B.A., San Diego State University; M.A., California State University, Sacramento. Instructor of Spanish, 1998.

Rebecca J. Dobkins, 1996, B.A., University of Massachusetts; M.A., Ph.D., University of California, Berkeley. Assistant Professor of Anthropology, 1996.

Michael U. Dothan, 1997, B.Sc., M.Sc., 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. Associate Professor of Rhetoric and Media Studies, 1996.

Carol A. Drost, 1984, B.A., Kalamazoo College; A.M.L.S., University of Michigan. Associate University Librarian for Technical Services, 1993.

William E. Duvall, 1971, B.A., Whitworth College; M.A., University of Pennsylvania; Ph.D., University of California, Santa Barbara. Professor of History, 1984.

Meredyth Goldberg Edelson, 1991, B.A., Macalester College; M.A., Ph.D., University of Illinois. Associate Professor of Psychology, 1997.

Rosalyn Edelson, 1991, B.A., University of Michigan; M.A., Ed.D., Columbia University. Associate Professor of Education, 1991. (Sabbatical Leave 1998-99).

Debra A. Edwards, 1997, B.S., M.A., Southern Illinois University; Ph.D., Arizona State University. Assistant Professor of Sociology, 1997.

H. Peter Eilers, 1982, B.A., M.A., San Jose State University; Ph.D., Oregon State University. Professor of Geography and Environmental Science, 1990. (Sabbatical Leave fall 1998).

Ellen M. Eisenberg, 1990, B.A., Carleton College; Ph.D., University of Pennsylvania. Associate Professor of History, 1995.

Richard J. Ellis, 1990, B.A., University of California, Santa Cruz; M.A., Ph.D., University of California, Berkeley. Associate Professor of Politics, 1995. (Sabbatical Leave 1998-99).

Clayton J. Everett, 1997, B.A., California State University, Stanislaus; M.F.A., Humboldt State University. Technical Director for Theatre, 1997.

Ludwig M. Fischer, 1980, B.A., University of Regensburg, Germany; M.A., Ph.D., University of Colorado. Professor of German, 1995.

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.

Virginia W. Furtwangler, 1996, B.A., College of Rochelle; M.A., Catholic University of America; Ph.D., Cornell University. Hallie Ford Professor of English and Writer-in-Residence, 1996.

Bruce L. Gates, 1974, B.S.E., Princeton University; Ph.D., University of Pittsburgh. Professor of Quantitative Methods and Public Management, 1981.

Martha P. Gavilanez-Uggen, 1991, B.A., Western Oregon University; M.A., Portland State University. Instructor of Spanish, 1998.

Christine A. Gentzkow, 1967, B.A., Willamette University; M.A., Portland State University. Associate Professor of German, 1994.

Mary E. Gilbertson, 1975, B.A., Northwestern University; M.L.S., University of Oregon. College of Law Acquisitions Librarian, 1975.

Louis F. Goble, 1986, B.A., Oberlin College; M.A., Ph.D., University of Pittsburgh. Professor of Philosophy, 1997.

Francoise A. Gœury-Richardson, 1966, B.A., Willamette University; Licence dès 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.

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

Jerry D. Gray, 1990, B.S., Santa Clara University; Ph.D., University of Utah. Associate Professor of Economics, 1995.

Gwendolyn Griffith, 1987, B.A., Rollins College; J.D., Stanford University. Professor of Law, 1993. (Sabbatical Leave 1998-99).

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.

R. Samuel Hall Jr., 1972, A.B., Albion College; M.S., Ph.D., University of Illinois. Professor of Mathematics, 1978.

Karen D. Hamlin, 1991, B.A., Willamette University; M.Ed., Ph.D., Oregon State University. Associate Professor of Education, 1996.

Michael L. Hand, 1979, B.S., Oregon State University; M.S., Ph.D., Iowa State University. Professor of Applied Statistics and Information Systems, 1988.

James S. Hanson, 1976, B.A., Yale University; A.M., Ph.D., Stanford University. Professor of Economics, 1983.

Peter A. Harmer, 1990, B.S., M.S., M.Ed., Ph.D., University of Oregon. Associate Professor of Exercise Science, 1995. (Sabbatical Leave 1998-99).

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CALENDAR

FALL SEMESTER, 1998

August 27	Residence halls open for new students. Orientation begins.
September 1	CLASSES BEGIN AT 8 a.m. Registration for returning students who did not complete Advance Class Selection.
September 7	Labor Day, no classes.
September 15	Last day to add first half and full semester courses. Last day to drop first half and full semester courses without a grade of "W."
September 22	Last day to choose Credit/No Credit grading option for first half semester courses.
October 2	Last day to withdraw from first half semester courses.
October 13	Last day to choose Credit/No Credit grading option for full semester courses.
October 21	End of first half semester courses.
October 22	Beginning of second half semester courses.
October 23	Mid-Semester Day — no classes.
November 6	Last day to add second half semester courses. Last day to drop second half semester courses without a grade of "W."
November 6	Last day to withdraw from full semester courses.
November 13	Last day to choose Credit/No Credit grading option for second half semester courses.
November 19	Academic Advising for Spring Semester 1999 begins.
November 20	Last day to withdraw from second half semester courses.
November 25	Thanksgiving Vacation begins at 5 p.m.
November 30	Thanksgiving Vacation ends at 8 a.m.
December 5	Advance Course Selection for Spring Semester 1999.
December 11	Classes end.
December 12-13	Study days.
December 14	Fall Semester final examinations begin.
December 16	Study day.
December 19	Fall Semester final examinations end. Holiday Break begins.

SPRING SEMESTER, 1999

January 18	Registration for new students.
January 19	CLASSES BEGIN AT 8 a.m. Registration for returning students who did not complete Advance Class Selection.
February 1	One hundred fifty-seventh anniversary of the founding of the University.
February 1	Last day to add first half and full semester courses. Last day to drop first half and full semester courses without a grade of "W."
February 8	Last day to choose Credit/No Credit grading option for first half semester courses.
February 19	Last day to withdraw from first half semester courses.
March 1	Last day to choose Credit/No Credit grading option for full semester courses.
March 9	End of first half semester courses.
March 10	Beginning of second half semester courses.
March 19	Spring Vacation begins at 5 p.m.
March 29	Spring Vacation ends at 8 a.m.
March 30	Last day to add second half semester courses. Last day to drop second half semester courses without a grade of "W."
April 2	Last day to withdraw from full semester courses.
April 7	Last day to choose Credit/No Credit grading option for second half semester courses.
April 12	Academic Advising for Fall Semester 1999 begins.
April 16	Last day to withdraw from second half semester courses.
April 24	Advance Course Selection for Fall Semester 1999.
May 4	Classes end.
May 5-6	Study days.
May 7	Spring Semester final examinations begin.
May 9	Study day.
May 12	Spring Semester Final Examinations end.
May 16	Baccalaureate and Commencement.

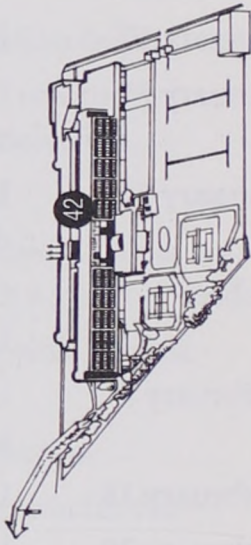
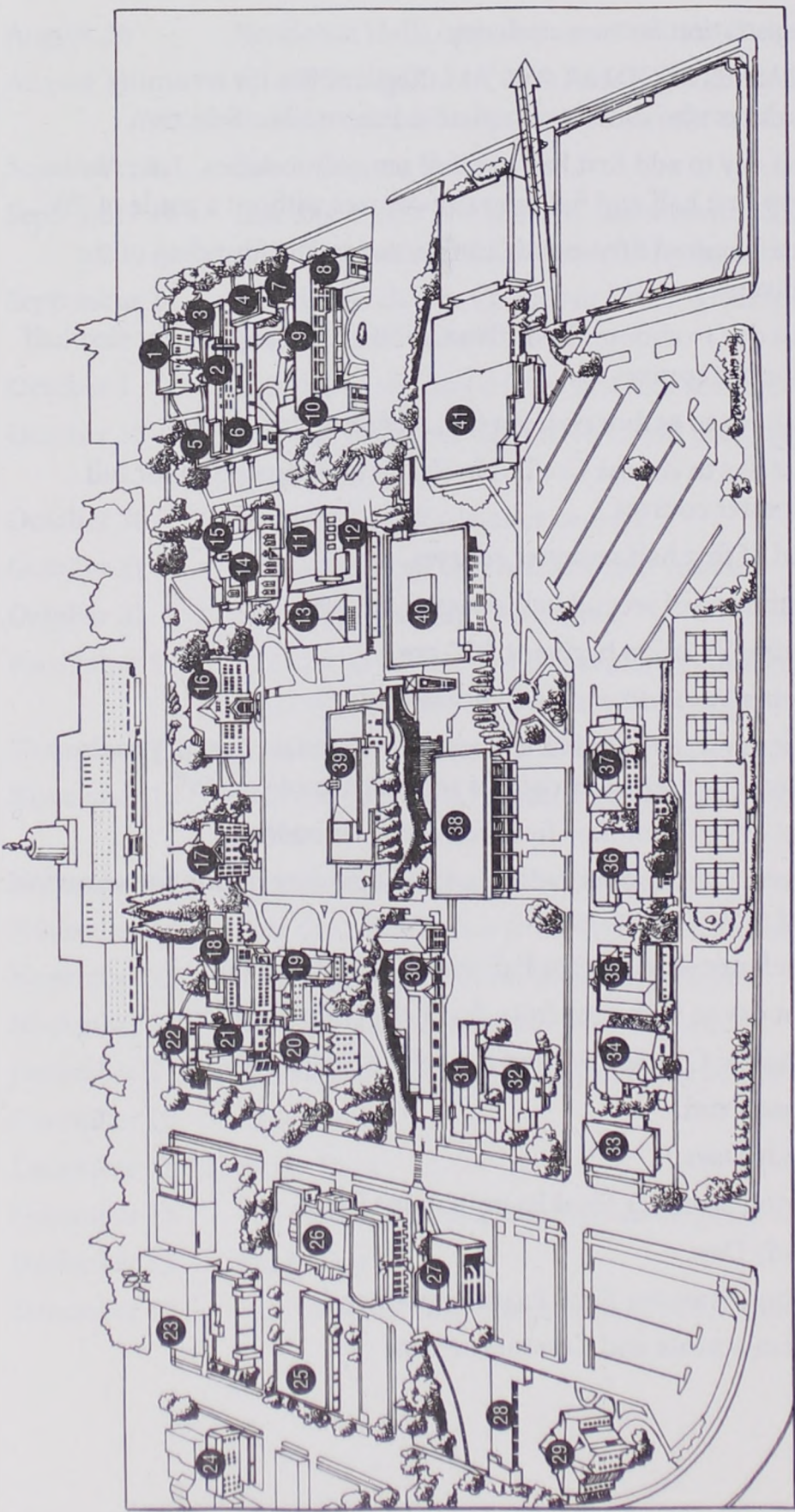
CALENDAR

FALL SEMESTER 1999

August 26	Residence Halls open for new students. Orientation begins.
August 31	CLASSES BEGIN AT 8:00 AM. Registration for returning students who did not complete Advance Class Selection.
September 6	Labor Day, no classes.
September 14	Last day to add first half and full semester courses. Last day to drop first half and full semester courses without a grade of "W".
September 21	Last day to choose Credit/No Credit grading option for first half semester courses.
October 1	Last day to withdraw from first half semester courses.
October 12	Last day to choose Credit/No Credit grading option for full semester courses.
October 20	End of first half semester courses.
October 21	Beginning of second half semester courses.
October 22	Mid-Semester Day - no classes.
November 5	Last day to add second half semester courses. Last day to drop second half semester courses without a grade of "W".
November 5	Last day to withdraw from full semester courses.
November 12	Last day to choose Credit/No Credit grading option for second half semester courses.
November 18	Academic Advising for Spring Semester 1997 begins.
November 19	Last day to withdraw from first half semester courses.
November 24	Thanksgiving Vacation begins at 5:00 pm.
November 29	Thanksgiving Vacation ends at 8:00 am.
December 4	Advance Course Selection for Spring Semester 1997.
December 10	Classes end.
December 11-12	Study Days.
December 13	Fall Semester Final Examinations Begin.
December 15	Study Day
December 18	Fall Semester Final Examinations end. Holiday Break begins.

SPRING SEMESTER 2000

January 17	Registration for new students.
January 21	CLASSES BEGIN AT 8:00 AM. Registration for returning students who did not complete Advance Class Selection.
January 31	Last day to add first half and full semester courses. Last day to drop first half and full semester courses without a grade of "W".
February 1	One hundred fifty-eighth anniversary of the founding of the University.
February 7	Last day to choose Credit/No Credit grading option for first half semester courses.
February 18	Last day to withdraw from first half semester courses.
February 28	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 17	Spring Vacation begins at 5:00 pm
March 27	Spring Vacation ends at 8:00 am.
March 28	Last day to add second half semester courses. Last day to drop second half semester courses without a grade of "W".
March 31	Last day to withdraw from full semester courses.
April 5	Last day to choose Credit/No Credit grading option for second half semester courses.
April 10	Academic Advising for Fall Semester 1997 begins.
April 14	Last day to withdraw from first half semester courses.
April 22	Advance Course Selection for Fall Semester 1997.
May 2	Classes end.
May 3-4	Study Days.
May 5	Spring Semester Final Examinations Begin.
May 7	Study Day
May 10	Spring Semester Final Examinations end.
May 14	Baccalaureate and Commencement



- 1. Gatke Hall** 1903, Moved to campus 1938, named in honor of Willamette historian and professor Robert M. Gatke, 1968.
- 2. Baxter Hall** 1948, 115 residents, named in honor of Dr. Bruce R. Baxter, president of Willamette from 1934-40; Bishop Wellness Center, counseling and disabilities services.
- 3. Phi Delta Theta** national fraternity 1947, 32 residents.
- 4. Sigma Alpha Epsilon** national fraternity 1949, 32 residents.
- 5. Beta Theta Pi** national fraternity 1947, 32 residents.
- 6. Sigma Chi** national fraternity 1947, 32 residents.
- 7. Kappa Sigma** national fraternity 1961, 32 residents.
- 8. Terra House** Est. 1995, 31 residents.
- 9. Matthews Hall** 1961, 95 residents, named in honor of mathematics professor James T. Matthews; writing center.
- 10. Belknap Hall** 1961, 75 residents, named in honor of Dr. Lewis Franklin Belknap, prominent Methodist minister.
- 11. Theatre** 1923, converted from gymnasium use in 1974 for theatre productions, renovated 1978, theatre department.
- 12. Maintenance Shops** 1946 & 1969.
- 13. Mary Stuart Rogers Music Center**
- 14. Walton Hall** 1967, departments of foreign languages, named in honor of the late financier William S. Walton.
- 15. Smullin Hall** 1988, named for Oregon and California broadcasting executive William B. Smullin '29, departments of politics, economics, psychology, sociology, rhetoric and media studies.
- 16. Eaton Hall** 1909, departments of history, Religious Studies, English, philosophy, renovated 1982, a gift of A. E. Eaton.
- 17. Waller Hall** 1867, Cone Chapel, oldest building on campus, named in honor of the Rev. Alvan Waller. Offices of the President, university relations, alumni relations, Communications, word processing, and business affairs. Remodeled 1989.
- 18. E.S. Collins Science Center** 1941, with addition in 1962, departments of environmental and earth sciences, physics, mathematics and computer science. Gift of lumberman Everell S. Collins. Renovated 1981 and 1996.
- 19. Doney Hall** 1955, with addition in 1967, 110 residents, named in honor of Willamette President and Mrs. Carl Gregg Doney (president 1915-34); office of Residence Life.
- 20. Lausanne Hall** 1920, 120 residents, named for the sailing ship that brought many of the early pioneers to the Oregon Country. Renovated 1985.
- 21. F.W. Olin Science Center** 1996, biology and chemistry.
- 22. Art Building** 1905, renovated for department of art, 1977.
- 23. Hallie Ford Museum of Art** acquired 1996
- 24. Haseldorf Apartments** 1965, 41 residents
- 25. School of Education** acquired 1995.
- 26. Truman Wesley Collins Legal Center** 1967, College of Law, Center for Dispute Resolution, named in honor of alumnus, lumberman, and former trustee chairman Truman Wesley Collins. Renovated and expanded, 1992.
- 27. Seeley G. Mudd Building** 1975, Atkinson Graduate School of Management, remodeled 1995.
- 28. Maintenance Shops**
- 29. University Apartments** 1995, 88 residents
- 30. Goudy Commons**, 1992, named for benefactors of Willamette Grace and Elmer Goudy.
- 31. York House** 1959, named in honor of Emily J. York, Willamette's first graduate in 1859. 24 residents. Renovated 1988
- 32. Lee House** 1959, graduate housing for 24 residents, named in honor of Lucy Anna Lee, only daughter of founder Jason Lee. Clinical Law, Scheduling and Conference Services. Renovated 1983
- 33. Shepard House** 1963, 46 residents, named in honor of the first teacher in the Oregon Institute.
- 34. Pi Beta Phi** national sorority 1967, 47 residents.
- 35. Delta Gamma** national sorority 1967, 48 residents.
- 36. Alpha Chi Omega** national sorority 1967, 48 residents.
- 37. Willamette International Studies House (WISH)** 1965, 37 residents; Office of Admission, remodeled 1995.
- 38. Putnam University Center** 1970, student offices, coffee shops, registrar, financial aid, mail services, bookstore and information desk. Named in honor of Oregon journalist George Putnam. Renovated and expanded 1995.
- 39. G. Herbert Smith Auditorium and Fine Arts Building** 1955, 1250-seat auditorium, music department, named in 1970 in honor of President G. Herbert Smith who served Willamette from 1942-69.
- 40. Lestle J. Sparks Physical Education and Recreation Center** 1974, containing the Edwin E. and June Woldt Cone Field House, Chester Hinkle Gymnasium, natatorium, handball and racquetball courts. Renovated and expanded 1995.
- 41. Mark O. Hatfield Library** 1986, named for retired Oregon senior senator, a Willamette alumnus, teacher, administrator and life trustee.
- 42. Tokyo International University of America** 1989, branch campus of Tokyo International University in Japan; Kaneko Hall residence for TIUA and Willamette students, 200 residents.

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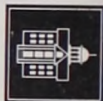
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