WILLAMETTE

THE FIRST UNIVERSITY IN THE WEST

2000-2002 College of Liberal Arts Catalog

WILLAMETTE

THE FIRST UNIVERSITY IN THE WEST

College of Liberal Arts Catalog
2000-2002

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 the spirit of federal and state laws, the institution does not discriminate on the basis of race, color, religion, sex, national origin, disability, age, marital status, 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, the Equity in Athletics Disclosure Act, and the Family Educational Rights and Privacy Act. For more information, please refer to Willamette's web page <ir-server.willamette.edu> or call the Office of Institutional Research 503-375-5303.

The security of all members of the campus community is a vital concern to Willamette University. Information regarding crime prevention advice, the law enforcement authority of the Office of Campus Safety, policies concerning the reporting of crimes which occur on campus, and the crime statistics for the most recent three-year period may be viewed on Willamette University's web site at <www.willamette.edu/dept/campuslife/policies/security.htm>, or a paper copy can be requested from Willamette University, Office of Admission, Salem, Oregon 97301.

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

Visitors are welcome to the campus. The undergraduate Office of Admission is open Monday through Friday, 8 a.m.-5 p.m. during the academic year and 8 a.m.-4:30 p.m. during the summer. Appointments are suggested for visitors coming on specific business. Mailing address: Willamette University, 900 State Street, Salem, Oregon 97301. Phone: 503-370-6300. TDD/Voice: 503-375-5383. Fax: 503-370-6148. World Wide Web site: <www.willamette.edu>.

CONTENTS

A Message from the President 6
Introduction 7

SECTION I

College of Liberal Arts 9
- Accreditation 10
- Mission and Goals 10
- Community 11
- Graduation Requirements 12
- General Education 15
- General Education Clusters 24

Programs of Special Interest 26
- Interdisciplinary Freshman Program 26
- Senior Year Studies 27
- Center for the Study of the Humanities 27
- Combined Degree Programs 27
- Off-Campus Study 30
- Internships 33
- Julie Carson Undergraduate Research Grants 34
- Science Collaborative Research Program 35

Career/Graduate/Professional Opportunities 37
- Atkinson Graduate School of Management 37
- Center for Dispute Resolution 38
- College of Law 38
- School of Education 39
- Academic Grants and Awards 39
- Other Programs and Opportunities 39

SECTION II

American Studies 44
Anthropology 45
Art 49
Biology 59
Chemistry 66
Classical Studies 71
Comparative Literature 74
Computer Science 76
East Asian Studies 80
Economics 81
Education 88
English 95
Environmental and Earth Sciences 103

Exercise Science 110
Foreign Languages and Literatures 116
French/Italian 116
German/Russian 120
History 124
Humanities 132
Integrative Studies Area 133
International Studies 140
Japanese/Chinese 143
Latin American Studies 148
Mathematics 150
Music 153
Philosophy 168
Physics 172
Politics 175
Psychology 183
Religious Studies 190
Rhetoric and Media Studies 197
Sociology 203
Spanish 208
Theatre 213
Women's Studies 221

SECTION III

Campus Life 224
- Athletics 224
- Bishop Wellness Center, Counseling Services 224
- Bishop Wellness Center, Disability Services 225
- Bishop Wellness Center, Health Services 225
- Campus Safety 225
- Career Service 226
- Community Outreach Program 226
- Greek Organizations 227
- International Student and Faculty Services 227
- Intramurals and Club Sports 228
- Multicultural Student Affairs 228
- Religious Life 228
- Residence Life 228
- Student Activities 229
- Alumni Association 230
- Standards of Conduct 231
- Academic Policies and Procedures 231

Academic Administration 240
The Mark O. Hatfield Library 240
University Registrar 241
Institutional Research and Planning Support 241
Willamette Integrated Technology Services 241

Admission 242
Procedures 243
Early Action 244
Alternative Application Forms 245
Honors at Entrance 245
Advanced Placement 245
International Baccalaureate 245
Home Schooled Students 246
Early Admisson 246
Special and Part-Time Students 246
General Education Diploma (GED) 246
Policy on College Credits 246

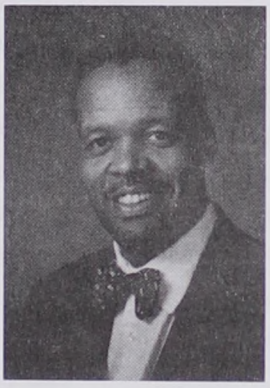
Financial Aid 247
Determining Financial Need 247
Application Procedures 248
Need-Based Financial Aid Awards 248
Merit Awards and Scholarships 249
Renewal 249
Sources of Financial Aid 250

Tuition and Expenses 256
1999-00 Expenses 256
Room and Board Charges 256
Payment 257
Withdrawals 257

SECTION IV

Faculty and Administration 260
Calendar 279
Campus Map 283
Index 285

A MESSAGE FROM THE PRESIDENT



Willamette University, the first university established in the American West, enjoys a legacy of light, of liberty, of learning and of hope born in its humble beginnings as a school for children of the first settlers in the Oregon Country.

Today — as then — its mission is to awaken students to the powerful lessons of human history. As you prepare for college, you may wonder whether today's world holds open the promise of a life of meaningful discovery and action. The answer is yes.

A liberal arts education at Willamette University can prepare you well for a life of meaning and hope. It is a place where students can grow, confident in their capacity to see a thing as it really is in itself, to write with grace and wit, to speak plainly and persuasively and to co-join intellectual fortitude with moral courage.

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

M Lee Pelton

— M. Lee Pelton
President, Willamette University

INTRODUCTION

THIS CATALOG

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

WILLAMETTE UNIVERSITY

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

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

Willamette faculty members are essential to this preparation. Bringing degrees from many institutions in other states and countries, faculty contribute a wide range of views and experiences to campus. With a student-faculty ratio of 10.5:1, all faculty are able to serve as advisors and maintain ample 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.

Opportunities abound for students to interact both formally and informally with faculty outside the classroom. For example, Willamette annually awards Carson Undergraduate Research Grants to approximately 15 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 1998 had a solid subject g.p.a. of 3.85 and 1240+ combined Scholastic Aptitude Test (SAT I) scores. Four hundred and thirty-six freshmen were enrolled from a group of over 2,000 applicants. About 83 percent of students receive financial aid or scholarships. Both need and no-need scholarships are provided. A number of honor societies, including Phi Beta Kappa, support the continuing achievements of students. Although many Willamette students seek employment immediately after graduation, the majority go on to graduate or professional school either directly or within five years. Undergraduate enrollment in the fall of 1998 was 1714; total University enrollment was over 2400.

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. During the past decade, over $50 million have been invested in campus facilities. Renovations and additional buildings have enhanced every academic department on campus. Residence halls, administrative offices, and recreational facilities have also been renovated or refurbished. Most recent projects include the $5.5 million Hallie Ford Museum of Art and the $8 million Mary Stuart Rogers Music Center.

The Hallie Ford Museum of Art contains six galleries, displaying works from the University's wide-ranging art collection, in addition to exciting temporary exhibits. The Mary Stuart Rogers Music Center houses the 450-seat Jerry E. Hudson Concert Hall, a rehearsal hall, percussion studio, several faculty studios, practice rooms and the music office. The Kresge Theatre is one of the best educational theatre facilities in the state. A 1250-seat auditorium in the G. Herbert Smith 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. Sparks Center is an outstanding athletic and physical education facility which supports competitive men's and women's athletic teams as well as an extensive intramural sports program.

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.

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

Salem's population of 124,190 makes it Oregon's third-largest city. Twice named an All-America City, the community offers a range of restaurants, movie theaters and cultural opportunities augmenting University activities all within easy walking distance of the campus. Salem has been named a Tree City USA by the National Arbor Day Foundation for the twenty-first consecutive year.

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

SECTION I

COLLEGE OF LIBERAL ARTS

ACCREDITATION

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

The music program is accredited by the National Association of Schools of Music, and the University holds institutional membership in that organization. The 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 early childhood, elementary, middle and secondary 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 The International Association for Management Education and the National Association of Schools of Public Affairs and Administration. It 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 to grow intellectually and morally, and in which they work together at the college's paramount task: passing on the tradition of liberal learning. Both the curriculum of the college and its extracurricular activities are designed to achieve three central goals.

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

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

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

Willamette University Mission Statement

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

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

THE WILLAMETTE UNIVERSITY COMMUNITY

The chief purpose of Willamette University is the establishment of a community in which learning and teaching will flourish. Its invigorating atmosphere for learning features small classes, close student-teacher relationships, and a diversity of programs and learning methods to meet individual student objectives. Equally important, Willamette attempts to provide an environment in which students may develop qualities that will enhance the varied dimensions of their future personal, civic and professional lives.

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

Willamette also provides students with the opportunity to combine their rigorous undergraduate studies with graduate professional training in 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 Master of Management degree in five years by combining graduate and undergraduate education in their fourth year of study.

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

abroad. Willamette strives overall to educate the whole person, including the moral, intellectual, creative, and social dimensions, and to instill a lifelong dedication to rational inquiry and to human excellence.

Willamette graduates travel all walks of life. Outstanding doctors, lawyers, teachers, businesspersons, public servants and clergy who live throughout the United States and the world have common roots in the Willamette University community. This shared participation in an institution devoted for 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. To earn a degree, a candidate must successfully complete the General Education Program, specific degree, and major program requirements.

All candidates for graduation with the Baccalaureate Degree must:

1. **Satisfactorily complete 31 credits,** of which no more than 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 13 credits in any major program toward the minimum of 31 credits required for graduation. Internship credits are exempted from this limitation.

3. **Satisfactorily complete the General Education Program** which includes:

- 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
- Thinking Historically
- Interpreting Texts
- Understanding Society

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

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

American Studies
Anthropology
Art History
Art Studio
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 served by the above listed major programs. Such a program must: (a) satisfy the criteria for approved major programs; (b) be endorsed by a special committee of three faculty members, from at least two departments, who are familiar with Willamette's academic programs and goals; (c) be submitted for approval by the Academic Council no later than the end of the sophomore year, or in the case of a student transferring more than 12 credits to Willamette University, by the end of the first semester in residence.

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

Anthropology
Art History
Art Studio
Biology
Chemistry
Classical Studies
Computer Science
Earth Science
East Asian Studies
Economics
English
Environmental Science
Exercise Science
Film Studies
French
German
Japanese
Mathematics
Music
Philosophy
Physics
Politics
Psychology
Religious Studies
Rhetoric and Media Studies
Russian
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 of at least 2.00 (C). Courses presented toward fulfillment of the General Education Program must be completed with a grade of C- or higher.

Bachelor of Music

Candidates for the Bachelor of Music should see the Music Department section (page 153) for additional requirements specific to that degree. The language requirement differs for the Bachelor of Music.

Double Degrees Policy

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.

Academic Advising

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

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

The student and the academic advisor, meeting together at least once every semester, plan both the immediate semester program and the total four-year program with the major aim of building a coherent liberal arts experience. The academic advising function is an important responsibility of every full-time faculty member of the College of Liberal Arts and is one 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 yet know what their major will be, the student and the advisor will usually plan a program for the first two years that supports progress in the General Education Program and introduces the student to the broad liberal arts spectrum. This will prepare students for concentration in a major and acquaint them with a wide variety of possible majors. All members of the undergraduate faculty,

regardless of their individual areas of specialization, are prepared to take responsibility for the general advising of students who have not yet declared a major.

In declaring a major — required before a student reaches junior standing — students choose an advisor in the major field and together with that advisor plan the remaining 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 Music Department in order to enter a more intensive advising process. Any student interested in a combined degree program (see page 27) should also contact the specific program advisor as soon as possible.

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

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

GENERAL EDUCATION AT WILLAMETTE

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

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

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

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

1. 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). Critical discussion and writing are emphasized in this interdisciplinary course taught by faculty from across the curriculum in sections of

approximately sixteen 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. Beginning in 1987, the first 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 alternate visions of the New World experience. The third seminar studied the origins of the world views of 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)

All entering students become part of the writing culture at Willamette through a series of four writing-centered courses taken throughout their college careers. The program, which was 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 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. Students will also be required to assemble writing portfolios representing their work in writing-centered (and, optionally, other) courses. Writing Center faculty and staff will assist in this process.

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

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 of 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 (W)	Ethnographic Methods
ART 344 (W)	American Art and Culture
ART 349 (W)	History of Ancient Greek Painting
ART 359 (W)	Western Medieval Art and Architecture
BIOL 210 (W)	Biodiversity: Discovering Life
BIOL 221 (W)	Microbes and Infectious Diseases
BIOL 350 (W)	Molecular Genetics
BIOL 351 (W)	Animal Physiology
BIOL 352 (W)	Plant Systematics and Evolution
BIOL 353 (W)	Behavioral Ecology
BIOL 354 (W)	Microbial Ecology
BIOL 356 (W)	Plant Physiology
CHEM 244 (W)	Unified Laboratory I (.25)
CHEM 345 (W)	Unified Laboratory II (.25)
CHEM 346 (W)	Unified Laboratory III (.25)
CHEM 447 (W)	Unified Laboratory IV (.25)
CLAS 244 (W)	The Greek and Roman Stage
CS 231 (W)	Introduction to Programming
CS 496 (W)	Senior Seminar in Computer Science
ECON 444 (W)	Urban Economics
ECON 496 (W)	Senior Research Seminar
ECON 499 (W)	Management Strategies and Policies
EDUC 305 (W)	Introduction to Teaching (.5)
EDUC 335 (W)	The School, Teacher and Student (.5)
ENGL 242 (W)	The Essay
ENGL 301 (W)	The Study of Literature
ENGL 302 (W)	History of the English Language
ENGL 329 (W)	Creative Nonfiction
ENGL 355 (W)	Feminist Criticism
ENVR 327 (W)	Water Resources
ENVR 496 (W)	Senior Seminar in Environmental Science
EXSCI 360 (W)	Physiology of Exercise
FREN 332 (W)	Advanced French Composition and Discussion
HIST 301 (W)	Themes in American Social History
HIST 311 (W)	Expatriates and American Experience
HIST 390 (W)	Germany from Bismarck to Hitler
HIST 440 (W)	History of Modern Socialism

HIST 442 (W)	The Holocaust
HIST 444 (W)	Seminar in Historiography and Philosophy of History
HIST 499 (W)	Senior Tutorial
ISA 332 (W)	Life/Story/Text
ISB 123 (W)	World Views: The Making of the Modern World
ISB 423 (W)	Literature of Natural Science
ISB 499 (W)	Seminar in International Studies
JAPN 201 (W)	Modern Japanese Society and Culture
JAPN 314 (W)	Japanese Literature in Translation
JPNST 499 (W)	Senior Seminar in Japanese Studies
LAS 497 (W)	Senior Thesis in Latin American Studies
MATH 251 (W)	Foundations of Advanced Mathematics
MUSC 151 (W)	Introduction to Music Therapy
MUSC 341 (W)	Music History Ancient to 1700
PHIL 235 (W)	Philosophical Ethics
PHIL 330 (W)	Social and Political Philosophy
PHIL 360 (W)	Philosophy of the Mind
PHIL 370 (W)	Philosophy of Language
PHYS 331 (W)	Modern Physics
POLI 117 (W)	Colloquium — Resistance and Empowerment: Politics of the "Other"
POLI 118 (W)	Colloquium — Privacy
POLI 213 (W)	Writing Political Philosophy: Individuality and Community
POLI 326 (W)	Globalization and Equity
POLI 372 (W)	American Foreign Policy
POLI 375 (W)	Latin America and the International System
POLI 378 (W)	Nations and the International System
POLI 480 (W)	Senior Thesis
PSYC 252 (W)	Research Methods and Analysis
REL 237 (W)	Introduction to Syro-Palestinian Archaeology
REL 385 (W)	Theory and Method in Religious Studies
REL 496 (W)	Directed Senior Thesis
RHET 210 (W)	Media and the Environment
RHET 261 (W)	Rhetorical Criticism
RHET 333 (W)	Political Communication
RHET 362 (W)	Media Framing
RHET 372 (W)	Metaphor and Communication
RHET 496 (W)	Seminar in Rhetoric and Media Studies
SOC 221 (W)	Gender Roles in Society
SOC 233 (W)	Sport and Society
SOC 340 (W)	Social Aspects of Dying, Death and Bereavement
SOC 497 (W)	Senior Thesis
SPAN 331 (W)	Spanish Composition and Discussion
SPAN 497 (W)	Research and Discussion of Selected Topics in Literature
THTR 218 (W)	Performance in the 20th Century
WR 132 (W)	Writing in the Disciplines
WR 134 (W)	Writing Across Cultures

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 central to decision-making in an uncertain world and are essential to a liberal arts education.

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

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

The following courses are currently approved by the faculty to meet the Quantitative and Analytical Reasoning requirement:

CS 231 (W; QA*)	Introduction to Programming
ECON 230 (QA*)	Economic Statistics
ISA 250 (QA*)	Statistics
MATH 130 (QA*)	Techniques of Math
MATH 137 (QA*)	Mathematics of the Universe
MATH 139 (QA*)	Elements of Calculus
MATH 141 (QA*)	Calculus I
MATH 142 (QA*)	Calculus II
MATH 249 (QA*)	Multivariable Calculus
PSYC 253 (QA*)	Research Methods and Analysis II
CHEM 116 (QA)	Introductory Chemistry II
CS 130 (QA)	Computing Concepts and Problem Solving
CS 241 (QA)	Introduction to Computer Science: Data Structures
ECON 452 (QA)	Introduction to Econometrics and Forecasting
ERTH 333 (QA)	Geographic Information Systems
MATH 253 or higher (QA)	
PHIL 140 (QA)	Symbolic Logic
PHYS 215 (QA; NW)	Introductory Physics I
PHYS 236 (QA; NW)	Introductory Physics II
PSYC 252 (QA)	Research Methods and Analysis

4. Study in a language other than English

There are three ways of satisfying the Language requirement:

a. Complete the fourth semester (L232) or higher of a foreign language course with a minimum grade of C-; or pass an examination demonstrating the equivalent of two years of college language study (e.g., achieve a minimum score of 4 on the AP exam; pass 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 must fulfill Willamette's requirements).

5. Modes of Inquiry Courses

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. The range of courses available allows students a great deal of choice and flexibility in constructing their general education program. Courses satisfying the Modes of Inquiry may be confined to a single discipline, or may be interdisciplinary in their approaches as well as content. These courses may be offered by individual faculty or by teams of faculty; they may stand alone or may serve as part of a cluster of courses dealing with a common theme. Modes of Inquiry courses may be designed and designated to satisfy one or possibly two of the six categories, but not more than two. Those designated for two categories must meet the full requirements and conditions of both Modes. Even though courses may be designated to satisfy two categories, each student must take at least five courses in satisfying the six requirements. In addition, students will not be allowed to satisfy more than two of the Modes with courses from any single department.

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

a. Understanding the Natural World

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

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

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

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

PSYC 125 (NW)	Human Responses to Stress
PSYC 345 (NW)	Biopsychology

b. Creating in the Arts

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

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

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

ART 114 (CA)	Structural Design
ART 115 (CA)	The Language of Visual Art
ART 116 (CA)	Ways of Drawing
ART 117 (CA)	Exploring Visual Dimensions
CS 140 (CA)	Computer Graphics: The Art of Ray Tracing
ENGL 239 (CA)	Poetics and Practice
*MUSC 030X-01 (CA)	Salem Chamber Orchestra (.25)
*MUSC 030X-02 (CA)	University Chamber Orchestra (.25)
*MUSC 031X (CA)	Jazz Ensemble (.25)
*MUSC 032X-01 (CA)	Chamber Winds (.25)
*MUSC 032X-02 (CA)	University Band (.25)
*MUSC 033X-01 (CA)	University Women's Choir (.25)
*MUSC 033X-02 (CA)	Male Ensemble Willamette (.25)
*MUSC 034X (CA)	Musical Theatre Workshop (.25)
*MUSC 036X (CA)	Chamber Music (.25)
*MUSC 037X (CA)	Willamette Singers (.25)
*MUSC 040X (CA)	Chamber Choir (.25)
MUSC 236 and 237 (CA)	Elementary Composition I and II (.5 each)
RHET 121 (CA)	Oral Interpretation: Prose (.5)
RHET 122 (CA)	Oral Interpretation: Poetry (.5)
THTR 010X (CA)	Theatre Practicum (variable credit)
THTR 110 (CA)	The Theatre: A Contemporary Introduction
THTR 145 (CA)	Acting for Nonmajors
THTR 155 (CA)	Stagecraft I (.5)
THTR 157 (CA)	Introduction to Design for the Stage
THTR 175 (CA)	Introduction to Dance Technique (.5)
THTR 233 (CA)	Fundamentals of Costume Design
THTR 234 (CA)	Dance Composition
**THTR 180 (CA)	Beginning Jazz Dance (.5)
**THTR 181 (CA)	Fundamentals of Ballet (.5)
**THTR 182 (CA)	Fundamentals of Modern Dance (.5)
**THTR 282 (CA)	Intermediate Modern Dance (.5)
**THTR 283 (CA)	Intermediate Jazz Dance (.5)
**THTR 284 (CA)	Intermediate Ballet (.5)

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

** To complete the Creating in the Arts credit in dance classes, students must satisfactorily complete two of THTR 180, 181, 182, 282, 283, and 284, one of which must be at the 200 level.

c. Analyzing Arguments, Reasons, and Values

Courses satisfying this requirement focus on the critical analysis and evaluation of the principles of reasoned normative discourse. Students in these courses should:

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

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

ANTH 351 (AR)	Indigenous Peoples, Human Rights, and the Environment
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
PHIL 110 (AR)	Philosophical Problems
PHIL 150 (AR)	Reason and Value in Plato's *Republic*
POLI 118 (W; AR)	Colloquium: Privacy
POLI 303 (AR)	Topics in Political Theory
RHET 150 (AR)	Public Speaking
RHET 160 (AR)	Argumentation and Society
RHET 210 (W; AR; IT)	Media and the Environment
RHET 232 (AR)	Persuasion, Propaganda and Mass Media

d. Thinking Historically

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

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

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

ANTH 331 (TH; US)	Native North American Cultures
ART 214 (TH; IT)	History of the Art of Japan
ART 215 (TH; IT)	Monuments and Themes of Western Art History I: Prehistoric to Gothic
ART 216 (TH; IT)	Monuments and Themes of Western Art History II: 1300–1700
ART 217 (TH; IT)	Monuments and Themes of Western Art History III: 1750–1900
ART 265 (TH)	Baroque Art and Architecture in Europe
ART 270 (TH)	Roman Art and Architecture

ENVR 326 (TH)	Environmental History
GENS 130 (TH)	Historical Inquiry
GENS 240 (TH)	Introduction to the History of Western Medicine (1)
GENS 340 (TH)	Physics and Society (1)
HIST 115 (TH)	Western Civilization to 1715
HIST 116 (TH)	Western Civilization from 1715 to the Present
HIST 125 (TH)	Reconstruction
HIST 265 (TH)	Late Imperial China
HIST 381 (TH)	History of Modern Japan
HIST 440 (W; TH)	History of Modern Socialism
ISB 316 (TH)	Biology and Society
ISB 350 (TH; IT)	Mesoamerican Civilizations
POLI 212 (TH)	History of Western Political Philosophy
REL 113 (TH)	Introduction to Hebrew Bible/Old Testament

e. Interpreting Texts

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

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

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

ANTH 211 (IT)	Folklore
ART 213 (IT)	History of the Art of China
ART 214 (IT; TH)	History of the Art of Japan
ART 215 (IT; TH)	Monuments and Themes of Western Art History I: Prehistoric to Gothic
ART 216 (IT; TH)	Monuments and Themes of Western Art History II: 1300–1700
ART 217 (IT; TH)	Monuments and Themes of Western Art History III: 1750–1900
CLAS 221 (IT)	Greek and Roman Lives
ENGL 116 (IT)	Topics in American Literature
ENGL 118 (IT)	Topics in World Literature
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; TH)	Mesoamerican Civilizations

JAPN 314 (IT; W)	Japanese Literature in Translation
MUSC 142 (IT)	Music and Mortality
POLI 119 (IT)	Colloquium: Politics and Popular Culture
POLI 120 (IT)	Colloquium: Political Virtue — Good and Evil in Public Life
POLI 213 (W; IT)	Writing Political Philosophy: Individuality and Community
REL 116 (IT)	Introduction to Major Religious Texts
REL 352 (IT)	Shamanism
RHET 210 (IT; AR)	Media and the Environment
RUSS 320 (IT)	Introduction to Russian Literature in Translation
SPAN 314 (IT)	Introduction to Spanish Literature

f. Understanding Society

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

- recognize the dynamic interplay between human agency and social structure;
- analyze the social processes that underlie or result in specific social 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 are currently approved by the faculty to meet the Understanding Society requirement:

ANTH 111 (US)	Essentials of Anthropology
ANTH 250 (US)	Controversies and Issues in Cultural Anthropology
ANTH 331 (US; TH)	Native North American Cultures
ECON 122 (US)	Principles of Microeconomics
GENS 350 (US)	The Sociology of Science
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 110 (US)	Principles of Sociology
SOC 214 (US)	Race and Ethnic Relations
SOC 340 (US)	Social Aspects of Dying, Death and Bereavement

GENERAL EDUCATION CLUSTERS

Students who wish to create more focus in their general education coursework may choose to participate in a general education cluster. 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, TH):

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. Changes in the conception of death figure prominently in the history of medical purposes and practices. Death motivates the biological study of microorganisms and infectious diseases. It is imbued with intense sociological meanings and embedded in complex cultural practices such as bereavement. Finally, it 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. While exploring the theme of death, each of our courses is committed to placing one Mode of Inquiry in the foreground, and to thinking about the strengths and weaknesses of that Mode. Some of our courses will also offer service-learning opportunities pertaining to mortality.

1. BIOL 221 (NW) Microbes and Infectious Diseases
2. GENS 240 (TH) Introduction to the History of Western Medicine
3. MUSC 142 (IT) Music and Mortality
4. POLI 303 (AR) Topics in Political Theory: Death in Modern America
5. SOC 340 (US) Social Aspects of Dying, Death and Bereavement

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

Students who are interested in studying the natural world and its relationship to human beings, social structures, and creative expression, who are anxious to explore the "web of life," might wish to enroll in courses that are part of the Environmental Cluster.

In the spring, we offer a paired combination — 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 the Understanding the Natural World, Interpreting Texts, and Analyzing Arguments, Reasons and Values Modes of Inquiry. Other courses which will be available in the cluster in future semesters include ANTH 351 Indigenous Peoples, Human Rights and the Environment, and ISB 304 Politics of Environmental Ethics. Both courses explore the values that underlie human use and perception of the natural world. Classic and contemporary writing about environmental concerns will be the focus of ENGL 242 (W) The Essay: Nature Writing. This course is designed as part of the Creating in the Arts Mode of Inquiry; students will discover their own voices in writing about nature. The historical evolution of environmental awareness is the focus of ENVR 326 Environmental History, which satisfies the Viewing Cultures Historically Mode of Inquiry. In addition to the courses above, SOC 222 Environment and Society 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.

While these listed courses satisfy the Modes of Inquiry essential for Willamette's general education philosophy, the cluster faculty would like to note that there are additional courses taught in Politics, Earth Science, Economics, Chemistry, Rhetoric and Sociology that allow advanced study of environmental issues. For almost 30 years Willamette has been actively involved in teaching about environmental and natural resources issues and the cluster faculty encourages students to continue their studies beyond the general education offerings.

Students interested in the environment are also invited to attend lectures and participate in reading and discussion groups which address the environment and are offered throughout the Willamette community.

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

Indigenous Peoples and Cultures Cluster (IT, TH, 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 (TH; IT) Mesoamerican Civilizations
2. REL 352 (IT) Shamanism
3. ANTH 331 (TH; US) Native North American Cultures
4. ANTH 351 (AR) Indigenous Peoples, Human Rights, and the Environment
5. BIOL 210 (W; NW) Biodiversity: Discovering Life
6. (IT) Indigenous Literature in Latin America (forthcoming)

A cluster focused on Chicago will offer its first course in Fall 1999 and an additional cluster on East Asia is being developed.

PROGRAMS OF SPECIAL INTEREST

INTERDISCIPLINARY FRESHMAN PROGRAM

The World Views Seminar required of all entering freshmen explores the constitution of a world view. By examining other time periods or cultures, we gain insight into our own world view. The seminar theme changes every four years. Beginning in 1987 it examined Victorian England; its second theme was Latin America; its third cycle studied the Middle East. The World Views theme for 1999–2002 is fifth-century Athens. By reading major works of Greek tragedy, comedy, art, philosophy, rhetoric, science and historiography, students and faculty will become grounded in the foundation documents of liberal education. Students and faculty will be asked to view a single culture — at a

particular time and place — from various angles. The thematic link between the readings is the idea of relationship: of male to female; of the individual to the family; of the individual to the state; of state to state; and, perhaps most important, of "us" to "them." It is a truism that those of us who live in Europe and America (and increasingly those of us who do not) have inherited our systems of government and literature, even our modes of thought and inquiry, from the ancient Greeks. 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. Included among the graduation requirements is a Senior Year Experience of at least one-half 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 focuses intensively on a single significant work in the humanities or literature. Recent seminars have focused on texts such as *My Antonia* by Willa Cather; *Being and Time* by Martin Heidegger; W.E.B. DuBois's *Black Reconstruction in America, 1860–1880*; Alain Resnais's *Last Year at Marienbad*; and *The Parthenon* by Iktinos, Kallikrates, Pheidias. The four seminars for academic year 1999–2000 include *The Life of Jesus Critically Examined* by David Friedrich Strauss translated by George Eliot; *The Sound and the Fury* by William Faulkner; *Of Woman Born: Motherhood as Experience and Institution* by Adrienne Rich; and *Capital* by Karl Marx. 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 earn degrees from Willamette University and other universities participating in the combined degree programs.

Management

The Willamette University College of Liberal Arts (CLA) and Atkinson Graduate School of Management offer a combined degree program (B.A./M.M.) which allows eligible Willamette University CLA students to complete the Bachelor of Arts degree and Master of Management degree 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 CLA 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 CLA and most courses required for their major. The specific courses and number of CLA credits a student must complete during the first three years are determined by the student's CLA major department.

During the fourth year of study, B.A./M.M. students complete their senior experience courses at the CLA 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 cocurricular 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 Graduate School M.M. segment of the B.A./M.M. should be completed by March 31st 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 coursework, 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 four 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 for 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, he or she may qualify for transfer to Columbia University, University of Southern California, or Washington University. At any of these engineering schools, the student spends two years in any one of the several curricula in engineering. At the end of five years, he or she will receive the Bachelor of Science in engineering from Columbia, Southern California or Washington and the Bachelor of Arts degree from Willamette University.

Another arrangement is possible with the engineering school of Columbia University on a four–two basis. Under this plan a student completes the Bachelor 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 of the Computer Science Department.

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.

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, Denmark, Ireland, Sweden, Germany, France, Spain, Ukraine (Crimea), Ecuador, Chile, Australia, Japan, China and, through an international consortium, fifteen other countries. Short-term programs are available in Italy, Greece, Ireland, China and Cuba. Students may also study at other accredited institutions in any country of the world and receive transfer credit with appropriate approvals.

Willamette-Sponsored Programs

Students participating in Willamette programs receive Willamette credits, and grades appear on the transcript. Students may request that these grades be included in the cumulative g.p.a. 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 limited to Ecuador, Chile, Wales, England/Keele, Sweden and Germany).

Students must participate in predeparture orientation sessions and are encouraged to participate in re-entry sessions upon their return to campus.

Students intending to study abroad should consult 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 1999–2000 and 2000–2001, 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 an Australian university in any fields. Because of the location, preference is given to students in natural and environmental sciences (spring semester), anthropology, history, sociology, politics and economics.

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. Academic year placements are possible for qualified applicants with approvals.

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 intersessions (three weeks).

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

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

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

Study at the 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.

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

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

Ukraine: Exchange study in Russian language and Russian studies, at 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.

Willamette Endorsed Programs

Endorsed programs are those for which a WU student may use Pell and Stafford aid, 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; Newcastle University (Australia); Kansai Gaidai (Japan); Butler University (New Zealand); Beaver College Peace and Conflict Studies Program; Antioch College program in Namibia; Rhodes University (South Africa); the University of Cape Town (South Africa); and 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.

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 fifteen weeks, four credit, with grades assigned directly to Willamette students participating in the ULC programs for both the post-session and the semesters.

Exchange placements are available in more than one hundred universities in more than thirty 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 programs which take full advantage of Willamette's location in Oregon's state capital. Although some one-half credit and two-credit internships are available, internships normally offer one credit and are taken as part of the student's regular academic load.

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

The 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 one-half credit.

2. Major Program Internship

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

3. Professional Internship

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

All internships are supervised and evaluated by on-campus and off-campus supervisors and must be approved by the Associate Dean of the College of Liberal Arts. Information about internship opportunities is available from the Associate Dean or from the Office of Career Services.

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, producing 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). Carson grant recipients have gone on to present the results of their research at professional academic conferences, such as the National Conference on Undergraduate Research and the Conference of the Northwest Speech Communications Association, and some have had their work published in scholarly journals, including the *Proceedings of the Annual Meeting* of the Ecological Society of America and Willamette's *Journal of Undergraduate Research.* The Carson Research Grants draw on an endowed fund and are named for a former dean 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 Carson 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: <www.willamette.edu/dept/grants/carson_home.htm>.

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

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

Grants are most likely to be awarded for proposals that meet the following criteria: (a) the applicant has the necessary ability and academic background to carry out the project; (b) the project is sufficiently significant so that carrying it out will enhance the student's intellectual development; (c) the project is well-conceived, well-planned and likely to be completed within the period of the grant; (d) the project should 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.

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.

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.

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. (Announcements of awards are made prior to spring break.)

It is strongly recommended that students who are interested in applying for grants attend information sessions sponsored by the College of Liberal Arts Dean's Office and the Undergraduate Grants and Awards Committee 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 Undergraduate Research Program. Questions about the Carson Research Grant 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, and have presented their work at local and national professional meetings including the Murdock College Science Research Program Regional Conference. The Science Collaborative Research Program began in 1996 with funding from the M.J. Murdock Charitable Trust and will be continued by an endowment from the Mary Stuart Rogers Foundation.

General Information

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

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

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

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

Proposals should be submitted to the Office of Academic Grants and Awards. The deadline for submission of proposals is typically the second week in February. (The announcement of awards is by the first week in March.)

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

Webber Scholarships/Science Outreach Program

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

CAREER/GRADUATE/PROFESSIONAL OPPORTUNITIES

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

ATKINSON GRADUATE SCHOOL OF MANAGEMENT

The George H. Atkinson Graduate School of Management is a professional school; its purpose is to prepare students for 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 a paid internship during the summer between the first and second years, a hands-on opportunity to apply newly developed tools, skills and concepts.

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

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

CENTER FOR DISPUTE RESOLUTION

As an alternative to litigation, a negotiated or mediated decision often provides a more humane and less costly solution to many issues previously decided through the courts. The Center for Dispute Resolution of the Willamette College of Law provides one of the few programs in the country focusing on dispute resolution as an alternate means for resolving conflicts. While some of the coursework offered by the Center is required for students at the College of Law, much of it is elective. The Center also offers a certificate program for students interested exclusively in dispute resolution. 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 nonlaw students may be accepted to this program each year. (The course of study is also available to a limited number of law students.)

COLLEGE OF LAW

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

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 prelaw 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 of the Politics Department, has prelaw materials (explaining admission standards at various law schools), and information about the Law School Admission Test (LSAT).

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

SCHOOL OF EDUCATION

The Willamette University School of Education is a professional school which offers a ten-month Master of Arts in Teaching (MAT) degree. The primary goal of this program is to develop students into broadly knowledgeable educators, as opposed to specialists. Students will understand how children develop, how learning takes place, the how effective classroom structure and management occur, 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 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 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 Web site at <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.

OTHER CAREER/GRADUATE/PROFESSIONAL PROGRAMS AND OPPORTUNITIES

Business Management

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

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

Dentistry

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

General Graduate Study

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

A study of undergraduate origins for Ph.D.s, which compared Willamette to approximately 1000 other liberal arts colleges, showed that Willamette ranked in the top seven percent nationally in terms of alumni who have been awarded Ph.D.s.

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

Government Service

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

Journalism

Students who are interested in careers in journalism are advised that a liberal arts program with a regular academic major or a strong area of specialization (such as economics, the sciences, the arts and politics of third-world countries) is the best preparation. Excellent writing and speaking abilities and analytic and research skills are crucial. Students are also strongly encouraged to take advantage of internships available with the media. Such experiences have included work with local newspapers and radio stations, internships with Portland television stations covering the state legislature, and employment with Willamette's own campus publications and the University Office of Communications.

Law

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

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 Tallman of the Biology Department should be consulted regarding the most appropriate courses.

Medicine

A student planning on applying to medical school should consult Professor Tallman of the Biology Department, the pre-medical advisors and admission requirements of the chosen medical schools. The following are suggested as minimum preparation for admission to most medical schools: two courses in Biology, Biology Diversity: Form, Function and 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 Tallman of the Biology Department.

Physical Therapy

Specific courses to satisfy requirements for entrance into a physical therapy program vary. An Exercise Science or Biology department faculty member should be consulted for further information.

Social Service and the Helping Professions

Students interested in a career in social work should plan to complete a program of graduate training. The 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 preveterinary advisor and admission requirements of the veterinary schools of his or her choice. The preveterinary program at Willamette is essentially the same as the program outlined under medicine.

SECTION II

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

AMST 250 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 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

ANTHROPOLOGY

Anthropology is the study of humankind in its broadest sense, from our earliest evolutionary origins to the global interconnectedness of today. Students who are curious about the similarities and differences among humans around the world often find a fresh analytical perspective in anthropology. This program emphasizes sociocultural anthropology, which is the study of contemporary peoples as investigated directly by anthropologists through field research. Courses range from introductory overviews of the most significant questions in the discipline to more focused considerations of topics from across the entire discipline of anthropology. Departmental offerings also provide exposure to particular cultural areas in which the faculty hold expertise: Asia, Latin America and Native North America. For majors and minors in anthropology, the sequence of courses in theory and methods seeks to encourage analytical skills, provide a foundation in anthropological theory and develop practical skills in observation, interviewing, ethics and interpersonal rapport. The study of anthropology contributes to the liberal education of students by providing new tools for understanding and analyzing the diversity of world cultures, as well as our own.

CAREER OPPORTUNITIES IN ANTHROPOLOGY

With its emphasis on non-Western cultures and its integration of perspectives from the humanities and sciences, anthropology offers versatile training for students in our increasingly interconnected world. A major or minor in anthropology provides excellent preparation for careers in research, education and human services, especially those which involve contact with international and/or multicultural communities. Students of anthropology find employment in both the public and private sectors, in fields as diverse as international development, refugee resettlement, hospital administration, museums and cultural resource management, and tourism.

Facilities and equipment available to the department include classrooms, offices and instructional aids in Smullin Hall, Native American art collections in the Ford Museum of Art and library holdings.

REQUIREMENTS FOR THE ANTHROPOLOGY MAJOR

(10 credits)

ANTH 111 (US)	Essentials of Anthropology
ANTH 250 (US)	Controversies and Issues in Cultural Anthropology

One course in a geographic area ..... (1)

ANTH 331 (TH; US)	Native North American Cultures
ANTH 333	Anthropology of Asia
ANTH 358	Special Topics: Latin American Cultures

One topical course ..... (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
ANTH 358	Special Topics

ANTH 361 (W)	Ethnographic Methods	(1)
ANTH 371	Survey of Anthropological Theory	(1)

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

Senior Year Experience, chosen from ..... (1)

ANTH 490	Independent Study
ANTH 499	Senior Seminar

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 (TH; 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

Pamela Moro, Associate Professor, Chair
Rebecca J. Dobkins, Assistant Professor
Peter Wogan, Assistant Professor

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. *Annually.* 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.* Staff

ANTH 211 (IT) Folklore (1)

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

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. *Annually.* Staff

ANTH 331 (TH; 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. Understanding Society and Thinking Historically. (Part of Indigenous Peoples and Cultures cluster.) Prerequisite: ANTH 111. *Annually.* 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. *Annually.* 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. *Spring.* 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. *Annually.* 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 course work 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 course work 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 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. Prerequisite: ANTH 111 or 250 or permission of instructor and junior or senior standing. *Fall.* Dobkins, Wogan

ANTH 490 Independent Study (.5 or 1)

This course provides the opportunity to conduct a major research project which cannot otherwise be pursued through any existing course in the department's curriculum. Students must have standing in anthropology and will work under faculty supervision. Prerequisite: Consent of instructor. *On demand.* Staff

ANTH 499 Senior Seminar (1)

Students will read and discuss current research in anthropology. Each student will write and present a major paper. Prerequisite: ANTH 371 and senior standing. *Spring.* Staff

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

The courses in Art History survey all periods from the Stone Age to the present in the Ancient Mediterranean region, Europe and North America, with limited offerings in the art of China and Japan. Some of these courses range widely over a broad region and through a long period (Monuments and Themes of Western Art History, for instance), while others are more focused on a special art form or tradition (like Ancient Greek Painting or Photography in America), a unique locale (as in Roman Art and Architecture, or Northern Renaissance and Baroque Art) or a single individual or monument (Major Artists/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 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 and printmaking; an Art History seminar room; a student gallery on the top floor; and faculty and administrative offices. Being planned is a new computer studio. The photography and sculpture studios are located in nearby buildings. 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
ART 117 (CA)	Exploring Visual Dimensions

One course from the following ..... (.5)

ART 131	Etching I
ART 242	Woodcuts and Collagraphs
ART 243	Monoprinting

ART 114 (CA)	Structural Design	(1)
ART 215 (IT; TH)	Monuments and Themes of Western Art History I: Prehistoric to Gothic OR	
ART 216 (IT; TH)	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, 116 and 117 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; TH)	Monuments and Themes of Western Art History I: Prehistoric to Gothic
ART 216 (IT; TH)	Monuments and Themes of Western Art History II: 1300–1750
ART 217 (IT; TH)	Monuments and Themes of Western Art History III: 1750–1900

Art History List B-1

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

Art History List B-2

ANTH 341	Anthropology of Art
ISA 211	Human Creativity: The Fine Arts
ISB 332 (W)	Mysticism and Creativity
ISB 421	Studies in Florence
ISB 422	Modern Arts Seminar
PHIL 343	Philosophy and the Arts
REL 237 (W)	Introduction to Syro-Palestinian Archaeology
REL 337	Archaeological Methodology

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

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 STUDIO MINOR

(5 credits)

One credit in an introductory Art Studio course .... (1)
ART 112, 113, 114, 115, 116 or 117

Two credits in Art Studio at the 200 or 300 level ..... (2)

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

One credit in Twentieth Century Art (ART 357) ..... (1)

REQUIREMENTS FOR THE ART HISTORY MINOR

(5 credits)

Two credits in Art History at the 300 level or above ..... (2)
Three additional credits in Art History ..... (3)

Of these five credits, at least one should be in Ancient/Medieval Art History and one should be in Renaissance/Modern/American Art History. Of these five credits, one may be taken from the Art History List B-2 (ANTH 341, ISA 211, ISB 332, ISB 421, ISB 422, PHIL 343, REL 237, REL 337).

FACULTY

Roger P. Hull, Professor of Art History, Chair
Heidi P. Grew, Assistant Professor of Art
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 (CA) Structural Design (1)

Lectures, demonstrations and creative work to provide insights in communicating visually, mainly through three-dimensional form. Creating in the Arts. *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 and 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 nonferrous metals and metalsmithing procedures. Discussion of jewelry's role in various historical cultures. *On demand.* 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. *On demand.* 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; TH) History of the Art of China (1)

This course is the first in a two-semester study intended to introduce the major monuments and themes of Asian art. History of the Art of China covers the period from approximately 6000 BCE to about 1800 CE. Special attention will be paid to how the art of China was created and viewed, how art functioned in relation to society and religion and how meaning is inherent in both style and subject matter. Interpreting Texts and Thinking Historically. *Fall.* Staff

ART 214 (IT; TH) Art and Culture of Japan (1)

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

ART 215 (IT; TH) Monuments and Themes of Western Art History I: Prehistoric to Gothic (1)

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

ART 216 (IT; TH) Monuments and Themes of Western Art History II: 1300–1750 (1)

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

ART 217 (IT; TH) Monuments and Themes of Western Art History III: 1750–1900 (1)

This course is the third part of a three-semester study intended to introduce the major monuments and themes of Western art and architecture. It explores the cultures of Western Europe and the United States from the Rococo period to the twentieth century with a focus on painting. Special attention will be paid to how art of this broad period was created and viewed; how it functioned in relation to society, politics and (though less persistently than before) religion; how meaning is inherent in both style and subject matter; how power is invested in painting; and how these important monuments affect us today. Interpreting Texts and Thinking 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 265 (TH) Baroque Art and Architecture in Europe (1)

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

ART 270 (TH) Roman Art and Architecture (1)

This course offers a comprehensive study of Roman civilization through its artistic and architectural monuments beginning with its roots in the Etruscan and Greek past, through the varied stylistic idioms of the Empire, to its gradual transformation in the Constantinian era, the prelude to the new Christian civilization of Byzantium. Topics include the Villa of the Mysteries, the Ara Pacis Augustae, the column of Trajan, Hadrian's Villa at Tivoli and the Arch of Constantine. A special emphasis will also be placed on art historical methodology (i.e., which questions are posed, what evidence is cited and how

meaning is construed) and on exploring issues of gender and private patronage as well as imperial propaganda and social policy. Thinking Historically. *Alternate years, Spring.* Nicgorski

ART 335 Major Artists/Monuments (.5 or 1)

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

ART 344 (W) American Art and Culture (1)

This museum-centered course explores the development of art and its changing significance in American culture from colonial times to the mid-twentieth century. Emphasis is on painting and prints (and to a lesser extent sculpture) as these developed from English colonial roots. Course themes include the effect of artistic domination of England and Europe on the colonial arts, the development of an "American approach" to creating and appreciating art and the de-emphasis but gradual acceptance of the arts as a means to "define" America, to romanticize (or criticize) its expansion, to celebrate its past, or to offer an introspective alternative to public, patriotic reality. Writing-centered. *Alternate years, Spring.* 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 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 Biology program captures these qualities by focusing on three curricular patterns.

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

The Biology program emphasizes active participation and investigative learning in classroom, laboratory and field settings. Students have the opportunity to use the latest technologies including transmission and scanning electron microscopy, x-ray microanalysis, ultracentrifugation, scintillation counting, protein electrophoresis, video image analysis and DNA manipulations in the new Olin Science Center. Students who major in Biology may do collaborative research with the faculty or independent research in spacious and superbly equipped laboratories. The department maintains a reference collection of local flora and fauna for student use and a departmental computer lab provides student access to personal computers for classroom instruction and independent

projects. Furthermore, field-oriented courses take advantage of the tremendous biodiversity in proximity to Salem. Numerous nature preserves, wildlife refuges, coastal tide pools, sand dunes, grasslands and montane forests are all within an hour's drive of campus and serve as field laboratories. The University also is a charter member of the Malheur Field Station consortium and maintains an active relationship with the station located on the Malheur National Wildlife Refuge in the high desert country of southeast Oregon.

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

REQUIREMENTS FOR THE BIOLOGY MAJOR

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

BIOL 125	Biological Diversity: Form, Function and 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 355 (W)	Developmental Biology
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 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	(1)
BIOL 498	Perspectives in Biology	(1)

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 and written assessment examination.

Note: BIOL 246 (Human Anatomy) and BIOL 260 (Human Physiology) do not count toward a major in Biology. Credit cannot 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 and 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	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 and 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	Plant Systematics and Evolution
BIOL 353	Behavioral Ecology
BIOL 354	Microbial Ecology
BIOL 376	Evolutionary Biology

FACULTY

Susan R. Kephart, Professor, Chair
Scott D. Hawke, Professor
John L. Koprowski, Associate Professor
Sharon L. Rose, Professor
Barbara Stebbins-Boaz, Assistant Professor
Gary Tallman, Professor, Taul 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-majors course. Laboratory required. Understanding Natural World. *Every semester.* Staff

BIOL 125 Biological Diversity: Form, Function and 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, Thorsett, Tallman

BIOL 210 (W; NW) Biodiversity: Discovering Life (1)

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

BIOL 221 (W; NW) Microbes and Infectious Diseases (1)

An integrative study of microorganisms that cause diseases. Students will learn about how infectious agents cause disease and how hosts respond to these diseases. In both laboratory and lecture sections students will learn how to identify infectious agents, how these agents are spread and what diseases they cause. Writing-centered. Understanding the Natural World. *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. Prerequisites: 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 nonvascular 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. Prerequisites: 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. Prerequisites: 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, 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. Prerequisites: BIOL 125 and CHEM 116 and consent of instructor. *Spring.* Hawke

BIOL 446 Embryology (1)

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

BIOL 470 Special Topics in Biology (.5 or 1)

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

BIOL 490 Independent Study (.5 or 1)

Individual programs in which a student can pursue research or study a topic not normally available in the departmental curriculum. Each program of study must have the approval of the Biology faculty. For those who require the study of a topic not offered. *On demand.* Staff

BIOL 497 Senior Research (1)

A year-long independent research course required of all majors in Biology during their senior year. Each student will develop and complete a research project, the results of which will be included in a paper and reported orally in an open-meeting format. Prerequisite: Four courses in Biology or Senior standing. *Annually.* Staff

BIOL 498 Perspectives in Biology (1)

A year-long seminar course to augment the senior research component of the biology senior experience. Each student is expected to participate in small group discussion sessions, attend public talks, read common text and primary literature and prepare oral and written reports on selected topics. Prerequisite: Senior Biology majors. *Annually.* Staff

CHEMISTRY

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

For both majors and non-majors, the study of chemistry provides practice in logical thinking; an awareness of the environmental impact of chemistry; preparation to enter and succeed in graduate and professional programs including medical, dental, veterinary and nursing schools; the chemistry background needed for careers in secondary 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 postgraduate 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. Modern laboratories for courses and for individual research projects are provided with up-to-date instruments and equipment. Care has been given to laboratory safety, particularly in the organic chemistry laboratory, where fume hoods for each student have been installed. A wide selection of chemistry periodicals and monographs is available to students in the University Library.

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 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 Analytic Geometry and Calculus I ..... (1)
MATH 142 Analytic Geometry and Calculus II ..... (1)
PHYS 215 Introductory Physics I ..... (1)

PHYS 236 Introductory Physics II ..... (1)
Completion of Senior Year Experience ..... (.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 three-two 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 wish to be certified by the American Chemical Society should take CHEM 351 and an advanced course with laboratory. 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 one-credit Chemistry course numbered 480–483 ..... (1)

FACULTY

Todd P. Silverstein, Professor, Chair
Christina P. Brink, Professor
David E. Goodney, Professor
Arthur D. Payton, Research Professor
Jeffrey J. Willemsen, Assistant Professor
J. Charles Williamson, Assistant Professor

COURSE DESCRIPTIONS

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

Chemical Concepts is a course designed for nonscience majors. The course exposes students to the ways scientists think, to the power and the limitations of the scientific methods and to the implications of our findings in political, social, economic, international and ethical contexts. Relevant issues are used to introduce the chemistry rather the other way around. Chemical concepts and facts are not introduced in a linear fashion but on a "need-to-know" basis to help students analyze complex issues from a chemical perspective. Topics covered may include studies of the ozone layer, global warming, nuclear energy, acid rain, and traditional and alternative energy sources. Laboratory required. Understanding the Natural World. *Fall and/or Spring.* Staff

CHEM 115 (NW) Introductory Chemistry I (1)

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

CHEM 116 (QA) Introductory Chemistry II (1)

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

Integration of aliphatic, alicyclic and aromatic chemistry by means of a mechanistic approach. Nomenclature, stereochemistry, structure and reactivity, elementary theoretical organic chemistry and substitution, elimination, addition, condensation and rearrangement reactions. Laboratory: Isolation and purification techniques, synthesis and qualitative organic analysis. Prerequisite: 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 and 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.* Williamson

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.* Williamson

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 and II (.5)

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

CLASSICAL STUDIES

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

REQUIREMENTS FOR THE CLASSICAL STUDIES MAJOR

(12 credits)

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

GREEK 131 and 132	Elementary Greek
GREEK 231	Ancient Greek Prose
GREEK 232	Ancient Greek Poetry
HEBR 131 and 132	Elementary Classical Hebrew
HEBR 231 and 232	Intermediate Classical Hebrew
LATIN 131 and 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 at least one of which must be a course in material culture (marked with an *) ..... (4)

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 313	Greece and the Hellenistic World (.5)
HIST 314	Ancient Rome (.5)
REL 237*	Introduction to Syro-Palestinian Archaeology
RHET 231	Classical Rhetoric
PHIL 230	History of Philosophy: Ancient and Medieval

CLAS 496 Senior Seminar ..... (1)

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

REQUIREMENTS FOR THE CLASSICAL STUDIES MINOR (FIVE CREDITS)

Two credits in one of the three classical languages ..... (2)

GREEK 131 and 132	Elementary Greek OR
HEBR 131 and 132	Elementary Classical Hebrew OR
LATIN 131 and 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 F. 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 and Roman Lives (1)

An introduction to some of the most famous and infamous personalities of the classical world through the ancient literary form of biography. Mode of Inquiry: 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 and II (1 each)

Introduction to the morphology and syntax of ancient Greek. Prerequisite: None. *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 and 132 or equivalent. *Alternate years.* Usher

GREEK 232 Ancient Greek Poetry (1)

Selections from Greek epic poetry or a complete Greek tragedy will be read and discussed. Prerequisite: GREEK 131 and 132 or equivalent. *Alternate years.* Usher

GREEK 390 Independent Study (.5–1)

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

HEBR 131–132: Elementary Classical Hebrew I and II (1 each)

An introduction to the original language of the Hebrew Bible/Old Testament. Using the inductive methods, students will be introduced to the morphology and syntax of ancient Hebrew by translating selected passages from the Hebrew Bible. *Alternate years.* McCreery

HEBR 231–232: Intermediate Classical Hebrew I and II (1 each)

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

LATIN 131 and 132 Elementary Latin I and 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 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 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 (in consultation with program faculty):		(7)
ENGL 118 (IT)	Topics in World Literature	
ENGL 458	Advanced Studies in Literary Criticism	
FREN 314 (IT)	Introduction to French Literature	
GERM 433	Modern German Literature	
ISB 349	Mythology and Symbolism	
ISB 422	Modern Arts Seminar	
JAPN 314 (W)	Japanese Literature	
GERM 314	German Literature in Translation	
HIST 321	European Intellectual History — The Nineteenth Century	
HIST 322	European Intellectual History — The Twentieth 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 upon 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 the 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 five on the Computer Science "A" Advanced Placement exam are awarded credit for CS 231; students with an "AB" score of five are awarded credit for CS 231 and 241. Students with scores of four should confer with the department about possible credit.

REQUIREMENTS FOR THE COMPUTER SCIENCE MAJOR

(8 credits in Computer Science, 5 in Mathematics)

CS 231 (W; QA*)	Introduction to Programming	(1)
CS 241 (QA)	Introduction to Computer Science: Data Structures	(1)
CS 341	Computer Organization	(1)
CS 443	Algorithms	(1)
CS 496 (W)	Senior Seminar in Computer Science	(1)
MATH 142 (QA*)	Calculus II	(1)
MATH 251 (W)	Foundations of Advanced Mathematics	(1)
MATH 263 (QA)	Discrete Mathematics	(1)

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)

REQUIREMENTS FOR THE COMPUTER SCIENCE MINOR

(5 credits)

CS 231 (W; QA*) 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 140 (CA) Computer Graphics: The Art of Ray Tracing (1)

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

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 receive only one-half 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 program-

ming 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 Programming Languages (1)

This course introduces students to the issues involved with the design and evaluation of modern programming languages. These issues are presented in the context of a survey of high-level programming languages such as Icon, Scheme and Prolog. Students learn about the underlying paradigms and structures used by these and other modern programming languages. Prerequisite: CS 241. *Every third semester.* Staff

CS 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. Students 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 454 Functional Programming (1)

This course provides a broad introduction to functional programming, including motivations, history, programming techniques and language implementation issues. Functional programming allows concise and elegant solutions to many problems and offers a fresh perspective on computer science. Programming in traditional languages is often improved by exposure to the functional style. The study of functional languages also provides a useful foundation for research topics in programming languages and computer science theory. Prerequisites: CS 241 and either CS 348 or consent of the instructor. *Alternate years, Fall.* Ruehr

CS 496 (W) Senior Seminar in Computer Science (1)

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

EAST ASIAN STUDIES

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

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

REQUIREMENTS FOR THE EAST ASIAN STUDIES MINOR

(6 credits)

HIST 117	East Asian Civilization to 1800	(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; TH)	History of the Art of China	
ART 214 (IT; TH)	Art and Culture of Japan	
JAPN 314 (W)	Japanese Literature in Translation	
REL 135	Religions of Asia	
REL 239	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
Xijuan Zhou, Assistant Professor, Religious Studies

ECONOMICS

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

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

The Economics major is structured to progressively build the skills and tools of economic analysis. Students in the major begin with a two-semester principles sequence ECON 122 Principles of Microeconomics, typically followed by ECON 123 Principles of Macroeconomics which introduces students to the discipline and lays the foundation for subsequent study. ECON 230 Economic Statistics and MATH 141 Calculus can be taken concurrent with or subsequent to the Principles courses, but both courses are prerequisites for ECON 357 Intermediate Microeconomics and ECON 358 Intermediate Macroeconomics. To complete the major in the proper sequence students must complete the intermediate theory courses by the end of the junior year. ECON 470 Advanced Topics in Economics is the penultimate course in the major. The Advanced Topics course applies the analytical and empirical tools developed in intermediate economic theory to a contemporary public policy issue and prepares students for an independent research project in the capstone course in the major: ECON 493. (ECON 496 will continue to serve as the capstone senior seminar course for students graduating by May 2002.) Students who have excelled both in both major and Senior Seminar are eligible to take ECON 498 Honors Thesis. 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 in Economics, 1 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)

ECON 470 (W)	Advanced Topics in Economics	(1)
ECON 493	Senior Seminar	(.5)
Two elective credits in Economics.		(2)

(courses designated with a (BE) do not count toward the Economics major.)

REQUIREMENTS FOR THE ECONOMICS MINOR

(5 credits in Economics, 1 credit in Math)

ECON 122	Principles of Microeconomics	(1)
ECON 123	Principles of Macroeconomics	(1)
A course in Calculus	(MATH 139 or 141 or equivalent)	(1)
ECON 230 (QA*)	Economic Statistics	(1)
ECON 357	Intermediate Microeconomics OR	
ECON 358	Intermediate Macroeconomics	(1)
One elective course in Economics		(1)

(courses designated with a (BE) do not count toward the Economics minor.)

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 macroeconomics analysis and its public policy applications. Macroeconomics develops the analytical tools for examining how such aggregate economic variables as national output, the unemployment rate, the price level, inflation, interest rates, exchange rates, budget deficits, the money supply and economic growth are determined. The models developed will be applied to consider how international trade and fiscal and monetary policy influence economic activity. Recommended prerequisite: ECON 122. *Every semester.* Staff

ECON 230 (QA*) Economic Statistics (1)

This course is an introduction to the statistical techniques used in economics. It covers descriptive statistics, probability, statistical estimation and inference, hypothesis

testing, analysis of variance, and simple and multiple regression. ECON 230 counts for only one half credit if the student has completed MATH 138, ISA 250 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. *Every semester.* Staff

ECON 236 Managerial Accounting (1)

This course covers preparation and analysis of financial statements; the determination of income; the valuation of assets, liabilities and equity; cost budgeting; the impact of taxation and government policy and the theory of internal control as a basis for understanding the theory of the firm in the free enterprise system and national income determination. Prerequisite: ECON 235. *Alternate years.* 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. *Annually.* Frew

ECON 332 Money and Banking (1)

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

ECON 338 Business Law (BE) (1)

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

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

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

This course will cover regional economic theory, including location theory, interregional trade and methods of regional economic base analysis. The Oregon economy will be extensively analyzed as a regional case study. Past and current socioeconomic information will be 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 intergovernmental 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 which influence trading patterns and the effects of trade restrictions such as tariffs. Financial relationships among nations and the functioning of the international monetary system will also be explored. Other topics include the role of trade in economic growth and development and the impact of foreign investment and the multinational corporation in both advanced and developing nations. Prerequisite: ECON 122 and 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 LBOs on corporate resource allocation and on shareholders, employees and other corporate constituents. Prerequisite: ECON 122. *Spring.* Whiting

ECON 356 Managerial Economics (1)

This course focuses on the applications of microeconomic theory and quantitative methods to decisions regarding the allocations of scarce resources within a private or public organization. Optimization procedures, including calculus techniques, risk analysis, linear programming and present value analysis will be applied to problems involving demand, production, cost and pricing. Techniques of demand estimation also will be developed. Prerequisites: ECON 122 or 123, ECON 230, MATH 141 or equivalent. *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 362 Health Care Economics (1)

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

ECON 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.* Staff

ECON 444 (W) Urban Economics (1)

Economic theory is used to determine land valuation and site location and to explain the creation of real estate. This course will also explore transportation routes and urban amenities, as well as zoning laws, congestion and pollution. 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 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, multicolinearity, serial correlation, heteroskedasticity, exponential smoothing, seasonal adjustment and simultaneous equations. Skill in combining economic theory and available data to produce estimates using computer statistical routines will be developed. Prerequisites: ECON 122, 123 and 230, MATH 141 or equivalent. Quantitative and Analytical Reasoning nonstarred. *Spring.* Frew, Negri

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 Economics Senior Seminar course and in a major paper which develops core components of the proposal. Assignments include written and oral evaluation of the work of both peers and professionals, multiple drafts of the research paper and classroom presentation of principal methods and conclusions. Prerequisite: ECON 357 or 358 as determined by instructor. *Every semester.* Staff

ECON 490 Independent Study (.5 or 1)

This offering is designed to enable a qualified student to engage in supervised study in topics not covered in other departmental courses. Approval of instructor. *On demand.* Staff

ECON 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 both 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 (W) 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: ECON 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 schoolteachers. 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 early childhood, elementary, middle and secondary schoolteachers. 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 initial teaching license, as well as all required course work for the continuing 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 or .5)
EDUC 305 (W)	Introduction to Teaching (.5)
EDUC 335 (W)	The School, Teacher and Student (.5)
EDUC 350	Foundations of Reading (.5)
EDUC 390	Pre-Practicum Internship (.25 or .5)
EDUC 450	Management of Reading Systems (.25)
EDUC 451	Administration of Reading Programs (.25)
EDUC 452	Diagnosis and Correction of Reading Difficulties (.5)
EDUC 490	Research and Independent Study (.5 or 1)

PROGRAM FOR GRADUATES

The Willamette University School of Education is a professional school which offers a 10-month Master of Arts in Teaching (M.A.T.) degree for the preparation of early childhood, elementary, middle and secondary schoolteachers. In most cases, students will qualify for two authorization levels.

- The early childhood authorization is valid for teaching children age three through grade four.
- The Elementary Authorization prepares the graduate to teach children in grades 3–8 in an elementary school.
- The Middle Level Authorization is valid for teaching grades 5–10 in a middle school or junior high.
- The High School Authorization is valid for teaching grades 7–12 in a high school. Within the high school program, Willamette is able to recommend for endorsement in the following subject areas: art, biology, business, chemistry, English, 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 1000 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.

A unique feature of this program is the focus on educational leadership. Inthe fall semester, students will research and complete a grant proposal targeted at resolving an educational conflict. Following this preparation, the student will network with leaders in their area of interest and take part in a three-day Educational Leadership Symposium. During the symposium, students will present their area of interest and action plans for resolving the problem.

The full-time student teaching experience begins the second week in January and is completed in mid-June on the last day the area public schools are in session. Student teaching seminars, professional seminars and methods classes 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

John L. Tenny, Professor, Director
Richard L. Biffle III, Associate Professor
Cheryl K. Brown, Assistant Professor
Rosalyn C. Edelson, Associate Professor

Robin Fromherz, Assistant Professor
Karen D. Hamlin, Associate Professor
Maureen Musser, Assistant Professor
Steven M. Rhine, Assistant Professor
Linda G. Tamura, 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 or .5)

Specific and timely topics in the field of Education. In-depth exploration of current and important issues in Education, of interest to both 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, practicum 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 or .5)

Open to sophomores and above. This internship is to be utilized to provide in-the-classroom experiences for students who desire additional practicum time (6–8 hr/wk) beyond what is experienced in EDUC 305. Prerequisite: EDUC 305. *Every semester.* Staff

EDUC 450 Management of Reading Systems (.25)

A study of management of reading systems, including assessment organization, space and time management and 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 or 1)

This course is intended only for the qualified advanced student with a solid preparation in theory and methods of education who wishes to do intensive research or advanced independent study in an area not covered by the present departmental course offerings. By departmental approval. *Every semester.* 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 10-month program the course load for each semester is very demanding.

Fall Courseload:

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 Courseload:

EDUC 551	Graduate Seminar II
EDUC 559	Leadership in Education II
EDUC 560	Professional Development: The 21st Century Teacher
EDUC 595	Supervised Internship
EDUC 529–543	Methods (will vary; continued from Fall)

COURSE DESCRIPTIONS

EDUC 510 The Professional Educator

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

EDUC 520 Educational Technology

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

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. Fromherz, Musser, Rhine

EDUC 523-541 Methods Courses

Methods courses focus on district, unit and daily goal development based upon research regarding specific age cohorts and specific content areas. Methods courses offered in: Early Childhood, Elementary, Middle Level, Art, Drama, English, Foreign Language, Health, Math, Music, Physical Teaching, Science and Social Studies Education. Examination of methods and practices critical to establishing a positive learning environment, with special emphasis upon instructional materials, activities, physical space issues and evaluative techniques. Every
semester.

EDUC 545 Educational and Developmental Psychology

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

EDUC 546 Special Populations

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

EDUC 547 Multicultural Education

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

EDUC 550 Graduate Seminar I

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

Directed reflection and group problem-solving for students involved in field experience. The emphasis is on examining current educational practices and on integrating educational theory and practice. Spring. Education Faculty

EDUC 555 Planning and Implementation of Instruction

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. Tamura, Staff

EDUC 556 Classroom Management

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. Tamura, Staff

EDUC 557 Issues in Education

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

EDUC 558 Leadership in Education I

Investigation of research and resources applicable to individually selected problems in public education and will include the development of a grant proposal. This course provides the knowledge base to support the field-based Leadership in Education II course. Fall. Brown, Tenny, Young

EDUC 559 Leadership in Education II

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 organizations and professional associations. Spring. Tenny, Brown

EDUC 560 Professional Development: The 21st Century Teacher

A study of topics affecting the development and maintenance of a professional teaching career. This course will acquaint students with specific policies and procedures appropriate to the profession, contractual and legal issues, professional organizations, and professional ethics in current education. Spring. Staff

EDUC 591 Pre-Student Teaching Practicum I

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. Education Faculty

EDUC 592 Practicum II

An introductory classroom experience and an extended practicum, most often at the M.A.T. student's second level of authorization. However, if the M.A.T. student is preparing for one level of authorization only, the Practicum II assignment will be at that level. Practicum II allows M.A.T. 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. M.A.T. 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 instruction in the classrooms to which they are assigned. Fall. Education Faculty

EDUC 595 Student Teaching

Minimum of 18 weeks of full-time involvement at the public school site under the guidance of experienced teachers and supervisors. This experience includes observation, full-responsiblity planning and teaching, and involvement in the culture of the school setting. Unit and work sample preparation required. Education Faculty.EDUC 555 Planning and Implementation (.5)

Methods Courses

At least one Methods course matching the student's primary teaching area is required. All secondary Methods courses are taught by public school teachers and meet after the public school working day. In order to coordinate all of the Methods classes, specific days of the week are designated for each endorsement area. The schedule allows students to take both the middle-level Methods and a secondary Methods. The year-long, alternating weeks schedule permits four or five meetings during the full-time student teaching portion of the program, with an opportunity to shift theory into practice and to provide assistance in a timely fashion. Class sessions are two to three hours each with 12–18 hours during each semester. Total Methods contact time is approximately 30 hours.

THE FOLLOWING COURSES ARE OFFERED EACH SUMMER AS PART OF THE OREGON WRITING PROJECT AT WILLAMETTE UNIVERSITY:

ED 741 Teaching Writing

ED 742 Writing for Teachers

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

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. *Annually.* Hamlin, Long

ENGLISH

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

REQUIREMENTS FOR THE ENGLISH MAJOR

(8 credits)

One course from the following ..... (1)

ENGL 116 (IT)	Topics in American Literature
ENGL 117	Topics in British Literature
ENGL 118 (IT)	Topics in World Literature
ENGL 119	Forms of Literature

ENGL 301 (W) 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)

ENGL 490	Independent Study OR
ISA 497	Humanities Senior Seminar

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

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

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

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

REQUIREMENTS FOR THE ENGLISH MINOR

(5 credits)

The minor program in English consists of five credits 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).

REQUIREMENTS FOR THE FILM STUDIES MINOR

(5 credits)

ENGL 210	History of Cinema: The Rise of Classical Narrative	(1)
ENGL 211	History of Cinema: Alternatives to Classicism	(1)
ENGL 334	Film Genre	(1)
ENGL 335	Film Directors	(1)

One credit from the following: ..... (1)

FREN 438	French Literature and Cinema
SPAN 442	Contemporary Spanish Film: From Dictatorship to Democracy
ENGL 390	Reading and Conference (with approved film topic)
ENGL 490	Independent Study (with approved film topic)
FREN, SPAN, GERM, RUSS, JAPN 499	Reading and Conference (with approved film topic)
ISA 497	Humanities Senior Seminar (with approved film topic)

FACULTY

Michael H. Strelow, Professor, Chair
Adele L. Birnbaum, Professor
Gerard F. Bowers, Professor
Wilbur S. Braden, Professor
Gretchen Flesher Moon, Assistant Professor, Director, Writing Center
Craig Lesley, 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 (IT) Topics in American Literature (1)

A study of topics in American Literature ranging over the history of American letters. Topics may be organized around a major author, an idea, a genre, a major work, a literary movement, or a critical approach. Topics, texts and emphases will vary according to the instructor. Interpreting Texts. *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 (IT) Topics in World Literature (1)

In this course students examine the principle literary genres and authors in world literature from various time periods (for example, Medieval, Renaissance, 17th, 18th, 19th and 20th centuries). We analyze these texts, on the one hand to understand their genre and stylistic attributes and literary value, and on the other hand to reach an understanding of cultural and historical values. While the focus is literary, discussions will include cultural material of relevance to the literature: influence of one national literature on another, cultural interaction in matters of the formal beauties of literature, cross-national influences of literary theories and the dynamic processes of literary aesthetics-literary ideologies and movements. Interpreting Texts. *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. *Annually.* 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.* 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 1950s, including particularly the contributions of Griffith, of the German and Soviet silent schools, of France between the wars and of Hollywood throughout the period. *Alternate years, Fall.* Nolley

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

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

dent cinema, the French New Wave and the work of important directors such as Bunuel, Kurosawa, Fellini, Bergman and others. *Alternate years, Spring.* 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. *Annually.* 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. *Annually.* 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. *Annually.* 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. *Annually.* Long

ENGL 239 (CA) Poetics and Practice (1)

An entry-level creative writing course which balances the reading of poetry with the writing of poetry. Equal emphasis is placed on poetry, poetics and practice. Creating in the Arts. *Spring.* Staff

ENGL 242 (W) The Essay (1)

A writing-centered course which will examine a variety of classic and contemporary writing through a thematic/genre focus (e.g., nature writing, autobiography). 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 (W) 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 (W) History of the English Language (1)

A study of the history of the English language from its Indo-European origins to the present day. This writing-centered course makes extensive use of literature from the early eras: *Beowulf*, Chaucer's *Tales* and Johnson's *Dictionary*. *Annually.* 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 discussing 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. *Fall.* G. Bowers

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.* 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.* Lesley 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 the student's verbal and imaginative resources. Prerequisite: consent of instructor. *Spring.* Lesley 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 will alternate among the novels of a variety of cultural traditions. Prerequisite: A 100-level Literature course. *Alternate years.* Long, Sutliff

ENGL 355 (W) Feminist Criticism (1)

Writing-centered study of approaches to literature from a variety of feminist perspectives. Consideration of the impact of feminist thought on literary study, and analysis of feminist innovations, revisions and critiques of critical methods and literary theories. Conventions of feminist critical discourse. Applications of feminist theories to works of literature. Prerequisite: At least one Literature course 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

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 Program description page 31. *On demand.* Staff

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 reshmen. *Alternate years.* Staff

ENGL 490 Independent Study (1)

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

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

ISB 332 Mysticism and Creativity (1)

ENVIRONMENTAL AND EARTH SCIENCES

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

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, — 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.

REQUIREMENTS FOR THE ENVIRONMENTAL SCIENCE MAJOR

(14 credits)

Common Core ..... (7)

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

Environmental Studies Track ..... (7)

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 The 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 (TH)	Environmental History
ENVR 327 (W)	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)
SOC 330	World Population Problems

Internship — ECON 394 OR POLI 396 OR SOC 495

Environmental Science Track ..... (7)

CHEM 116 (QA)	Introductory Chemistry II	(1)
ERTH 110	Physical Geology	(1)

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 Policy Making
SOC 110	Principles of Sociology AND
SOC 222	Environment and Society

Three of the following ..... (3)

BIOL 210 (W; NW)	Biodiversity: Discovering Life
BIOL 255	General Ecology
CHEM 230	Environmental Chemistry
ERTH 333	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	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	Environmental History
ENVR 327 (W)	Water Resources
ISB 304* (AR)	Politics of Environmental Ethics
POLI 341*	Environmental Policymaking
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 Earth Science Department.

Geology Emphasis:

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

One credit from the following ..... (1)

ERTH 231	Historical Geology
ERTH 332	Geography of the Pacific States
ERTH 333 (QA)	Geographic Information Systems

Geography Emphasis:

ERTH 110	Physical Geology	(1)
ERTH 112	Physical Geography	(1)
ERTH 230	World Geography	(1)
ERTH 333 (QA)	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

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

COURSE DESCRIPTIONS

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

ENVIRONMENTAL SCIENCE

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 helping 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 resource 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 (TH) Environmental History (1)

This course is designed as a chronological survey of human nature interrelationships in Western traditions. Following an introductory unit on biomes and the origins of human culture and civilization, human impacts on nature (and vice versa) in the Mediterranean basin will be traced from Mesopotamia and Egypt to Greece and Rome. A unit on Western Europe focuses on deforestation, development of the agrarian landscape and European colonization after the 15th century. The focus of the course then shifts to lectures on the ecological history of Europeans in North America and discussion of the intellectual history of ecological ideas since the eighteenth century. The course involves

lectures, weekly discussions and research papers or presentations. Recommended prerequisites: BIOL 110 and HIST 115 or 116 or equivalent. Thinking Historically. *Fall.* LaFreniere

ENVR 327 (W) Water Resources (1)

This course examines water resources over short- and long-time perspectives and over small and large geographic areas. Emphasis is placed on evaluating water resources from a multidisciplinary perspective. Topics include: surface and groundwater hydrology; water quality; and the legal, political and environmental aspects of water use. Writing-centered. 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 several other disciplines, including biology, geography and geology. The study of plant distributions will be emphasized and approached from historical, cultural and ecological perspectives. Applications of biogeographic knowledge and theory to conservation problems will also be discussed. The lab component will address quantitative aspects of biogeographic research. Prerequisite: ERTH 112, BIOL 110 or 125 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 Senior Seminar in Environmental Science (1)

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

EARTH SCIENCE

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 fieldwork 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 Precambrian 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 Siskiyous. Prerequisite: ERTH 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: ERTH 112. Quantitative and Analytical Reasoning nonstarred. *Fall.* Eilers

ERTH 350 Environmental Geology (1)

This course applies principles and techniques learned in physical geology to such geologic hazards as vulcanism, seismicity, erosion, mass wasting and flooding and to mineral, fossil fuel and water resource development and their related environmental impacts. Prerequisite: ERTH 110. *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 .5 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 lifestyles of our society and increase the potential for personal fulfillment through physical activity.

The department is housed in the 84,000-square-foot Lestle J. Sparks Physical Education and Recreation Center, which was expanded and extensively remodeled in the summer of 1995. Facilities include a 3000-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 and Contemporary Issues in Exercise Science and Sport	(.5)
EXSCI 232	Substance Abuse	(.5)

EXSCI 340	Care and Prevention of Athletic Injuries	(1)
EXSCI 356	Research Design in Exercise Science	(1)
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 and 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 and Soccer	
EXSCI 245	Methods of Teaching/Coaching Racquet Games	
EXSCI 246	Methods of Teaching/Coaching Basketball and 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 and Field	(.5)
EXSCI 244	Methods of Teaching/Coaching Football and Soccer OR	
EXSCI 245	Methods of Teaching/Coaching Racquet Games	(.5)
EXSCI 246	Methods of Teaching/Coaching Basketball and 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 (1) 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 and Field	
EXSCI 244	Methods of Teaching/Coaching Football and Soccer	
EXSCI 245	Methods of Teaching/Coaching Racquet Games	
EXSCI 246	Methods of Teaching/Coaching Basketball and 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: NW)	Introductory Physics I	(1)

FACULTY

Russ J. Cagle, Associate Professor, Chair
Peter A. Harmer, Associate Professor
Stasinos Stavrianeas, Assistant 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 coed unless otherwise specified. Course offerings include: aerobic dance and/or step aerobics, basketball, crew, fencing, golf (beginning and intermediate), karate/self-defense, racquetball, tennis (beginning and intermediate), other racquet sports, scuba (beginning and advanced), skiing, swim fitness, swimming (beginning and intermediate), 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) and 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.* Staff

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.* Staff

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.* Staff

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.* Staff

EXSCI 233 Personal Fitness (.5)

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

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 the American Red Cross. *Fall or Spring.* Staff

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. Staff

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

Spring. Staff

EXSCI 244 Methods of Teaching/Coaching Football and Soccer

Fall. Staff

EXSCI 245 Methods of Teaching/Coaching Racket Games

Fall. Staff

EXSCI 246 Methods of Teaching/Coaching Basketball and Softball

Spring. Staff

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 (1)

Introduction to concepts and principles for conducting research and for evaluating the research literature in Exercise Science. Topics include the nature and purpose of research, the research process and the types of research used in Exercise 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.* Staff

EXSCI 360 (W) Physiology of Exercise (1)

Physiological systems of the human body as affected by different levels of exercise, and emphasis on the interrelationships 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

EXSCI 448 Exercise Science for Special Populations (.5)

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

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.* Staff

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 LANGUAGE

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 students' own.

Varied career opportunities are available to students who graduate with a strong grounding in the study of language. These include foreign service, international trade, graduate study, social work among non-English-speaking minority groups and teaching. Please refer to specific majors and course offerings in the following departments: 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 credits may be earned through off-campus or foreign study programs.)

FREN 314 (IT)	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 IES and 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.

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

Through the Institute for the International Education of Students, French students have the option of spending either one semester or one year in Paris, Nantes or Dijon. The Dijon program is reserved for students who have a strong background in economics. Through the CUPA program (Center for University Programs Abroad) French students spend either a semester or a year in Paris. This program is recommended to highly motivated juniors and seniors interested in individualized programs of study at the leading universities and institutes of Paris. The French area also offers an assistant exchange program in cooperation with the French Ministry of Education.

Willamette University is the only testing center in the State of Oregon for the DELF/DALF diplomas, accredited by the French Ministry of Education.

FACULTY

Francoise A. Goeury-Richardson, Professor, Chair
Gaetano DeLeonibus, Assistant Professor
Francoise Courtin-Schreiner, Instructor
Pelin Hennesy, Instructor

FRENCH COURSE DESCRIPTIONS

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

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

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

Development of basic skills, classroom and laboratory. Carefully selected readings in

the student's special fields of interest. Prerequisite: Elementary French (or equivalent) or two years of high school French with satisfactory AP score. *231, Fall; 232, Spring.* Goeury-Richardson, DeLeonibus

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 and study of problematic grammar points which will be reinforced by weekly assignments in the language laboratory. Prerequisite: FREN 232. *Fall.* Goeury-Richardson, Deleonibus

FREN 332 (W) Advanced French Composition and Discussion (1)

A writing-centered course that will introduce students to the art of writing in French. The two fundamental principles underlying this course will be the interdependence of reading and writing skills and the importance of a variety of models in teaching students the different styles of French composition. Consideration will be given to such writing strategies as notes and outlines and such styles as summaries, reports, portraits, essays and correspondence. 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.* Goeury-Richardson

FREN 335 French Conversation (1)

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

FREN 430 Introduction to French Thought (1)

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

FREN 431 Phonetics (1)

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

FREN 432 Introduction to French Linguistics (1)

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

FREN 433 19th Century French Literature (1)

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

FREN 434 20th Century French Literature (1)

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

FREN 435 Gide and Camus (1)

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

FREN 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)

Designed to enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered at Willamette University. Prerequisites: FREN 331; Junior standing and g.p.a. of 3.0 or better. *On demand.* Goeury-Richardson, DeLeonibus

FREN 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.* Goeury-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 four-year institution		(1)

FACULTY

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

GERMAN COURSE DESCRIPTIONS

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

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

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

Ability to read with direct association in German. Listening/comprehension and basic grammar patterns. The second semester includes discussion of cultural topics and practice in directed writing. Prerequisite: Elementary 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, 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)

Designed to enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered at Willamette University. Prerequisites: GERM 331, Junior or Senior standing and G.P.A. of 3.0 or better. *On demand.* Fischer, Gentzkow

GERM 496 Senior Seminar (1)

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

GERM 497 Literary Research (.5)

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

RUSSIAN

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

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

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

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

RUSS 314 Introduction to Russian Literature (1)

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

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

The course examines selected works in translation of Russian prose and poetry of the 19th and 20th centuries. In addition to examining the works in their literary context (style, genre, linguistic peculiarities, rhetorical devices, irony, satire, etc.) the historical and societal viewpoint will also be discussed, so that the student will have a better understanding of the Russian people in each particular period of history. 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 370 Introduction to Russian Literature (.5)

The course examines selected works (in Russian) of Russian prose and poetry of the 19th and 20th centuries. In addition to examining the works in their literary context

(style, genre, linguistic peculiarities, rhetorical devices, irony, satire, etc.) the historical and societal viewpoint will also be discussed, so that the student will have a better understanding of the Russian people in each particular period of history. Course to be taught in Russian. Prerequisite: RUSS 331. *Fall.* 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

Ellen Eisenberg, Associate Professor, Chair
Lawrence D. Cress, Dwight and Margaret Lear Professor of American History; Dean, College of Liberal Arts
William E. Duvall, 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
William Smaldone, Associate Professor

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 (TH) Western Civilization to 1650 (1)

A survey of the cultural, intellectual, political and socioeconomic developments of Western society. It examines ancient Near Eastern, Greek and Roman societies, the rise of Christianity, the Medieval period, the Renaissance and Reformation and the Age of Absolutism. Among the fundamental aims of the course is to identify the defining characteristics of different phases of Western historical development and to study the factors that precipitate long- and short-term historical change. The course is very broad in scope and seeks to provide students with a sense of how Western ideas, social relations and institutions have changed over time and how these changes are interrelated. It also aims to acquaint students with different approaches to historical inquiry. Thinking Historically. *Fall.* Duvall, Lucas, Smaldone

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

A survey of the cultural, intellectual, political and socioeconomic developments of modern Western society, including the scientific revolution of the 17th Century, the Enlightenment, the age of democratic revolutions, the Industrial Revolution, the rise of nation-states, totalitarianism, two world wars, the Cold War and the collapse of the Soviet system. Among the fundamental aims of the course is to identify the defining characteristics of different phases of Western historical development and to study the factors that precipitate long- and short-term historical change. The course is very broad in scope and seeks to provide students with a sense of how Western ideas, social relations and institutions have changed over time and how these changes are interrelated. Thinking Historically. *Spring.* Duvall, 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 254 20th-Century Europe (1)

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

HIST 256 Colonial Latin America (1)

A study of the history of Latin America from the pre-colonial period to independence. Emphasis will be placed on the development of Latin America's economy, culture and political life. Special attention will be given to the encounter between the Spanish conquistadors and indigenous peoples, as well as to the background of the movements for independence. *Alternate years, Fall.* Jopp

HIST 258 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 will present an overview of the history of women in the United States. The course will explore the shifting nature of gender systems, focusing on the following topics: the nature of women's work, sexuality and reproduction, education, social reform and feminism. The course will emphasize the diversity of American women's lives in terms of class, ethnic, racial and regional background. *Alternate years.* Staff

HIST 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 265 (TH) Late Imperial China (1)

This course examines the social and cultural history of China during the Qing dynasty (1644–1911). Topics include the political structures of imperial rule; the social and cultural institutions that organized local society; the economic trends that produced the pre-modern world's largest and most advanced civilization; and the ways in which all of the above were transformed by China's 19th-century encounter with Western imperialism. This period provides an excellent case study of nationalism and modernization in a non-Western context. Thinking Historically. *Fall.* 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 113 strongly encouraged. *Alternate years, Spring.* Cress

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

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

HIST 307 American Immigration History (1)

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

HIST 308 American Legal History (1)

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

HIST 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 301 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 will deal with Homeric Greece, early Sparta and Athens, the rise of tyrannies and their fall to democratic forces at the time of the Peloponnesian War. Further, the course will deal briefly with the cultural ascendancy of Athens as reflected in its philosophy and theater and the growing disillusionment in the decline of the 4th and 3rd centuries. Lastly, it will cover 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)

Basically 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 19th-Century (1)

Major trends in European thought from Hegel to Nietzsche and Freud, including Marxism, Liberalism and Positivism and its rejection. Not available to freshmen. *Every third semester.* Duvall

HIST 322 European Intellectual History: The 20th-Century (1)

Major trends in European thought from Nietzsche, Freud and Wittgenstein to the present, including phenomenology, relativism, existentialism and postmodern discourse. 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 376 Latin American Revolutions [Crosslisted as POLI 376] (1)

This course examines selected 20th-century Latin American revolutions. Historical and comparative approaches to the causes and outcomes of revolution are used. Prerequisite: One of HIST 258, POLI 362 or 375 (may be taken concurrently). *Alternate years.* Ainsworth, Dash

HIST 377 Modern Mexico [Crosslisted as POLI 377] (1)

This course explores the history and politics of modern Mexico, from its war of independence to the present. The primary focus of the course is on major social, political and economic trends that have led to the transformation of state and society. Prerequisite: One of HIST 256 or 258 or one of POLI 362 or 375 (may be taken concurrently). *Alternate years.* Ainsworth, Dash

HIST 380 History of Traditional Japan (1)

A course on Japanese history from early time to approximately 1800. The primary focus will be on major political and social trends that led to the transformation of the state and society. Attention will also be given to religious belief, rituals, art and literature. *Spring.* Staff

HIST 381 (TH) History of Modern Japan (1)

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

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.* Staff

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

The uniqueness of German civilization and Nazi Germany, the unification move-

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

HIST 440 (W;TH) History of Modern Socialism (1)

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

HIST 442 (W) The Holocaust (1)

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

HIST 444 (W) Seminar in Historiography and Philosophy of History (1)

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

HIST 445 Postwar Japan (1)

This course will examine Japan's historical experience since the end of World War II. How did the Allied occupation shape the development of contemporary Japan? How has Japan evolved since the end of the occupation into a modern economic superpower? How is modern Japan governed and how do modern Japanese define themselves in terms of their own culture and in relation to the rest of the world? Using novels and films along with a variety of other readings, this course will explore these and other questions, which will help us understand how contemporary Japan sees itself and its relationship to the modern world. Prerequisite: HIST 118, 381 or consent of instructor. *Alternate years, Spring.* Loftus

HIST 450 Advanced Topics in American History (1)

Special topics course to be offered when circumstances warrant, focusing on a particular problem, issue or theme in American history in accordance with faculty interest and expertise. Prerequisite: Two courses in American history. *On demand.* Staff

HIST 452 Topics in Chinese/Japanese History (1)

A special topics course to be offered when circumstances warrant, focusing on a particular problem or issue in either Chinese or Japanese history in accordance with the

faculty member's special interest and area of expertise. Prerequisite: HIST 380, 381, 382 or consent of instructor. *Alternate years.* 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 320 and 321. *Every semester.* Staff

HIST 499 Senior Tutorial (1)

The History Senior Tutorial consists of a program of directed reading, research and writing in an area or topic of the student's own choice, in consultation with members of the department. As the tutorial is the culmination of the student's History major, it is expected that the tutorial topic will be from the student's area of concentration within the major and will build on course work completed by the student in that area. The tutorial project may be a research project involving the use of primary and secondary source materials, or a project that is a historiographical in nature. Prerequisite: History major, senior standing. *On demand.* Staff.

ISA 497 may not fulfill the requirement for the Senior Experience if it has already been used to do so in another major.

HUMANITIES

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

A major in this area would providing 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; TH)	Monuments and Themes of Western Art History I: Prehistoric to Gothic OR	
ART 216 (IT; TH)	Monuments and Themes of Western Art History II: 1300–1750 OR	
ART 217 (IT; TH)	Monuments and Themes of Western Art History III: 1750–1900	(1)
One advanced course in Art History		(1)
ENGL 301 (W)	The Study of Literature	(1)
One advanced course in Literature		(1)
HIST 115 (TH)	Western Civilization to1650	(1)

HIST 116 (TH) Western Civilization since 1650 ..... (1)
HIST 320 European Intellectual History: The Enlightenment OR
HIST 321 European Intellectual History: The 19th-Century ..... (1)
PHIL 110 (AR) Philosophical Problems ..... (1)
One advanced course in Philosophy ..... (1)
REL 112 History of Christianity ..... (1)
REL 113 (TH) Introduction to Old Testament 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 General Studies (GENS/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 interdepartmental committee of three faculty, including the student's advisor and faculty from two other departments involved in the Humanities program.

FACULTY

Myles W. Jackson, 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 and ISA designation is 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

experience in the world. Approved topics: Reconstruction, The French Revolution, the Rise of Fascism. Thinking Historically. *Every semester.* Staff

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 240 (TH) Introduction to the History of Western Medicine (1)

This course offers a survey of the development of Western medicine from the French Enlightenment to the present. Topics include gender and medicine, the social construction of disease, medicine and the state, and medicine and death. Thinking Historically. Death Cluster. *Annually.* Jackson

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 20th century. In order to understand these notions more clearly, it will be pertinent to study what was NOT Europe/European throughout this same time period. Interpreting Texts. *Alternate years, Fall or Spring.* DeLeonibus

GENS 330 Science Studies (1)

This course analyzes the scientific enterprise. We shall see how different disciplines from the humanities and social sciences (history, philosophy, sociology and anthropology) can be used to illuminate different aspects of science. Topics include: logical positivism, the social construction of scientific knowledge, interest theory, entity realism, skills and practices in science, gender and science and ethnomethodological approaches to studying science. Previous knowledge of a science is helpful. *Annually.* Jackson

GENS 340 (TH) Physics and Society (1)

This course treats the history of physics from 1700 to the present. We shall investigate how sociocultural factors influence physics and, conversely, how physics has influenced culture and society. Thinking Historically. *Annually.* Jackson

GENS 350 (US) The Sociology of Science (1)

The course analyzes the role sociology has played over the past four decades in elucidating the scientific enterprise. We shall explore the impact of institutions on research, the role of social interests in science and the importance of skills and practices in the scientific enterprise. Understanding Society. *Annually.* Jackson

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.* Staff

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. Course 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. 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. 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. (May 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 postmodernist theorists. We will evaluate how each approach addresses basic questions about gender difference and its relationship to women's subordination. Required for Women's Studies minors. Prerequisite: One previous Women's Studies course. Closed to freshmen. *Spring.* Markowitz or Staff

ISA 496 Seminar in American Studies (1)

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

ISA 497 Humanities Senior Seminar (1)

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

ISB 316 (TH) Biology and Society

This course explores the relationship between the biological sciences and society from Enlightenment France until the present. Topics include: the role of gender in 18th century classifications of plants, Darwin's theory of evolution and its political and religious implications, eugenics and the Human Genome Project. Prerequisite: One semester of Biology or consent of instructor. Thinking Historically. *Annually.* Jackson

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.* Staff

ISB 321 Ethics in the American Tradition (1)

The aim of this interdisciplinary course is to address the institutional structures which define American society and shape our ability to make responsible ethical decisions. The course will begin with an analysis of current American values, broadly defined, and will conclude with a study of the major ethical systems which are attempting to respond, through these issues, to the decisions which confront us in the modern world. Several case studies will be conducted to test the implications of these ethical systems and the options they pose for corporate ethics. Prerequisite: Junior/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 and 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., sugar cane, pineapple and tourism industries, environmental quality control, methods of preserving and maintaining original habitat and culture). Some aspects of the immediate marine environment will also be investigated. *Post-session.* Thorsett

ISB 328 Seminar in Textual Interpretation (1)

This course will directly address the problems of reading, interpreting and discerning the meanings of a written text. Central questions for the course are: What is a text? What does it mean to read and decipher a text? How does one question a text? And how does a text instruct a reader as to how to read? In considering these questions, students will be asked to reflect on several schools of or approaches to textual criticism, on the differences between a textually oriented culture and oral culture, and on the consequences of contemporary electronic technology for textuality. Closed to freshmen. 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 (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.* D. 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 Mysticism and Creativity (1)

An exploration of Eastern and Western mystical traditions as expressed in literature and other arts. Students will explore their own creative and spiritual experiences by writing a series of personal, reflective essays. *Spring.* G. Bowers

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 focusing 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. It employs readings as well as guided tours of different racial and ethnic communities, the commercial centers, architecture and museums; explorations of the visual arts, music, theater; a service learning internship; and a seminar to investigate and reflect upon the complexity, diversity and problems confronting modern urban America from an interdisciplinary perspective. Arrangements are supported by the Urban Life Center in Chicago. *Post-session.* Staff.

ISB 344 Judgement and Decision Making (1)

Prescriptive and descriptive aspects of human judgement 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 pre-Columbian Mesoamerican civilizations; and looks at the enduring influences of Mesoamerican cultures in contemporary Mexico and Central America. Prerequisite: ANTH 111 or 250 or LAS 230 or consent of instructor. Interpreting Texts and Viewing Cultures Historically. *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 355 An Introduction to Opera (1)

Major works of European and American musical drama studied in their literary, theatrical and musical contexts. This course aims to enhance understanding and appreciation of opera through the study of libretti (playscripts), audio and video recordings and several live performances of great operas. No previous musical training assumed. *Spring.* Braden

ISB 356 Studies in Cuba (1)

The program runs as an intersession and as a post-session and it focuses on a course entitled Introduction to Contemporary Cuba at the prestigious University of Havana. The course presents the political, social and economic history of Cuba with a particular emphasis on the period since 1898. There are two sections of the course, one for students fluent in Spanish and another for those lacking language fluency. The program also involves field trips in Havana and its environs. *Annually.* Staff

ISB 372 Intercultural Communication (1)

The course explores the communication barriers (cultural, psychological, sociocultural and environmental) faced by a stranger in a culture or subculture. Topics include perception, assimilation, nonverbal rules, narrative manipulation, culture shock, ethnocentrism, power and nondominant 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.* D. 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 19th and 20th centuries. Prerequisites: Junior/Senior standing; one Literature and/or Art History course. *Alternate years, Fall.* Bowers, Hull

ISB 423 (W) Literature of Natural Science

A study of scientific communication through the reading of classic texts in the sciences. Authors such as Galileo, Newton, Darwin and Einstein will be analyzed to investigate scientific content and literary form. Prerequisites: Junior/Senior standing; one previous course in Literature and Natural Science preferred. Writing-centered. *Alternate years, Spring.* Goodney, Long

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, ERTH 230 and ECON 353. Writing-centered. *Annually.* Staff

INTERNATIONAL STUDIES

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

The program also aims to provide majors with a recognition of the importance of cultural diversity, through grounding in a specific foreign culture and language, as an essential complement to the international courses in the curriculum. 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 or 11.5 credits)

Core Courses required of all Majors (4 credits)

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

Regional Focus: Europe (3 credits)

ECON 351	Comparative Economic Systems	(1)
HIST 116 (TH)	Western Civilization since 1650	(1)
POLI 216 (US)	Politics of the 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 254	20th-Century Europe OR	
HIST 371	History of Modern England	(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	20th-Century Europe OR	
HIST 373	History of Modern France	(1)

Germany

GERM 331	German Composition and Discussion	(1)
GERM 333	Contemporary German Culture	(1)
GERM 430	History of German Thought	(1)
HIST 254	20th-Century Europe OR	
HIST 390 (W)	Germany from Bismarck to Hitler OR	
HIST 391	Germany Since 1945	(1)

Russia (4.5 credits)

RUSS 320 (IT)	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 254	20th-Century Europe OR	
HIST 372	History of Modern Russia	(1)

Spain

SPAN 331 (W)	Spanish Composition and Discussion	(1)
SPAN 333	Hispanic Civilization	(1)
SPAN 430	History of Hispanic Thought	(1)
HIST 254	20th-Century Europe	(1)

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

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

Regional Focus: East Asia (3 credits)

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)
ANTH 333	Anthropology of Asia OR	
POLI 374	Asia and the International System	(1)

Cultural Emphasis (4 credits)

One course from the following ..... (1)

ART 213 (IT)	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 380	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

James S. Hanson, Professor, Economics, Director
K.S. Ainsworth, Associate Professor, History, and Director of Off-Campus Studies
Suresht R. Bald, Professor, Politics
María Blanco-Arnejo, Associate Professor, Spanish
Robert C. Dash, Professor, Politics
Gaetano DeLeonibus, Assistant Professor, French
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. Goeury-Richardson, Professor, French
Stephen C. Hey, Professor, Sociology
Thomas H. Hibbard, Professor, Economics
Carol Ireson-Doolittle, Professor, Sociology
Ronald P. Loftus, Professor, Japanese and History
Michael Marks, Associate Professor, Politics
Pamela Moro, Associate Professor, Anthropology
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 America (TIUA) adjacent to our campus.

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

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

REQUIREMENTS FOR THE JAPANESE STUDIES MAJOR

(12 credits)

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

Four credits from the following ..... (4)

JAPN 331, 332	Third Year Japanese I, II (1)
JAPN 430, 431	Japanese Reading and Composition I, II (1)
JAPN 432, 434	Conversational Japanese I, II (1)
JAPN 490, 491	Reading Conference (1)

Two credits from the following ..... (2)

JAPN 314 (IT; W)	Japanese Literature in Translation (1)
HIST 380	History of Traditional Japan (1)
HIST 381	History of Modern Japan (1)
HIST 445	Postwar Japan (1)

Three credits from the following ..... (3)

ART 213 (IT)	History of the Art of China (1)
ART 214	Art and Culture of Japan (1)
CHIN 232, 332*	Intermediate, Third-Year Chinese (1)
HIST 264	Political Culture of Modern China (1)
HIST 382	Politics, Ideology and Philosophical Discourse in Traditional China (1)
HIST 383	Mao's China (1)
JAPN 340	Topics in Modern Japanese Literature and Film (1)
REL 135	Religions of Asia (1)

* Only one of these Chinese courses may be used.

REQUIREMENTS FOR THE JAPANESE MINOR

(5 credits)

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

One credit from the following ..... (1)

- JAPN 431 — Japanese Reading and Composition II (1)
- JAPN 490, 491 — Reading and Conference (1 each)
- An intermediate or advanced Japanese course at TIUA (1)

FACULTY

Ronald P. Loftus, Professor, Chair
Kumiko Koishi, Instructor
Danni Lu, Instructor

JAPANESE

JAPN 131 and 132 Elementary Japanese I and II (1 each)

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

JAPN 201 (W) Modern Japanese Society and Culture (1)

An introduction to modern Japan through its social institutions, beliefs and cultural practices. Representative topics include: marriage and family life, child-rearing, education, religion, the role of women, attitude toward work and leisure, organization of the workplace, and social issues such as crime and delinquency. Writing-centered. *Alternate years, Spring.* Staff

JAPN 231 and 232 Intermediate Japanese I and II (1 each)

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

JAPN 314 (IT;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. Interpreting Texts. *Alternate years, Fall.* Loftus

JAPN 331 and 332 Third Year Japanese I and II (1 each)

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

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.* Staff

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 380 Practicum in Japanese Language Facilitation (.25–.50)

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

JAPN 430 Japanese Reading and Composition I (1)

Emphasis on vocabulary, reading, writing and kanji expansion. Grammar will be reviewed through various short formal and informal writing assignments and readings will be selected from a variety of materials including authentic texts. Prerequisite: JAPN 332 or consent of instructor. *Fall.* Loftus

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

JAPN 434 Conversational Japanese II (1)

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

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

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

JPNST 499 (W) 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. Writing-centered. *Spring.* Staff

CHINESE

CHNSE 131 and 132 Elementary Chinese I and II (1 each)

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

CHNSE 231 and 232 Intermediate Chinese I and II (1 each)

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

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

Continued acquisition of skills in spoken and written Mandarin Chinese. Students will be exposed to an additional 600 characters and their combinations. Correct usage of vocabulary and sentence patterns will be emphasized. Reading material with relevance to Chinese history and culture will be read in the original and discussed in Chinese. Students will also write and make speeches which are to be taped and evaluated. Advanced placement is available for students trained elsewhere. 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 nonprofit sector, journalism, business and other fields. The major is also well-suited to students who wish to pursue graduate work in Latin American studies or other disciplines in which a Latin American specialization is helpful.

REQUIREMENTS FOR THE LATIN AMERICAN STUDIES MAJOR

(11 credits)

Eleven credits are required in the Latin American Studies major. These should be determined in consultation with a Latin American Studies academic advisor by the end of the sophomore year. A service learning component is also required for the major; it may be met by satisfactory completion of LAS 230 or (subject to prior faculty approval) by a service learning component in an approved study-abroad program. A minimum of six credits must be earned in residency at Willamette University. Credits that students earn in a Willamette-sponsored Latin American program may be substituted for course requirements listed below, subject to faculty approval. Credits to be earned abroad should be approved by the Latin American Studies faculty before the foreign study program begins.

LAS 230	Perspectives on Latin America and Latinos	(1)
SPAN 331 (W)	Spanish Composition and Discussion	(1)

Eight credits from the following ..... (8)

Three credits from Group A (3):

HIST 256	Colonial Latin America
HIST 258	Latin America From Independence to Recent Times
POLI 362	Latin American Politics
POLI 375 (W)	Latin America and the International System
HIST/POLI 376	Latin American Revolutions [Cross-listed]
HIST/POLI 377	Modern Mexico [Cross-listed]

Two credits from Group B (2):

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 (2):

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 Latin American Women Writers

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

LAS 497 (W) Senior Thesis in Latin American Studies ..... (1)

Double-majoring in Latin American Studies and International Studies (Latin American Regional Focus) is not permitted.

FACULTY

Robert C. Dash, Professor, Politics, Chair
K.S. Ainsworth, Associate Professor, History, and Director of Off-Campus Studies
Carol Ireson-Doolittle, Professor, Sociology
Jennifer Jopp, Instructor, History
D. Bertín Ortega-Aguilar, Assistant Professor, Spanish
William Smaldone, Associate Professor, History
John Uggen, Professor, Spanish
Patricia Varas, Associate Professor, Spanish
Charlie I. Wallace Jr., Associate Professor, Religious Studies and University Chaplain
Peter Wogan, Assistant Professor, Anthropology

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 as well as 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 (W) Senior Thesis in Latin American Studies (1)

In the Senior Thesis, students are expected to integrate various components of the major program in the analysis of a topic of special interest. Topics must be proposed to and approved by the Latin American Studies faculty. The thesis will normally be written in English, but the incorporation of documentation and references in Spanish will be required. Also, a multi-page précis of the thesis in Spanish must accompany the thesis. The thesis is presented to a faculty examination committee upon its completion. Writing-centered. 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 Linear Algebra ..... (1)
One course in Computer Science numbered 200 or higher ..... (1)
MATH 499 Seminar in Mathematics ..... (1)
Two additional credits in Mathematics numbered 200 or above ..... (2)
Three additional credits in Mathematics numbered 300 or above, including at least two of the following courses ..... (3)

- MATH 446 Advanced Calculus (1)
- MATH 456 Modern Algebra (1)
- MATH 466 Probability and Statistics (1)
- MATH 476 Modern Geometry (1)

REQUIREMENTS FOR THE MATHEMATICS MINOR

(6 credits)

Five credits in Mathematics numbered 141 or above ..... (5)
One course in Computer Science numbered 200 or higher ..... (1)

FACULTY

Mark R. Janeba, Associate Professor, Chair
R. Samuel Hall Jr., Professor
Richard Iltis, Professor
Stephen K. Prothero, Professor

Junpei Sekino, Professor
Frank Zizza, Associate Professor

COURSE DESCRIPTIONS

Placement in the first Mathematics course is by consent of instructor.

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 137 (QA*) Mathematics of the Universe (1)

Mathematics in the context of the human desire to impose order on the universe, in the context of astronomy and cosmology. Historical approach beginning with Greeks, continuing to Copernicus, Kepler, Galileo and Newton and concluding with the evolution of non-Euclidean geometries and Einstein's general theory of relativity. Prerequisite: Pre-calculus or equivalent. Quantitative and Analytical Reasoning, starred. *Annually.* Iltis, Zizza

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 and 142 (QA*)Calculus I and II (1 each)

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

MATH 256 (QA) Differential Equations (1)

Elementary differential equations; linear differential equations of second order; Laplace transformations; infinite series solutions; systems of linear differential equations. Prerequisite: MATH 249. Recommended: MATH 253. Quantitative and Analytical Reasoning nonstarred. *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 nonstarred. *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 nonstarred. *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 nonstarred. *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 nonstarred. *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 nonstarred. *On demand.* Staff

MATH 446 Advanced Calculus (1)

A study of the concepts of calculus from an advanced standpoint. Includes the real numbers, real valued functions, differentiation and integration, vector valued functions, line and surface integrals. Other topics may be chosen from point set topology, measure and integration, differential geometry and calculus of variations. Prerequisite: MATH 253 or consent of instructor. *Spring 2000 and then twice every five semesters.* Staff

MATH 456 Modern Algebra (1)

Number systems, elementary number theory, groups, rings, fields, polynomials and applications. Additional topics may be chosen from linear algebra, multilinear algebra, Sylow theory and Galois theory. Prerequisite: MATH 253 or consent of instructor. *Fall 2000 and then twice every five semesters.* Staff

MATH 466 Probability and Statistics (1)

Mathematical foundations of probability and statistical theory; application of derived formulae to the interpretation of data. Prerequisite: MATH 253 or consent of instructor. *Fall 2000 and then twice every five semesters.* Staff

MATH 476 Modern Geometry (1)

A modern approach to geometry. Topics will be chosen from Euclidean, non-Euclidean, affine, projective and differential geometry. Prerequisite: MATH 253 or consent of instructor. *Fall 2000 and then twice every five semesters.* Staff

MATH 486 Topics in Mathematics (1)

This course offers timely exposure to topics in mathematics which are not part of the regular curriculum. Examples of topics which might be offered: Cryptology, Vector Analysis, Topology. *On demand.* Staff

MATH 490 Independent Research (.5)

Directed research to investigate topics of special interest under the guidance of a faculty member. Topics chosen on the basis of the background and interests of the individual student. Permission of the instructor is required. *On demand.* Staff

MATH 491 Advanced Independent Study (.5)

A course of directed research designed to enable the exceptional student to continue the investigation of topics of special interest under the guidance of a faculty member. Permission of the instructor is required. *On demand.* Staff

MATH 499 Seminar in Mathematics (1)

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

MUSIC

The Willamette University Music Department provides a program of rigorous study in music performance, music composition and music education within the broad spectrum of a liberal arts education. The department offers all students opportunities to develop musicianship, to perform the literature and to understand the principles that will lead to a fuller intellectual grasp of the art.

The Fine Arts Building houses rehearsal rooms, music classrooms, faculty studio-offices, practice rooms and the 1250 seat G. Herbert Smith Auditorium. The Mary Stuart Rogers Music Center houses the 450-seat Jerry E. Hudson Concert Hall, a rehearsal hall,

percussion studio, 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, videotapes 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 Grace Goudy Distinguished Artists Series perform and present master classes on campus and the New Music at Willamette Program offers 20th-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 Chamber Orchestra
University Jazz Ensemble
Waller String Quartet
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, Education) or the B.A. degree, see the Music Student Handbook.

This handbook, in which policies are outlined in a detailed manner, is distributed to all music students at the beginning of every year. Any student contemplating a major in music is strongly urged to read the handbook thoroughly and contact the Music Department Chair before registering. 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 a wide range of styles and epochs.

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 hand-

book for memory and repertoire requirements for each degree program. In addition, all 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; 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 in

Music degree candidates must fulfill the language requirement.

Note: Variable credit is given for Music 170, 270, 370 and 470: Applied Instrumental and Vocal Instruction. Performance majors, who take one-hour lessons each week and are expected to practice a greater number of hours weekly, earn one credit. Nonperformance 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 and/or B Fundamentals of Music ..... (.5 each)

MUSC 131, 133, 231, 233 Music Theory I, II, III, IV ..... (.5 each)
MUSC 132, 134, 232, 234 Ear Training I, II, III, IV ..... (.5 each)
MUSC 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 and B	Fundamentals of Music	(.5 or 1)
MUSC 131, 133, 231, 233	Music Theory I, II, III, IV	(.5 each)
MUSC 132, 134, 232, 234	Ear Training I, II, III, IV	(.5 each)
MUSC 341 (W)	Music History: Ancient to 1700	(1)
MUSC 342	Music History: 1700 to the Present	(1)
Private Lessons		(2)
Music Ensembles		(2)

MUSC 130A and 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	
One course from the following		(.5)
MUSC 333	Counterpoint	
MUSC 236	Elementary Music Composition I	
A Music History Period course		(1)
MUSC 496	Senior Recital	(.5)

BACHELOR OF MUSIC IN PERFORMANCE (VOICE)

Additional Requirements (nineteen .5 credits in music, 4 credits in language)

Additional Private Lessons		(6)
One course from the following		(.5)
MUSC 236	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	(.5 each)
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	(.5 each)
MUSC 156, 157	String, Voice Class	(.5 each)
MUSC 158	Woodwind Class	(.5)
MUSC 255, 435	Basic, Advanced Conducting	(.5 each)
MUSC 331	Style Analysis	(.5)
MUSC 335	Instrumentation	(.5)
MUSC 349	Elementary Music Resources	(.5)

MUSC 352, 356	Vocal, Instrumental Music Resources	(.5 each)
MUSC 431	Band Arranging/Orchestration	(.5)
MUSC 491	Seminar in Music Education	(.5)

Successful completion of functional piano exam

BACHELOR OF MUSIC COMPOSITION

Additional Requirements (minimum of 19 credits)

Additional Private Lessons		(2)
MUSC 236, 237	Elementary Music Composition I and II	(.5 each)
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 and II	(.5 each)
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	(.5 each)
MUSC 132, 134	Ear Training I and II	(.5 each)
One credit from the following		(1)
MUSC 118	Mozart: His Life, Times and Music (1)	
MUSC 212	Jazz in America (1)	
MUSC 214	Music of the World (1)	
MUSC 215	Musical Languages of the 20th-Century (1)	
MUSC 219	The Age of Beethoven (1)	
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 Dietz, 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, Instructor (Piano)
Anita S. King, Professor (Piano, Music Theory)
Paul Klemme, Instructor (Male Ensemble, Willamette)
Christine Korb, Instructor (Music Therapy)
Mary Lott, Instructor (Oboe)
Bruce M. McIntosh, Professor (Cello, Orchestra, Music Theory)
Valerie McIntosh, Assistant Professor (Voice, Diction, Musical Theatre Workshop)
John Peel, Professor, Composer-in-Residence, Swindells Scholar in 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, Instructor (Voice)

COURSE DESCRIPTIONS

MUSC 030X-01 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. *Every semester.* B. McIntosh

MUSC 030X-02 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. *Every semester.* Rouslin

MUSC 031X 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. *Every semester.* Behnke

MUSC 032X-01 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. *Every semester.* Behnke

MUSC 032X-02 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. *Every semester.* Behnke.

MUSC 033X-01 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. *Every semester.* Ross

MUSC 033X-02 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. *Every semester.* Klemme

MUSC 034X 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. *Every semester.* V. McIntosh

MUSC 036X 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. *Every semester.* Staff

MUSC 037X Willamette Singers (.25)

Exploration of vocal jazz literature for small groups. Performs both on and off campus and tours annually. Admission through audition. May be repeated for credit. *Every semester.* Long

MUSC 040X Chamber Choir (.25)

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

MUSC 099X Seminar in the Art of Piano Accompanying (.25)

The study of the art of piano accompanying. Emphasis on sight reading and the development of the listening and interpreting skills necessary for successful ensemble performance. Weekly seminar which includes live performances by students, lectures, discussions and assigned listening. May be repeated for credit. *Fall* King; *Spring,* Coen

MUSC 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 nonmusic 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 nonmusic 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 nonmusic 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 (nontextual) representations of the death experience. Interpreting Texts. *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 nonpublic 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 nonpublic 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 and 470 Applied Instrumental and Vocal Instruction I, II, III and IV (.25 or .5 or1)

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 and 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 nontechnical 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. Hands-on experiences, including folk dances, will be incorporated into the program of study. *Alternate years, Spring.* R. Stewart.

MUSC 215 Musical Languages of the 20th-Century (1)

A survey of 20th-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 and 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 sight-singing 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 and 237 (CA) Elementary Music Composition I and II (.5 each)

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

Recreational 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)

MUSC 262 Italian Diction for Singers (.25)

MUSC 263 German Diction for Singers (.25)

MUSC 264 French Diction for Singers (.25)

Principles of Italian, English, French and German phonetics for singing. Application of the International Phonetic Alphabet to song texts. *Fall/Spring* V. McIntosh

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 and 337 Intermediate Music Composition I and II (.5 each)

In this course the strict composition assignments employ chromatic harmony, serial procedures and larger formal designs. Contemporary orchestration techniques and notation are also introduced. Private lessons are devoted to a free composition project in consultation with the instructor. A once-a year concert or reading session is devoted to showcasing the students' work. 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 student scores will be performed 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. Prerequisite: Basic Conducting 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 or .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. May 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 1040 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	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

Louis F. Goble, Professor, Chair
Randall Havas, Associate Professor
Sally Markowitz, 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 include metaphysics, epistemology, ethics, logic and the philosophy of religion. Particular emphasis placed on analyzing, evaluating and constructing arguments. Analyzing Arguments, Reasons and Values. *Every semester.* Staff

PHIL 140 (QA) Symbolic Logic (1)

The construction of a formal system including a truth-functional and a predicate calculus. Rigorous reasoning about the properties of such a formal system. A discussion of some of the philosophical problems which arise from a consideration of this system. Quantitative and Analytical Reasoning nonstarred. *Every semester.* Talbott, Goble

PHIL 150 (AR) Reason and Value in Plato's Republic (1)

In the Republic, Plato defines the life of virtue against a skeptical position that denies any significant connection between morality and happiness. Plato's defense of the view that the just life is always the happiest (and that injustice always makes one wretched) involves arguments about the nature of the soul, the meaning of happiness, the relation of individual and community, the nature of education, the limits of government and the role of art in a well- lived life. The aim of this course is to examine those arguments critically and, in the process, to deepen our understanding of what is involved in defending moral values on rational grounds. Analyzing Arguments, Reasons and Values. *Fall.* Havas

PHIL 210 Philosophy of Religion (1)

Problems of the philosophy of the Christian religion emphasizing religious language and knowledge claims. Certain basic problems of historical and philosophical interest, such as the grounds for belief in God. *Alternate years.* Talbott

PHIL 230 History of Philosophy: Ancient and Medieval (1)

Ancient and medieval philosophy from Thales through St. Thomas. The important ideas of leading philosophers and the movements they influenced. Emphasis is upon metaphysics and the problems of knowledge. Prerequisite: PHIL 110. *Fall.* Staff

PHIL 231 History of Philosophy: Modern (1)

Late Medieval, Renaissance and Modern Philosophy through Kant; emphasis upon metaphysics and the problems of knowledge. Major thinkers and influence on schools of thought such as Rationalism and Empiricism stressed. The impact of developments in science is studied, but considerations of ethics and social philosophy are not. Prerequisite: PHIL 110. *Spring.* Staff

PHIL 232 History of Philosophy: Contemporary (1)

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

PHIL 235 (W) Philosophical Ethics (1)

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

PHIL 238 Existentialism (1)

An introduction to the works of some of the chief figures of 19th- and 20th-century philosophy commonly labeled "existentialism": Soren Kierkegaard, Fredrich Nietzsche, Martin Heidegger and Jean-Paul Sarte. Prerequisite: One prior course in Philosophy strongly recommended. *Annually.* Havas

PHIL 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)

A comparison of the conceptions of justice proposed by contemporary political philosophers: the liberalism of John Rawls, the libertarianism of Robert Nozick, the communitarianism of Michael Sandel. It will cover feminist and other radical critiques of these views. Prerequisite: One Philosophy course or instructor's permission. Writing-centered. *Spring.* Markowitz

PHIL 332 Philosophy of Science (1)

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

PHIL 333 Metaphysics (1)

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

PHIL 336 Philosophy and Feminism (1)

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

PHIL 341 Heidegger's *Being and Time* (1)

A close and careful reading of Martin Heidegger's seminal work, *Being and Time*, with special attention paid to Heidegger's critique of traditional philosophy as well as to the conception of human beings he offers in its place. Prerequisite: One course in Philosophy or consent of instructor. Closed to freshmen. *Alternate years.* Havas

PHIL 343 Philosophy and the Arts (1)

An examination and evaluation of various theories about the nature of art and the aesthetic point of view. We will explore such issues as the possibility of defining art, the determination of the meaning and value of particular works of art, the relationship between our conception of art and the culture in which we live. We will also focus on the way art has developed in this century. Prerequisite: One course in Philosophy or consent of instructor. *Spring.* Markowitz

PHIL 350 The Self in Question (1)

An examination of the notion of the self from three different points of view. Is the self an object of some sort? If not, in what does self-knowledge consist? Is the self an activity? If so, are there better and worse ways of engaging in that activity? Is the self an illusion? If so, what accounts for the persistence of our sense of self? How might that illusion be seen for what it is? Readings from traditional and contemporary sources in

Eastern and Western philosophy. Prerequisite: Philosophical Problems or consent of instructor. *Alternate years, Fall.* Havas

PHIL 354 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 (W) Philosophy of Mind (1)

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

PHIL 370 (W) Philosophy of Language (1)

Critical examination of some of the concepts central to understanding what language is and the way language works. We will study various philosophical theories of language such as meaning, reference, naming, truth, necessity and analyticity and also look at how the analysis of language applies to other philosophical problems. Writing-centered. Prerequisite: PHIL 110. *Alternate years, Fall.* Goble

PHIL 388 Special Topics (1)

Content varies with semester. The course may study a particular philosopher or approach to philosophy, or it may examine a particular philosophical problem in depth; it may be historical or it may have a contemporary perspective. Prerequisite: PHIL 110 or consent of instructor. *On demand.* Staff

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

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

PHIL 492 (W) Philosophy Senior Seminar: Writing Philosophy (1)

Focus on the craft of philosophical writing rather than on 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 each)

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. *Annually.* Staff

PHYSICS

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

Many careers are open to those who understand some physics. Graduates work as astronomers, engineers, material scientists and physicists in government, industry and universities as well as in geophysics, oceanography, computer science, medical and health physics and in patent law.

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

REQUIREMENTS FOR THE PHYSICS MAJOR

(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 (QA*)	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
Richard W. Watkins, Assistant 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.* Watkins

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, 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. Quantitative and Analytical Reasoning; Understanding the Natural World. Prerequisite: Calculus. *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.* Staff

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.* Staff

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.* Staff

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, semiconducting 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 or .5 or 1)

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

PHYS 496 Research Seminar (1)

Required Senior Year Experience for all resident Physics majors. 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)

Two credits are required at the 100 and 200 level. No more than four credits at the 100 and 200 level may count toward the major. If four credits are earned at the 100 and 200 levels, four credits are required in 300 level courses; if three credits are earned at the 100 and 200 levels, five credits are required in 300 level courses; if two credits are earned at the 100 and 200 levels, six credits are required in 300 level courses. Only one credit at the 100 level may count toward the major.

One course is required in each of the following three area concentrations of the major.

One course in Political Theory ..... (1)

POLI 212 (TH)	History of Western Political Philosophy
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 and 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 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 (W)	Latin America and the International System
POLI/HIST 376	Latin American Revolutions [Cross-listed]
POLI/HIST 377	Modern Mexico [Cross-listed]
POLI 378 (W)	Nations and the International System
POLI 480 (W)	Senior Thesis I— required of all majors ..... (2)

At least six credits must be completed in residence at Willamette University. No more than three credits toward the major may be earned through off-campus programs, no more than one credit may be earned toward the major through internship and no more than .25 credit may be earned toward the major through POLI 061X Model United Nations.

REQUIREMENTS FOR THE POLITICS MINOR

(5 credits)

Two credits are required at the 100–200 level. Three credits are required at the 300 level. Only one credit at the 100 level may count toward the minor. At least one course must be taken, at any level, in two of the three area concentrations: Political Theory; American Politics; and Comparative and International Politics. No credit in POLI 061X Model United Nations may count toward the minor.

FACULTY

Richard J. Ellis, Mark O. Hatfield Professor in Politics, Chair
Suresht R. Bald, Professor
Sammy Basu, Associate Professor
Joe Bowersox, Assistant Professor
Robert C. Dash, Professor
Robert E. Hawkinson, Adjunct Professor and Dean, Campus Life
Michael Marks, Associate Professor
Nathan Teske, Visiting 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. Writing-centered. Open to freshmen and sophomores only. *Fall.* Bald

POLI 118 (W; AR) Colloquium: Privacy (1)

This course examines arguments about privacy in the contemporary United States. Attention will be paid to the nature and structure of arguments about privacy, as well as to the ethical dilemmas and legal questions raised by privacy issues. Specific topics that will be taken up include abortion, drug testing, euthanasia, same-sex marriage, the Internet and surveillance in the workplace. Open to freshmen only. Writing-centered. Analyzing Arguments, Reasons and Values. *Spring.* Ellis.

POLI 119 (IT) Colloquium: Politics and Popular Culture (1)

This course examines the connections between politics and popular culture. It looks at how politics and popular culture have evolved over time. The course introduces students to theoretical writings on politics and culture and methodologies for reading cultural texts. Interpreting Texts. Open to freshmen and sophomores only. *Alternate years.* Marks

POLI 120 (IT) Colloquium — Political Virtue: Good and Evil in Public Life (1)

This course will examine the changing conceptions of political virtue from the early Greeks to the late 20th-century. Topics include politics and happiness, the public good and changing notions of morality and ethics in political life. Open to freshmen and sophomores only. Interpreting Texts. *Fall.* Bowersox

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 (TH) History of Western Political Philosophy (1)

This course studies selected authors in the history of Western political philosophy from Plato to Mill. Emphasis is placed upon the historically situated range of treatments of some of the fundamental theoretical and practical themes of political philosophy, including authority, justice, obligation, liberty, equality, property, revolution, order, progress and rights. Students will explore the interplay between such themes and ideas and the relevant historical, social or cultural contexts, before critically evaluating each

philosopher's handling of them. Thinking Historically. Open to freshmen and sophomores only. *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: One of POLI 117, 118, 119, 120, 212, or 213 or consent of instructor. *Alternate years.* Ellis

POLI 303 (AR) Topics in Political Theory (1)

This course examines selected topics and themes in political theory, combining conceptual and normative analysis with applications to actual social and political institutions, processes and phenomena. Designation of specific topics will be made at the time of course offering. Analyzing Arguments, Reasons and Values. Prerequisite: One of POLI 117, 118, 119, 120, 212 or 213 or consent of instructor. *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 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: One of POLI 117, 118, 119, 120, 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 examines the complex process of globalization that is transforming contemporary politics, economics and culture. The course addresses the movements of political and cultural forms, people, knowledge, capital, technology and consumer goods across national boundaries; and analyzes their effects on state autonomy, public policy, political and cultural change and resistance and equity. Writing-centered. Prerequisite: One 200 level Politics course. *Annually.* 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 and Process (1)

A comprehensive analysis of the internal and external influences of the environmental policy process, locally, nationally and globally. Students will explore issue formation, models of policy decision-making, risk perception and assessment, and the motivations and powers of various actors in the policy process. Prerequisite: POLI 210 or consent of instructor. *Annually.* Bowersox

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

Comparative state politics of the Pacific Northwest with primary focus on Oregon and extensive use of state government resources in Salem. Topics include: historical institutional development and political culture, regional and subregional politics, state–federal relations, local governments, selected public policy areas, politics and parties, interest groups and movements. Prerequisite: POLI 210. *Alternate years.* Hawkinson

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 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: One of POLI 214 or 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: One of POLI 214, 216 or 218 or consent of instructor. *Alternate years.* Bald

POLI 370 Europe and the International System (1)

This course is designed to introduce students to politics and foreign policy in modern Europe. Special emphasis is placed on the evolving relationships among European countries in a rapidly changing international environment. Through lectures and discussions, students will explore the political, economic and security relations among

European states and Europe's interactions with the rest of the world. The course will also examine various theoretical approaches designed to explain the changing relationships among countries in post-Cold War Europe. Prerequisite: POLI 214 or 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: One of POLI 214, 216 or 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 or 218 or consent of instructor. *Alternate years.* Bald

POLI 375 (W) 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: One of POLI 214 or 218, or LAS 230 or consent of instructor. Not open to freshmen. Writing-centered. *Alternate years, Fall.* Dash

POLI 376 Latin American Revolutions [Cross-listed as HIST 376] (1)

This course examines selected 20th-century Latin American revolutions. Historical and comparative approaches to the causes and outcomes of revolution are used. Prerequisite: One of HIST 258, POLI 362 or 375 (may be taken concurrently). Not open to freshmen. *Alternate years.* Dash, Ainsworth

POLI 377 Modern Mexico [Cross-listed as HIST 377] (1)

This course explores the history and politics of modern Mexico from its war of independence to the present. The primary focus of the course is on major social, political and economic trends that have led to the transformation of state and society. Prerequisite: One of HIST 256 or 258 or one of POLI 362 or 375 (may be taken concurrently). Not open to freshmen. *Alternate years.* Dash, Ainsworth

POLI 378 (W) Nations and the International System (1)

Examination of the processes of political, economic and cultural forces in the post-Cold War era and consideration of the reciprocal nature of change these forces unleash within and across national boundaries. 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 toward the Politics major. *Spring of even-numbered years.* Hawkinson

POLI 398 Legislative Internship (2)

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. *Spring of odd-numbered years.* Hawkinson

POLI (W) 480 Senior Thesis (2)

The Senior Thesis is the capstone experience in the Politics major. It involves the writing of a major research paper under the close supervision of a faculty member. The paper is subject to multiple stages of criticism and rewriting. This process is intended to deepen students' insights into different forms of inquiry, methods and literature; hone their skills of critical thinking; sharpen their abilities to analyze theory and test ideas through researc; and ensure that their research designs and methodologies are effective and appropriate. Prerequisite: A minimum of three-credits at the 300 level, two of which must be completed in residence at Willamette; POLI 390, 396 and 398 do not count toward the three credit minimum. Writing-centered. *Every semester.* Staff

PSYCHOLOGY

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

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

Our curriculum includes courses that provide grounding in the basic theoretical approaches and research methodology of psychology as well as a variety of courses and seminars designed to meet more focused interests, especially in areas of applied psychology. Often cited as the most distinctive strength of our department is the "real life laboratory" available to students who wish to complete field research, gain practical experience and engage in internship programs at the Oregon State Hospital, Services for Children and Families, Hillcrest Youth Correctional Facility and many other human service agencies located in Salem. Comparable practicum and internship programs typically are available only at the graduate level of study. The department also has a newly renovated Biopsychology/Human Experimental Laboratory, including networked computers, for use in individual research projects.

The majority of Psychology majors ultimately pursue advanced degrees in psychology or in professional schools (e.g., business, education, law, medicine, social work and theology). Some graduates choose to work in entry-level positions in psychology and other human service fields before applying to graduate programs. Students who have successfully completed internships clearly improve their prospects for being hired in such positions. Students who have, in addition, gained experience in conducting research, either in conjunction with an internship or by writing a data-based thesis, have a considerable advantage when applying for Ph.D. programs in psychology.

REQUIREMENTS FOR THE PSYCHOLOGY MAJOR

(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 (NW)	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

Meredyth Goldberg Edelson, Associate Professor, Chair
James R. Friedrich, Professor
Susan M. Koger, Associate Professor
Deborah Loers, Associate Professor and Director of Counseling
Loren K. McBride, Associate Professor
Karen Olseth Soloman, Assistant Professor
Mark T. Stewart, Assistant Professor
Mary Ann Youngren, Professor

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 125 (NW) Human Responses to Stress (1)

This course will explore the biological, environmental and cognitive variables related to stress. Students will participate in lab and writing assignments which will afford individualized opportunities for an empirical exploration of how humans respond to stress. Laboratory. Understanding the Natural World. *Spring.* Edelson, Youngren

PSYC 130 (NW) Evolutionary Psychology (1)

Evolutionary psychology is an approach to psychology in which concepts from evolutionary biology are utilized to study and understand behavior. Specifically, the brain, like other organs, evolved through natural selection, leading to behavioral mechanisms that promote the individual's ability to adapt to his/her environment, survive and reproduce. Because evolutionary theory represents a way of thinking, virtually any area within psychology would be appropriate for inclusion with specific content used to illustrate evolution as a Mode of Inquiry into behavioral processes. The topical focus may include (but is not limited to) comparative analyses of emotional expression, communication and social relations within and between species from a behavior analytic and biopsychosocial framework. Laboratory. Understanding the Natural World. *Alternate years.* Koger

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 nonstarred. 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. The course will cover basic and intermediate topics in inferential statistics, including coverage of correlation/regression analysis, ANOVA, effect size and power analysis. The course will emphasize the use of statistical software in the analysis of behavioral science data. Quantitative and Analytical Reasoning starred. Prerequisite: PSYC 110 and 252 or consent of instructor. *Every semester.* Staff

PSYC 300 Internship/Thesis Orientation (.25)

This course is designed to assist students in planning their Senior Year Experience. Professionals from various community agencies will be invited to discuss potential internship projects and field trips will be scheduled to selected agencies. By the end of the course, the student is expected to have negotiated an internship contract with the instructor and an off-campus supervisor, or a thesis proposal with a faculty member in

the Psychology Department. Prerequisite: PSYC 252 and Junior standing with a declared major in Psychology. *Spring.* 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 252 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 neobehaviorism, classic and contemporary Pavlovian conditioning, techniques of instrumental learning, the nature of reinforcement, aversive learning, generalization and discrimination and recent developments in the economy of learning. Attention will be

given to interactions between learning and motivation. Prerequisite: PSYC 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 and productivity; and from a worker's point of view, including concerns about career development, job satisfaction and stress. Work-related issues in many types of organizations (e.g., educational institutions, social service agencies, profit-oriented manufacturing companies) will be considered. Prerequisite: PSYC 110 or consent of instructor. *Alternate years.* Friedrich

PSYC 345 (NW) Biopsychology (1)

The biological basis of animal behavior is examined through the study of neuroanatomy, psychopharmacology and neurophysiology. Processes including sleep, motivation, learning and memory are considered. Periodic tutorials are conducted in which historically important outside readings are drawn from primary journals in the field and assigned students present the article. This exercise introduces students to the challenges of reading primary research, conveying the important points to fellow students and articulating material in a public format. Thus, critical thinking and oral competency is an important component of the course. Laboratory. Understanding the Natural World. Prerequisites: PSYC 251 and 252 or consent of instructor. *Alternate years.* Koger

PSYC 346 Principles of Behavior Analysis (1)

This course will introduce students to contemporary behaviorism and consider the relative contributions of philosophy, anthropology and evolutionary biology to the study of animal behavior. Research on nonhuman animals will be emphasized while we consider how the general principles can be applied to human behavior. Prerequisite: PSYC 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.* Stewart

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, which can be tailored to meet student and faculty interests. Prerequisite: PSYC 110. *On demand.* Staff

PSYC 390 Independent Study (.5 or 1)

Individual library and field research projects selected in consultation with Psychology faculty. These projects are intended for advanced students who wish to study a topic not normally available in the department curriculum. Prerequisite: PSYC 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 253 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 PSYC 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 PSYC 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, PSYC 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. Prerequisites: Two courses in psychology juniors and seniors only; *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 generally started during the last half of the Junior year. The student will normally register for the course the first semester of the Senior year. The work will be guided by one or more faculty members. A paper and oral presentation are required. Satisfactory completion of the thesis fulfills the Senior Year Experience requirement for Psychology majors. Prerequisites: PSYC 253 and 300. *Every semester.* Staff

RELIGIOUS STUDIES

Courses in Religious Studies are designed to enrich the student's education by presenting an opportunity to investigate this important aspect of human life and culture in an objective manner, utilizing standard disciplines of academic learning. The Religious Studies curriculum is designed to relate the phenomenon of religion to the totality of human existence. In our liberal arts context this means raising the consciousness of potentially every student to the pervasive and often hidden influence of religious ideas and value commitments in his or her personal life and cultural heritage. It also means fostering and developing those critical and reflective habits of mind which enable a person to deal with religious phenomena in a mature, intelligent, informed, sensitive, responsible, personally satisfying and fulfilling way.

REQUIREMENTS FOR THE RELIGIOUS STUDIES MAJOR

(9 credits)

Four credits must be satisfied with courses at the 300 level or above (4). All majors are required to take:

REL 385 (W)	Theory and Method in Religious Studies	(1)
REL 381 and 82	Department Colloquium	(two semesters at .25 each)
REL 481 and 82	Department Colloquium	(two semesters at .25 each)

Area A — Sources of the Western Tradition: two credits from the following ..... (2)

REL 113 (CH)	Introduction to Hebrew Bible/Old Testament
REL 114	Early Christian Literature
REL 237 (W)	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

Area B — Development of the Western Tradition: two credits from the following .... (2)

REL 110	History of Christianity I: 100–700 C.E.
REL 111	History of Christianity II: 700–1648 C.E.
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

Area C — Asian and Comparative Studies: two credits from the following ..... (2)

REL 115	Introduction to the Study of Religion
REL 116 (IT)	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

Senior Experience ..... (1)

All majors in Religious Studies are expected to fulfill the Senior Experience by choosing one from the following options and participating in the Department Colloquium where they will share with peers and faculty in the department the results of the Senior Project.

REL 437	Archaeological Field Experience
REL 497	Metaphor, Symbol and Narrative
ISA 497	Humanities Senior Seminar
ISB 420	Bible in the American Tradition
REL 496 (W)	Directed Senior Thesis

REQUIREMENTS FOR THE RELIGIOUS STUDIES MINOR

(5 credits)

REL 385 (W) Theory and Method in Religious Studies ..... (1)
One credit in Sources of the Western Religious Tradition ..... (1)
One credit in Development of the Western Religious Tradition ..... (1)
One credit in Asian Comparative Religious Studies ..... (1)
One additional credit from any of the above areas as a concentration, or participation in the Department Colloquium ..... (1)

FACULTY

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 110 History of Christianity I: 100–700 C.E. (1)

The history of Christianity from the Apostolic period through the age of asceticism and persecution to the dominance of Augustinianism in the West with Gregory the Great. Emphasis is placed on the theological pluralism and institutional development of

Christianity toward theological exclusivism and institutional rigidity in this crucial 600–year period of growth. *Alternate years.* McGaughey, Wallace

REL 111 History of Christianity II: 700–1648 C.E. (1)

The history of Christianity from its medieval hegemony over Europe to the slaughter caused by the religiously and economically motivated Thirty Years War in the 17th-century. With respect to theological developments, the course examines the transformation of Christian theology set in motion by Aquinas, which resulted in the crumbling of the Augustinian theological dominance and eventually in the fragmentation of Christendom with the rise of Protestantism. Institutionally, the course focuses on the various threats to a unified Christendom from within and outside the church. *Alternate years.* McGaughey, Wallace

REL 113 (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.* 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 perceptive and the imperceptible enabling a distinction between matter and spirit; (2) the necessary role of models for establishing a communal reality; and (3) the necessary dependence of the human upon tradition. These components will then serve for investigating at least one unfamiliar religious community to provide a sympathetic understanding of the variety of religious phenomena. *Fall.* McGaughey

REL 116 (IT) Introduction to Major Religious Texts (1)

An analysis of several primary religious documents in light of modern theories of interpretation. Texts will be selected in light of a thematic concern from such writings as the *Gilgamesh Epic, Job, John,* Augustine's *Confessions* and the *Bhagavad-Gita.* Interpreting Texts. *Spring.* Staff

REL 135 Religions of Asia (1)

A survey of the major religions of India, China and Japan, emphasizing historical development of their various dimensions — theoretical, practical, experiential and sociological. Hindu, Buddhist, Taoist, Confucian and Shinto traditions will be explored. *Fall.* Zhou

REL 214 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 221 Hellenistic Mystery Religions (.5)

A survey of the religions of personal salvation which engulfed the Mediterranean world during the Hellenistic age (c.330–30 BCE), including the worship of the Magna Mater in Asia Minor, the Egyptian cult of Isis and Serapis, the Syrian worship of Bel (Ba'al), Persian Mithraism and Babylonian astrology. Special attention will be given to the theodicy problem, the rise of redeemer figures and religious syncretism. *Alternate years, Fall.* McGaughy

REL 222 Gnosticism (.5)

An introduction to the religio-philosophical system known as Gnosticism. The course will explore both the dualistic principle which underlies Gnosticism (that matter is inherently evil and that the good God is revealed only through esoteric knowledge) and the major Gnostic sects including Valentinianism and Manichaeism. Survey of the Nag Hammadi library discovered in 1945. Discussion of the influence of Gnosticism on Judaism and Christianity. *Alternate years, Fall.* McGaughy

REL 223 Judaism in the New Testament (.5)

An introduction to the religious and social world of Judaism from the time of Herod the Great to the completion of the Mishnah (c. 200 CE). The course will survey the various Jewish movements of the period including the Pharisees, the Sadducees, the Zealots and the Essenes. The rabbinic schools of Hillel and Shammai, the writings of Josephus and Philo and the Dead Sea scrolls will also be discussed. *Alternate years, Spring.* McGaughy

REL 224 Early Christianity (.5)

A historical reconstruction of early Christianity with special attention to the Acts of the Apostles as a historical source. The course will explore contemporary theories of early Christian social formation and investigate the missionary movement within the religious context of the Roman Empire. The transformation of Christianity from a Jewish sect to a Gentile religion after the destruction of Jerusalem in 70 CE will also be studied. *Alternate years, Spring.* McGaughy

REL 230 Modern European Christian Thought (1)

Designed to introduce the student to the intellectual issues that transformed Christian theology between the 17th- and 19th-centuries in Europe. The course is not comprehensive, but is selective in investigation of issues and individuals revolutionizing Christian theology during these centuries, e.g., Enlightenment Rationality, Romanticism, Idealism and Christian Existentialism. Students will work with primary materials. *Alternate years.* McGaughey

REL 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 REL 337 Archaeological Methodology. 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 19th-century sectarian manifestation and in its later, more pervasively secular, "New Age" and "simple living" forms) and ethnic "soul food" (church-supper fare and other identity-conferring dietary practices). *Alternate years, Spring.* Wallace

REL 254 Three American Traditions of Spirituality (1)

This course focuses on the theme of spirituality in the 18th- and 19th-century American theology. Three traditions of spirituality will be addressed: (1) the tradition of spiritual quietism that shaped the predominantly White, Anglo-Saxon tradition rooted in Christian Platonism of New England; 2) the tradition of spiritual activism that shaped the Afro-American tradition; and 3) the tradition of spiritual ideological emotionalism that shaped the revivalist traditions on the frontier. *Alternate years.* McGaughey

REL 262 Japanese Religions (1)

A survey of Japanese religious traditions, this course presents a comprehensive overview of the Shinto and folk traditions. The course covers topics such as Japanese Buddhism and Confucian influence in Japan. The course will examine these issues through myths, rituals and religious texts. *Alternate years, Spring.* Zhou

REL 330 Jesus and the Synoptic Gospels (1)

A comparative study of the Synoptic Gospels (Matthew, Mark and Luke) in terms of their verbal similarities and differences, their oral and written sources and their different portraits of Jesus of Nazareth. Special attention will be given to the modern quest for the historical Jesus, to Jesus' teaching methods based on parables and aphorisms and to the various images of Jesus in Medieval and Modern culture. Students will use the major scholarly methods for the study of the Gospels in their research projects. Prerequisite: REL 114 or consent of instructor. *Alternate years.* McGaughy

REL 331 The Gospel of John (.5)

An intensive study of the language, symbolism and themes of the Fourth Gospel. The following topics are covered: the literary sources of John, the relation of John to the Synoptics, the nature of the Johannine community and the compositional strategies of the author. Half-semester. *Alternate years.* McGaughy

REL 333 Topics in Contemporary American Theology (1)

An intensive investigation of such issues in American contemporary theology as models and understandings of God, Christology, metaphysics, the nature and function of the Scriptures in Christianity, and feminism. *Alternate years, Fall.* McGaughey

REL 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.* 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, McGaughy

REL 344 Topics in Contemporary European Theology (1)

An introduction to 20th-century European theology. Particular attentions is given to the definition of key theological issues in their historical context as well as an investigation of the thought of individual thinkers. *Alternate years, Fall.* McGaughey

REL 346 History of Western Monasticism (1)

This course looks at the theological rationale, institutional development, social impact and repetitive patterns of monasticism primarily in Western Christianity from the third to the 16th-centuries. *Alternate years.* McGaughey

REL 348 Buddhism (1)

This course is an introduction to the basic beliefs of Buddhism in East Asia. It will examine three main Buddhist traditions: Theravadan, Ch'an/Zen and Tibetan Buddhism. Primary texts of each tradition, such as Dhammapada, the teachings of Vimalakirti and the platform sutra will be examined. Topics also include Buddhist practices and rituals. Prerequisite: REL 135 or consent of instructor. *Alternate years, Spring.* Zhou

REL 352 (IT) Shamanism (1)

The course introduces beliefs and practices of various shamanic traditions in Asia and North America. It will examine the meaning of shamanic myths, symbols and rituals. It will also discuss the relationship between environmental concerns and the increasing interest in shamanism. Interpreting Texts. *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 examination of classical Taoist philosophical texts such as Tao Te Ching and Chaung Tzu. The course focuses on the development of Taoist religious beliefs and rituals. The relationship between Tao, Ch'I, Chinese medicine and martial arts will be discussed. Prerequisites: REL 135, REL 239 or consent of instructor. *Alternate years, Fall.* Zhou

REL 381 and 382, 481 and 482 Department Colloquium (.25 each)

Monthly meetings of majors and minors in the department. Serves as the venue for seniors to present their Senior Experience Project (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 or 1)

Intensive study of a selected area. Normally for juniors or seniors who are majors in Religious Studies. Requires departmental approval. *On demand.* Staff

REL 437 Archaeological Field Experience (1)

A four- to eight-week field experience on an archaeological project in the Middle East. Students will serve as staff members on an archaeological excavation or survey, collecting, recording and interpreting archaeological data under the supervision of the project director. In addition to the firsthand archaeological field experience, students will visit ancient sites in the region and receive briefings on various aspects of the modern political situation in the Middle East. Prerequisites: REL 237, 337. *Post-session.* McCreery

REL 496 (W) Directed Senior Thesis (1)

Under only rare circumstances, this course enables a student to undertake an independent study leading to a major paper satisfying the Senior Experience Requirement of the major. Writing-centered. *On demand.* Staff

REL 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.* McGaughey

REL 498 Heidegger and Theology: *Being and Time* (1)

This senior seminar will engage in a careful reading of one of the most significant 20th-century texts particularly with respect to its influence on New Testament scholarship as well as Roman Catholic and Protestant theology. Attention will be paid to the ethical ambiguities surrounding the place of Heidegger in the Nazi movement to illustrate the illusion of the academy as an ivory tower and to emphasize the political importance of thought. *Alternate years.* McGaughey

RHETORIC AND MEDIA STUDIES

A major in Rhetoric and Media Studies is intended to provide an appreciation of the role of rhetoric in the creation and maintenance of human understanding; to promote exploration of the role of the symbol in the human condition; to foster an understanding of the role of communication media in contemporary society; and to enhance the ability to critique all forms of human communication. The Rhetoric and Media Studies Department works toward these ends in the context of a liberal arts environment.

Forensics

The department sponsors an active forensic program for students interested in intercollegiate debate and speaking competition. Work and competition is under the guidance of the Director of Forensics and several forensic assistants.

Internships

During their junior and senior years, Rhetoric and Media Studies majors have the opportunity to participate in internships in political communication, radio and television stations, newspapers, hospitals, public relations and corporate communication departments. Students interested in internships should contact their advisor or the chair of the department.

REQUIREMENTS FOR THE RHETORIC AND MEDIA STUDIES MAJOR

(8.25 or 9 credits)

Oral proficiency: RHET 061X, 062X or 150 (AR), with minimum grade of B (.25 or 1)

RHET 231	Classical Rhetoric	(1)
RHET 261 (W)	Rhetorical Criticism	(1)

Two theory courses at the 300 level ..... (2)

RHET 331	Argumentation Theory
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)

GENS 230 (AR)	Israel/Palestine: Rhetoric and Homeland (1)
RHET 160 (AR)	Argumentation and Society
RHET 232 (AR)	Persuasion, Propaganda and the Mass Media
RHET 242	Leadership and Group Communication
RHET 355 (US)	Gender and Communication

Senior Year Experience: RHET 496 (W) Senior Seminar ..... (1)

Successful completion of written and oral comprehensive exams

RHETORIC/MEDIA STUDIES MINOR

(5.25 or 6 credits)

Oral proficiency: RHET 061X, 062X or 150 (AR) with minimum grade of B (.25 or 1)

RHET 231	Classical Rhetoric	(1)
RHET 261 (W)	Rhetorical Criticism	(1)

One 300-level theory course as in the major ..... (1)

One 300-level criticism course as in the major ..... (1)

One additional Rhetoric/Media Studies course as in the major ..... (1)

FACULTY

Catherine Collins, Professor, Chair
Jeanne E. Clark, Associate Professor
David Douglass, Associate Professor
Jill Schmid, Assistant 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 — 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, 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: 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 program in which a student can study a topic not normally available in the department curriculum. A student could conduct critical or experimental research in the field or pursue a detailed program of study in a specific area of interest. Each independent study plan must have the approval of the Rhetoric and Media Studies faculty. *On demand.* Staff

RHET 496 (W) Seminar in Rhetoric and Media Studies (1)

Students and department faculty will read and discuss current research in rhetoric and media studies. Each student will write and present a major paper. Participation in the seminar and completion of comprehensive examinations will constitute the Senior Year

Experience. Writing-centered. 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:

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

SOCIOLOGY

The program in Sociology is designed to be a valuable component of every student's liberal arts education. The basic aims of the department are to provide analytical perspectives for the systematic understanding of human social and cultural existence in a rapidly changing world; to provide majors with sound knowledge of sociological theories, analytical models, research methods and specialized areas in the discipline; to provide a useful background for students entering specific occupational areas; and to prepare students for graduate study leading to teaching, research or administrative careers.

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. Additionally, Sociology presents many distinctive ways of looking at the world so as to generate new ideas and assess the old ones. 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 racial inequities in the criminal justice system.

REQUIREMENTS FOR THE SOCIOLOGY MAJOR

(8 credits)

SOC 110 (US)	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 (US)	Race 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 (W; US)	Social Aspects of Dying, Death and Bereavement

Senior Year Experience, chosen from ..... (1)

SOC 495	Internship in Sociology
SOC 497 (W)	Senior 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 (US) 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

FACULTY

Linda S. Heuser, Associate Professor, Chair
Stephen C. Hey, Professor
Carol Ireson-Doolittle, Professor
Robert A. McDermott, Assistant Professor

COURSE DESCRIPTIONS

SOC 110 (US) 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. Understanding Society. *Every semester.* Staff

SOC 214 (US) Race and Ethnic Relations (1)

The nature of majority–minority relations in society are explored with a focus on the causes and consequences of prejudice, discrimination and racism, with special attention on the increasing importance of institutionalized racism in contemporary American society. Attention is also paid to how race relations have changed over time and the differences in the experiences of immigrant and racial minorities. Studies on race relations are explored from a variety of theoretical perspectives. Understanding Society. *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.* Ireson-Doolittle

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.* Staff

SOC 233 (W) Sport and Society (1)

Several facets of sports in America will be explored using historical, sociocultural 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.* Staff

SOC 235 Social Change (1)

The course investigates origins of social change patterns such as 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.* Staff

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.* 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 child-rearing, 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.* Staff

SOC 340 (W; 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. Writing-centered. Understanding Society. Prerequisite: SOC 110 or consent of instructor. *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 pretesting. Involves possible participation in external research project. Includes lab period. Required for Sociology major. Prerequisites: Two sociology courses. Closed to freshmen. *Fall.* 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.* Staff

SOC 358 Special Topics in Sociology (.5 or 1)

This course offers timely exposure to a variety of relevant topics in sociology. Topics might include the study of homelessness, poverty, death and dying, cultural diversity. Prerequisites: SOC 110 or SOC 111, 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 (W) Senior 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 as

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. Writing-centered. 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

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. Of the credits listed above, at least four must be earned in residence at Willamette University, to include the Spanish Senior Experience: SPAN 497 Research and Discussion of Selected Topics in Literature.

SPAN 331 (W)	Spanish Composition and Discussion	(1)
SPAN 333	Hispanic Civilization	(1)
SPAN 497 (W)	Research and Discussion of Selected Topics in Literature	(1)

Three credits in Spanish literature, from the following ..... (3)

SPAN 314 (IT)	Introduction to Spanish Literature
SPAN 325	Latin American Literature I: Conquest to Modernismo
SPAN 326	Latin American Literature II: Modernismo to the Present
SPAN 351	Literary Movements of the 19th-Century
SPAN 413	Spanish-American Literature: Modernismo to Early 20th-Century
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

Two additional credits in Spanish numbered 300 or above ..... (2)

REQUIREMENTS FOR THE SPANISH MINOR

(5 credits)

SPAN 331 (W)	Spanish Composition and Discussion ..... (1)
SPAN 333	Hispanic Civilization ..... (1)

Three credits in Spanish numbered 300 or above ..... (3)

The department faculty strongly urges its students to improve their language competency and broaden their education through off-campus study in approved programs. Of special interest to students of Spanish are the Willamette semesters abroad in Spain, Ecuador and Chile, as well as a post-session program in Ecuador.

Credits earned in Willamette University's off-campus study programs, or in other preapproved foreign study programs, may be substituted for required courses in the Spanish Department.

Language students enjoy the use of a state-of-the-art Language Learning Center featuring multimedia stations, foreign language word 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
Maria Delgado, Instructor
Gustavo Fonseca, Instructor
Marta Gavilanez, Instructor
Tatjana Pavlovic, Assistant Professor
Esther Quintana, Instructor
Patricia Varas, Associate Professor

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 (IT) 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 midterm exams. Class participation mandatory. Interpreting Texts. Prerequisite: SPAN 331 or consent of instructor. *Every semester.* Staff

SPAN 325 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 326 Latin American Literature II: Modernismo to the Present (1)

A study of representative works of Latin American literature from 1900 to today, including Vicente Huidobro, Delmira Agustini, César Vallejo, Jorge Luis Borges, Pablo Neruda, Rosario Ferré, Rosario Castellanos and Gabriel García Marquéz. Conducted in Spanish. Prerequisite: SPAN 314 or consent of instructor. *Alternate years, Spring.* Varas

SPAN 331 (W) Spanish Composition and Discussion (1)

Oral and written compositions based upon readings of texts emphasizing Spanish culture and literary vocabulary needed in more advanced letters courses. Exercises in syntax and introductory phonetics. Conducted in Spanish. Prerequisite: SPAN 232 or completion of language proficiency or consent of instructor. Writing-centered. *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. *Every semester.* 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 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 or consent of instructor. *Spring.* Ortega

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 or consent of instructor. *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.* Uggen

SPAN 431 Contemporary Novel and Short Story (1)

A study of representative prose fiction writers of Latin America, including Gallegos, Alegría, Garcia Marquéz, Carpentier, Asturias, Borges, Quiroga and Cortázar. Conducted in Spanish. Written and oral exams. One term paper. Prerequisite: SPAN 314 or consent of instructor. *Alternate years.* Blanco-Arnejo, Uggen

SPAN 432 Twentieth-Century Spanish Literature: Drama, Poetry and Novel (1)

Study of 20th-Century Spanish literature, beginning with the Generacion de 98. Includes the most important authors who analyze the philosophical, political and social problems of modern Spain. Selections of drama, novel, poetry and essay. Conducted in Spanish. Written and oral exams. Prerequisite: SPAN 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 Calderon. A brief outline of the poetry and theater of the Middle Ages will serve as an introduction to this literature of the Renaissance and

Baroque period. Class discussion, oral and written exercises in Spanish. Supplementary readings in the novel, drama, short story and autobiography of the period. Oral and written exams. Prerequisite: SPAN 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 Gaite, 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 in women's lives. Prerequisite: SPAN 314 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)

Designed to enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered at Willamette University. Conducted in Spanish. Papers or exams may be required. Prerequisites: SPAN 331, junior or senior standing, g.p.a. of 3.0 or better, consent of instructor. *On demand.* Staff

SPAN 497 (W) Research and Discussion of Selected Topics in Literature (1)

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

THEATRE

The theatre program at Willamette University offers a Theatre major with emphases in acting, 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 into and an understanding of a variety of subjects, the Theatre Department strives to create an environment conducive to the individual growth of the student within the context of the most collaborative of the arts disciplines.

The time spent in a university is valuable not only for the particular instruction a student receives; it also serves as a time of great personal growth and heightened self-awareness. The theatre department supports this matriculation in ways both tangible and intangible. The great amount of work done in the department in classes and with mainstage productions demands that the students budget and prioritize their time and energy. Truly, there is no class or subject irrelevant to the study of theatre, and the department's outlook reflects this respect for our place as an integral and vital part of the College of Liberal Arts. Students are expected to develop a high level of self-discipline in the theatre department. Pride of commitment to the work and the willingness to take on the responsibility that comes with being part of an ensemble are tangible rewards that students will carry with them long after graduation. Also, classes offered through the theatre department meet several General Education (Modes of Inquiry) requirements.

In addition to the permanent faculty, there is a guest artist program, providing students the opportunity to learn from and work closely with theatre artists currently working in the profession. Members of the Theatre faculty approach their work with a high level of professionalism and the expectation that the type of student Willamette University attracts will embrace the demanding yet rewarding opportunities that lie ahead, and rise to meet and learn from those myriad challenges. Some theatre students will go on to graduate school to further their training; some will end up in professional theatre or in film or television. Some will become teachers; some will remain active in community and church theatre; however, the department's criterion for good work never varies. The faculty is committed to assisting the student in accessing 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 the Greeks to Shakespeare to the

most recent contemporary works by respected modern playwrights, the emphasis is on producing exciting interpretations of well-written texts. The department reaches out to the 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 Willamette Theatre classes, workshops and productions. The building includes a dance studio, acting studio, costume shop, prop storage, makeup room, scene shop, film studies room, light and sound production facilities, dressing rooms, classrooms and faculty offices. There are two performance areas: the 250-seat thrust configuration Kresge Theatre and the Arena Theatre, which features flexible seating of up to 125.

REQUIREMENTS FOR THE THEATRE MAJOR

(See Theatre emphasis areas for total number of credits needed)

THTR 140	Acting I	(1)
THTR 150	Voice/Movement I	(.5)
THTR 155 (CA)	Stagecraft I	(.5)
THTR 217	The Origins of Performance	(1)
THTR 318 (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 Makeup (.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 (CA)	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 219 Performance from Restoration 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: 19th Century
HIST 444 (W)	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 (US)	Race 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 318 (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

Steven David Martin, Assistant Professor, Chair
Julie Akers, Assistant Professor
Kim Christensen, Instructor, Dance
Clay Everett, Lighting Designer
Christopher L. Harris, Professor
Kristine Kearney, Costume Designer

COURSE DESCRIPTIONS

THTR 010X (CA) Theatre Practicum (.25 or .5)

Any student who is making a significant contribution (either technical or performance) to a faculty-directed play which is being presented in the department's major season may apply to receive credit for this activity. This application must be submitted during the production schedule (not after) and will be evaluated by the faculty member involved who will determine the amount of credit to be granted. Creating in the Arts. *Every semester.* Staff

THTR 020X Dance Practicum (.25)

The major focus will be on learning specific dances. Additional attention is given to theatrical elements needed to support dance presentation or productions, including but not exclusive to participation in selected activities from the related areas of costume, light, sound and makeup design. Prerequisite: Fall audition. *Spring.* 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 (CA) The Theatre: A Contemporary Introduction (1)

An introduction to the broad spectrum of theatre's principles, goals, physical resources and working procedures. Sections are included on concepts of theatre, acting, production, audience and theatrical literature. Further direct involvement in performance and technical activity, critical writing and discussion, and attendance at outside theatre events. Additional responsibility in applied work on theatre productions. Creating in the Arts. *Every semester.* Staff

THTR 112 Costumes Through the Ages: Prehistoric to Present (1)

This course examines the relationship of costume to social behavior of diverse cultures. Also studied are evolution of production techniques and economics of costume distribution and display. Aesthetic aspects are discussed through study of extant artworks and artifacts. *Fall.* 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 methods of making contact with themselves and others as they explore an actor's training and ensemble work. *Fall.* Martin

THTR 141 Acting II (1)

Study of major realistic/naturalistic acting theory. In-depth exploration of play and character analysis, scene and monologue work. Prerequisite: THTR 140. *Spring.* Martin

THTR 145 (CA) Acting for Non-majors (1)

The objective of this course is to provide a basic understanding of the art of acting through firsthand experience. The course is meant to increase student awareness of his/her potential through exercises; introduce students to the acting method of psychological realism; and provide students with experience and confidence to perform in front of others. Creating in the Arts. *Fall.* Akers

THTR 150 Voice/Movement I (.5)

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

THTR 151 Voice/Movement II (.5)

Basics of articulation with work on the articulatory mechanisms and individual American-English sounds. Work on the International Phonetic Alphabet (IPA) and stage combat is included. May include elementary work on basic dialects, interpretive work in scene studies, classical drama and/or dramatic literature in translation. Corequisite with THTR 141. Prerequisite: THTR 140 and 150. *Spring.* Martin

THTR 155 (CA) Stagecraft I (.5)

An introduction to the physical aspects of theatre production. This course provides students with the basic knowledge and skills used in backstage production support. Areas of study include construction, costuming and lighting. Required of all theatre majors, but also intended for the interested non-major who would like to explore the performing arts from the backstage point of view. *Fall.* Everett

THTR 157 (CA) Introduction to Design for the Stage (1)

A course designed to be an introduction for all students to the basic ideas and techniques of designing for the stage. Team-taught by members of the Theatre Design faculty, focusing particularly on the development of scenic designs, costume designs and lighting designs. Particular attention to be paid to the development of an appropriate theatrical image and understanding how each of the various design areas contribute and support each other in creating a seamless unified whole. Creating in the Arts. *Spring.* Staff

THTR 165 Stagecraft II (.5)

Analysis and detailed application of the principles introduced in Stagecraft I. The course will provide the comprehensive knowledge that will prepare students to plan and direct the technical aspects of backstage production. Prerequisite: THTR 155. *Fall.*Everett

THTR 175 (CA) Introduction to Dance Technique (.5)

Students are introduced to the basic principles of dance technique through participation in beginning ballet, jazz and modern dance vocabulary. Creating in the Arts. *Fall.* Christensen

THTR 180 (CA) Beginning Jazz Dance (.5)

Class participation in basic jazz techniques. Develops student's understanding of jazz dance as an expressive art form. *Creating in the Arts. *On demand.* Christensen

THTR 181 (CA) Fundamentals of Ballet (.5)

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

THTR 182 (CA) Fundamentals of Modern Dance (.5)

Class participation in basic modern dance technique. Through developmental exercises and dance combinations, the students are introduced to modern dance as an expressive artistic medium. *Creating in the Arts. *On demand.* Christensen

*To complete the Creating in the Arts Mode of Inquiry requirement in the Dance classes, students must satisfactorily complete two of THTR 180, 181, 182, 282, 283 and 284, one of which must be at the 200 level.

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 219 Performance from Restoration through Modernism (1)

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

THTR 233 (CA) Fundamentals of Costume Design (1)

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

THTR 234 (CA) Dance Composition (1)

An introduction to principles of composition in dance. Students are introduced to methods of structuring movement in order to create original dances. Principles of choreography and composition are applied to practical tasks in dance making. Prerequisites: A minimum of three courses in ballet, jazz, modern or ethnic dance, one of which must have been THTR 282 Modern or THTR 283 Jazz, or consent of the instructor. Closed to freshmen. Creating in the Arts. *Alternate years, Spring.* Christensen

THTR 240 Stage Makeup (.5)

This course will investigate techniques used in applying corrective and character makeup for the stage. The course is intended for students interested in theatre, although it is also of interest to those wanting to learn more about makeup in relation to fashion and facial anatomy. Purchase of makeup kit is required for practical application of the techniques studied. *Fall.* Kearney

THTR 282 (CA) Modern Dance II (.5)

Course work utilizes principles and techniques learned in THTR 182 Fundamentals of Modern Dance. Emphasizes further refinement of skills and expressiveness. Prerequisite: Previous modern dance training or consent of instructor. *Creating in the Arts. *Spring.* Christensen

THTR 283 (CA) Intermediate Jazz Dance (.5)

Class participation in an intensive study of basic and intermediate jazz dance techniques. Emphasizes refinement of skills and expressiveness. Prerequisite: Previous jazz dance training or consent of instructor. *Creating in the Arts. *Spring.* Christensen

THTR 284 (CA) Intermediate Ballet (.5)

This course utilizes the concepts studied in beginning ballet and furthers the student's study of line placement and musicality. Intermediate ballet emphasizes style, speed and refinement of the student's techniques. Prerequisite: Previous ballet training or consent of instructor. *Creating in the Arts. *Spring.* Christensen

*To complete the Creating in the Arts Mode of Inquiry requirement in the Dance classes, students must satisfactorily complete two of THTR 180, 181, 182, 282, 283 and 284, one of which must be at the 200 level.

THTR 318 (W) Performance in the 20th Century (1)

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

THTR 340 Acting Studio I (1)

Advanced actor training designed to allow individual in-depth exploration of the realistic acting process, play and character analysis and ensemble work, through the study of the works of Shaw, Ibsen, Chekhov, Miller, Williams and contemporary playwrights. Intended for upper-division theatre majors. Prerequisites: THTR 140, 141 and consent of the instructor. May be repeated once for credit. *Fall.* 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 makeup supplies. Exploration and development of new techniques in mold and mask making, plastics, foams, hairpiece and wig construction, nonrealistic makeup and makeup design. Prerequisite: THTR 240. *On demand.* 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 toward 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 (1)

Study of the business and legal aspects of arts activity in America's establishment and nonestablishment art areas. Special attention to such subjects as general funding, touring, government grants and alternative careers. *On demand.* Staff

THTR 479 Directing I (1)

Fundamental historical, theoretical and practical aspects of play direction. Analysis of directorial approaches, scripts and conditions of presentation in various performance circumstances. Practical application of script analysis and rehearsal techniques. Prerequisite: Theatre Core or consent of instructor. *Fall.* 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 taken twice]	(1)
ISA 353	Feminist Theory	(1)

One course from the following Humanities courses ..... (1)

ENGL 355 (W)	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

The Division of Campus Life provides a broad range of student services and substantive programming designed to enhance the learning experience of Willamette students. In part, this means providing opportunities for learning outside the classroom and in part it means helping to sustain an environment conducive to student success in the formal curriculum. Campus Life staff work closely with students, faculty and other administrators to achieve these goals.

ATHLETICS

The athletic program at Willamette University has been an important part of the life of the institution for more than 100 years. The program is built on quality coaching, state-of-the-art facilities and a long-standing affiliation with the Northwest Conference of Independent Colleges (NCIC). 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 to support the academic mission of the University, which emphasizes mutual respect for all persons, cognitive development, acceptance and celebration of diversity, active participation in learning, a commitment to service and community and an acknowledgment of the ethical and spiritual dimensions of education. Willamette's athletic emphasis is based 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 as a team, fulfilling commitments and acquiring time management skills. Willamette believes strongly in providing each student with quality programs and opportunities for personal growth within the parameters of NCAA Division III competition.

Integrating the mandates established by Willamette University, the NCIC and the NCAA, the Department of Athletics recognizes a dual commitment to serve both student athletes and the University. In order to pursue these goals, Willamette offers opportunities for intercollegiate competition in the following sports: football, cross country, volleyball, soccer, swimming, basketball, track, tennis, baseball, golf, softball, lacrosse and crew.

BISHOP WELLNESS CENTER

Counseling Services

The Counseling Services 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 refer the student to appropriate resources.

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.

Health Services

The University Health Services staff delivers health care for illnesses, minor injuries and preventive care. In addition, Health Services seeks to assist students through patient education to maintain good health and to seek and utilize appropriate health care services at Willamette and in the community. Students with special health care needs should contact Health Services early in the semester so that staff can assist in developing a plan of care.

Other services include medical care for men's and women's reproductive health, a self-help center with nonprescription 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 immunizations 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 to provide other safety and security services. Willamette University is an open campus, however, and not completely removed from the activity of the medium-sized city in which it is located. Students are urged to be cognizant of their own safety and security while on and off campus. In compliance with

the Student Right-to-Know and Campus Security Act of 1990 and The Sexual Assault Victim's Bill of Rights of 1992, an annual *Report to the Willamette University Campus* is published and distributed campus wide each year. This report includes both campus crime statistics and campus security policies and is available upon request from the Office of the Dean of Campus Life.

CAREER SERVICES

The Career Services Office assists students and alumni individually and collectively with career and life planning and works closely with faculty advisors when appropriate. Regularly scheduled workshops and programs are offered throughout the school year covering such issues as resume writing, job search strategies, interviewing skills, choosing a major and applying to graduate schools. 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 PLUS, 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 placement organization of eight schools founded to serve liberal arts students. A career information and job fair is held every year to provide information, internship and employment opportunities for students. The Oregon Graduate School Fair is held in the fall; invitations are extended throughout the country to top-ranking graduate programs.

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 (MAT) program's teacher placement function is an integral part of Career Services. All placement files, resumes, cover letters and career advising and school recruiting are now handled by the Career and Education advisor. The *MATline*, composed of education job listings, is published March–September for current students and graduates.

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 across 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, with 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/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 immigration 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 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 CLUB SPORTS

An active program of intramurals and sport clubs is offered to provide opportunities for physical fitness, competitive game activity and access to sport 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. Sport clubs are offered in women's and men's rugby, men's volleyball, ultimate frisbee and men's lacrosse. Intramural competitions held in 1998–99 included flag football, volleyball, golf, cross country, bowling, softball, basketball, chess, racquetball and soccer.

MULTICULTURAL STUDENT AFFAIRS

The Office of Multicultural Student 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 parachurch 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) 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

The Office of Residence Life manages residential units, sponsors a variety of programs and generally seeks to enhance students' learning experiences at Willamette by providing a supportive on-campus environment.

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 to share rooms with the Japanese students who are part of a cultural exchange bringing 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 liberal arts mission of the University by providing practical experiences to supplement classroom learning. 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 l.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 are registered as regular students of the University. Students on academic or disciplinary probation may not hold an office or represent the University in any public manner. The required standard of academic work and conduct must be maintained throughout the tenure of office or participation in a nonacademic program.

The University Center

The George Putman University Center, renovated in 1995, is designed to serve as the hub of campus activity and as a meeting place for members of the Willamette University community. The University Center serves students, faculty, staff, alumni and guests through facilities and programs including: mail, meeting rooms, dining facilities, space for student organizations, general campus information, copying services and administrative offices. The University Center also houses both the Bistro (the student-run coffeehouse) and the bookstore.

Student Organizations

Willamette students have the opportunity to participate in many student clubs and organizations, ranging from 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 and is available on the Web.

ALUMNI ASSOCIATION

All students who have attended Willamette University at least one year are considered members of the Alumni Association. Any person who graduates is automatically considered a member of the association.

The existence of the association is a recognition on the part of the University and alumni that (1) interest in education does not end when a student leaves; (2) the campus has played a significant role in the lives of those who have studied and lived here; (3) there are many benefits to alumni who participate in Alumni Association programs; and (4) the institution will derive important benefit from the continued interest of its former students.

Alumni throughout the country assist the Office of Admission by serving as liaisons between the University and high school students, counselors and parents. The Alumni Career Network numbers over 3,000 and is accessible on the Internet; call the Alumni Office for access to the Network.

The association's activities and programs include the following: annual alumni recognition awards, class and special group reunions; establishment of and support for Willamette alumni clubs throughout the United States and in Japan; assistance with providing information for the *Willamette Scene* and other alumni publications; opportunities for continuing education through study tours; support services for alumni groups such as those for the College of Law and the Atkinson Graduate School of Management, living organizations and athletic and academic departments; annual campus 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 composed 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.

STANDARDS OF CONDUCT

To enable Willamette University to fulfill its purpose, it is the common responsibility of all persons associated with the University — students, faculty, administrators, alumni and trustees — to endeavor to maintain and improve a campus climate that generates enthusiasm for learning and respect for human dignity, to represent the University in the broader social community in a manner consistent with the principles and purposes of the University and to respect University standards in the governance of their conduct. Standards of conduct are applicable to all members of the University community, including visitors and guests, and are designed to promote individual and group governance with dignity, decency and maturity. In particular, such standards are directed toward social and living relationships pertinent to the University as a residential community. It is assumed that each individual recognizes his/her responsibility to the University community and that ultimately he/she can be held accountable by other members of the community for failure to assume those responsibilities.

Standards of Conduct and related rules having university wide application are formulated by the joint action of students and faculty members in the University Campus Life 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 *Selected Policies Manual* is distributed to all students at the beginning of each academic year and is updated on the Web (http://www.willamette.edu/dept/campuslife/policies/) to provide all members of the campus community with information governing campus conduct and judicial procedures.

ACADEMIC POLICIES AND PROCEDURES

Registration

Students whose applications for admission have been accepted register during an individual appointment with the advisor during orientation.

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 preregistration period may do so by completing an Enrollment Change (Add/Drop) card. Enrollment Change cards may be obtained from the Registrar's Office and require signatures from the academic advisor and the professor of the affected courses. Deadlines for adding and dropping courses are listed in the academic calendar. Students are urged to note the deadlines carefully.

Students with physical disabilities or limitations are encouraged to request assistance from the Coordinator 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.

Class Attendance Policy

Class attendance is subject to the following guidelines:

Students are expected to attend classes. Any student not attending the first class session of a class will be considered to have dropped that class and will be deleted from the class roster.

Instructors set the specific attendance standards for their own classes.

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

Final Examination Policy

PREAMBLE: This policy seeks to promote effective preparation for final examinations and optimal conditions for the synthesis and assimilation of course materials by designating and safeguarding specific days at the end of the semester to be devoted exclusively to study. This policy further seeks to assure that the full semester is available to complete course work by reaffirming that a semester does not end until the last day of final examinations. To enhance student learning and performance and to provide an environment for the fair and positive conclusion of work undertaken in all classes, the faculty of the College of Liberal Arts agrees to adhere rigorously to it.

The maximum length of a final examination is three hours. Faculty members may schedule shorter examinations if they wish.

Faculty members are to give their written final examinations during the times indicated in the published schedule. Students are permitted to take early examinations by obtaining the instructor's approval. The last written examination for a course is to be administered on the day scheduled for the course final examination. No evaluative instrument for a course, including an oral examination, is to be administered or due during the four calendar days prior to the beginning of final examinations. Final oral classroom presentations may extend into those four days but only during the regularly

scheduled class times. Finally, a final examination and an additional evaluative instrument are not both to be administered and due on the scheduled day of the final examination.

No classes or formal class activities are to be held during the Study Days that intervene between the end of classes and the beginning of final examinations or the Study Days that are scheduled during the week of final examinations. Faculty members are to be available for consultation with students during these times.

Final examinations for first half-semester courses are to be administered during the last regular class period. Final examinations for second half-semester courses are to be administered during the scheduled final examination time for that class period as in full-semester courses.

Faculty members are to make separate arrangements with each student to administer final examinations in courses not covered in the published schedule.

All faculty members in the College of Liberal Arts are to have on file in the library a representative sample final examination for each class taught, except in the case of a class that is being taught for the first time.

Grading Policy

The following symbols are used for grades included in the calculation of the grade point average (g.p.a.):

A	(4.0)	A–	(3.7)		
B+	(3.3)	B	(3.0)	B–	(2.7)
C+	(2.3)	C	(2.0)	C–	(1.7)
D+	(1.3)	D	(1.0)	F	(0.0)

where the following terms are used:

A = Excellent; B = Good; C = Satisfactory; D = Below Standard; and F = Failing.

The grade of AUD (audit) is used when a student chooses to take a course for no credit. The grade of CR (credit), used in those courses designated by the faculty or those courses selected by students on the Credit/No Credit option, will be granted credit toward the degree but will not be computed in the g.p.a. The grade of NC (no credit) will not be granted credit and will not be computed in the g.p.a. In those cases where students select this option, reported final grades of C-minus or better will be converted to CR and grades of D-plus or lower will be converted to NC.

The grade of I will stand for Incomplete. This grade can be given only in cases of illness or for certain other exigencies verified by a health professional and the Academic Status Committee and must be made up during the next 30 days of residence or within three years of the date on which the I is recorded, whichever comes first. These deadlines may be extended only if the student successfully petitions the Academic Status Committee. All grades of I will be accompanied by a contingency grade, in the computation of which the instructor has considered work not completed as a zero or an F. The contingency grade will not be recorded on the permanent record (transcript) and will not be used in g.p.a. computation or in determinations of academic status unless the Registrar does not receive a new final grade from the instructor by the I grade deadline. At that time the contingency grade will be retained as the final grade.

The grade of NGR (No Grade Received) is used on a temporary basis if an instructor's grade has not been received by the grade deadline.

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

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

The grade of W will stand for Withdrawal and is given at the request of the student concerned within the stated deadlines. No credit will be granted toward a degree and the W grade will not be computed in the g.p.a. The final date to drop a class in order to receive a grade of W, at the instigation of 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 grade point average.

After signing up for courses in the regular manner, students desiring to take a course on a Credit/No Credit basis will file the appropriate form in the Registrar's Office before the following deadlines: (1) for full-semester courses, 30 class days after the first day of classes; (2) for first-half semester courses, 15 class days after the first day of classes; (3) for second-half semester courses, 15 class days after the first day of second-half courses. Once filed, this form may not be withdrawn or amended.

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

Retaking Courses

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

Transcripts

One official transcript or record will be issued without charge by the Registrar. Subsequent requests require a fee of $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	Remedial courses or courses which receive no college credit.
020X–099X	Exercise science, forensics, Model United Nations and music activities courses. No extra fees charged if addition of one of these courses constitutes an overload. Note also that credit may be earned for only one exercise science activity course in any given semester.
100–299	Courses generally suitable for freshmen and sophomores.
300–495	Courses generally suitable for juniors and seniors.
496–499	Senior Year Experiences.
W	Writing centered designation.
AR	Analyzing Arguments, Reasons and Values
CA	Creating in the Arts
TH	Thinking Historically
IT	Interpreting Texts
NW	Understanding the Natural World

US	Understanding Society
QA	Quantitative and Analytical Reasoning

Honors Policies

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

Transfer students will be considered for University Honors based on the lower of the following: (1) Willamette University g.p.a.; or (2) g.p.a. for combined Willamette and transfer grades.

A student may graduate with department honors in the major field of study by distinguished completion of a thesis, research project, performance or creative exhibition, by attainment of a departmentally specified cumulative grade point average for courses within the major and by completing other requirements as prescribed by the major program faculty.

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

Phi Beta Kappa

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.

Policy on Academic Achievement

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

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

- Semester g.p.a. below 2.0
- Cumulative g.p.a. below 2.0
- Completion by a full-time student of fewer than three credits.
- Serious academic difficulty as determined by the Academic Status Committee.

Academic Progress Information

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

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

A student completing an average of three credits for each full-time semester of attendance at Willamette University is considered to be making satisfactory progress toward a degree.

Academic Probation

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

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

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

Academic Petitions

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

Nature of Petition	Destination
Departmental and major requirements	Department or Program chair
General education requirements	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 requirements
- completion of the Senior Year Experience
- cumulative g.p.a. of 2.0 in work taken at Willamette
- cumulative g.p.a. of 2.00 in the major and the General Education Program

The completion of department requirements may be modified or waived by the departments themselves, but not by the Academic Status Committee.

Plagiarism and Cheating Policy

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

When appropriate during the semester, such as in conjunction with assignment of a class project or review for an exam, faculty members are encouraged to discuss plagiarism and cheating and how to avoid them.

Definitions and Penalties

Cheating is any form of intellectual dishonesty or misrepresentation of one's knowledge. Plagiarism, a form of cheating, consists of representing someone else's work as one's own. All members of the Willamette University community are expected to be aware of the serious breach of principles involved in plagiarism. Ignorance of what constitutes plagiarism shall not be considered a valid defense. If students are uncertain as to what constitutes plagiarism for a particular assignment they should consult the instructor for clarification. A faculty member may impose penalties for plagiarism and cheating, ranging from a grade reduction on an assignment or an exam to failure in the course. A faculty member also may suggest that the Dean of the College of Liberal Arts initiate further action.

1. Initial Determination and Penalty

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

Immediately meet with the student(s) involved, provide evidence of cheating or plagiarism, discuss the matter, determine whether an infraction has occurred and decide on a penalty. If the faculty member suspects plagiarism or cheating during a final exam period and timely resolution is not possible, the professor shall assign the student(s) involved a grade of T and provide the student(s) with a written explanation. The faculty member shall meet with the student(s) no later than the first week of classes the following semester to complete the steps outlined above.

Within five working days (excluding holidays) of meeting with the student or students, a confidential file will be submitted to the Dean of the College of Liberal Arts with a form detailing the incident, providing documentation and indicating the penalty.

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

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

May initiate a hearing by the Academic Status Committee if the Dean believes the report of plagiarism or cheating sufficiently egregious to warrant a hearing on whether the student should be suspended or dismissed from the college.

Shall, after allowing time for an appeal, determine if there have been 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.

2. Student Right to Appeal Initial Determination and Penalty

A student has the right to appeal the finding of plagiarism or cheating, or the severity of the penalty imposed by the faculty member, to the Academic Status Committee within five working days of the date on which a copy of the form was delivered by the Dean to the student.

3. Academic Status Committee Hearing

The Academic Status Committee shall hold a hearing on the appeal by a student or initiative from the Dean within five working days of receipt of the notice of appeal or initiative. The hearing shall be confidential; the student, Dean and faculty member, as appropriate, may testify and present evidence.

If, while hearing an appeal, the Academic Status Committee finds that plagiarism or cheating did not occur, then the Committee shall ask the Dean to remove the form filed by the faculty member from the student's confidential file. If the Academic Status Committee finds that the penalty should be changed, then the Committee shall determine a procedure that is fair to the faculty member and the student for changing the penalty. If the Academic Status Committee upholds the decision of the faculty member, the chair will record the decision on the form and return it to the Dean to be placed in the student's file.

If hearing an initiative, the Academic Status Committee shall determine an appropriate penalty.

The chair of the Academic Status Committee shall provide written notification of its action to the student, faculty member and Dean. The decision of the Academic Status Committee shall be final.

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 on-line 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 2–3 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 Office of Institutional Research and Planning Support supports 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

Willamette Integrated Technology Services (WITS) enables the integration of technology into teaching and learning and 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.

Facilities and resources made available by WITS include a general access computer lab, an electronic classroom, the Writing Center, the multimedia workroom, a foreign language computer lab, 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.

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 day 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. For those without personal computers, there are networked microcomputer clusters in most residence halls as well as in several classroom buildings.

All faculty and administrative offices are connected to the campus wide UNIX network. 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, audiovisual production and equipment, and Web authoring. Staff consult with faculty and students about software application, uses of multimedia for teaching and presentations, computer-aided instructional methods and general questions about any aspect of computing at Willamette.

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/voicemail system and University-owned technology equipment in campus offices.

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 applicants 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 applicant is reviewed for his or her 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 Scholastic Assessment Test (SAT I) or American College Test (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 commencing 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 nonrefundable 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 SAT I or the 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 in order 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 have 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. While applicants admitted by 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. Apply! also includes our application on its Web site at <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 by request from the Willamette University Office of Admission or by their Web site at <www.commonapp.org> or Embark.com at <embark.com>. Approximately one-third of each year's applicants use the Common Application — it is evaluated in exactly the same way as the University's own form. A third alternative is to CollegeNET at <www.collegenet.com>. In all cases the applicant must submit a hard copy (paper) to the Willamette University Office of Admission. Be sure to refer to the Willamette-specific instructions on any alternative applications for additional information or forms.

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 encourages participation in the International Baccalaureate (IB) Program as offered in many schools overseas and increasingly in the United States 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 five, six or seven. 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 nondegree 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 (G.E.D.)

Willamette University recognizes the G.E.D. as the equivalent of a standard high school diploma for purposes of admission, providing a student has received an average score of 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.

POLICY ON COLLEGE CREDITS EARNED PRIOR TO SECONDARY SCHOOL GRADUATION

College credits earned prior to secondary school graduation may transfer to Willamette University if the credits are earned in regularly scheduled college classes taught by college professors to classes of primarily degree-seeking college students. Such courses must be more advanced in the discipline than courses normally offered at the secondary school. In order to be eligible for transfer the college courses must be described in the college catalog. College credit is not awarded for college courses taught at the secondary school.

In preparing for enrollment at Willamette University secondary school students should have four years of college preparatory study in English, mathematics, foreign languages, history or social studies and laboratory science. Secondary school students who take college courses which are replacements for courses available in their secondary school are considered to be doing their college preparatory work outside the secondary school curriculum rather than accumulating credit toward the baccalaureate degree. Therefore, introductory courses taken at a college instead of a secondary school are viewed as college

preparatory and do not apply toward the baccalaureate degree to be earned at Willamette University. Credits that apply to the secondary school diploma cannot be applied a second time to the baccalaureate degree.

However, secondary school students who have completed a course offered at their secondary school and who go on to do more advanced study in that subject at a college may earn baccalaureate transfer credit if their secondary school does not offer more advanced course(s). Willamette University does affirm the value and college credit availability for Advanced Placement (AP) and (IB) courses in which high scores are earned. A minimum score of four is required on the AP examination and five on the IB examinations. No college credit is granted for the College Level Examination Program (CLEP).

College credits earned prior to secondary school graduation that do not fall under the above specific policies are evaluated on a case-by-case basis. Secondary school students planning to enroll at Willamette University should consult the Office of Admission before enrolling in college courses. Under no circumstances will more than eight Willamette credits (the equivalent of 32 semester or 48 quarter credit hours) be granted for credit completed prior to secondary school graduation (including both AP and IB credit).

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) 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. File the FAFSA. Applicants for need-based aid must file the FAFSA. The FAFSA should be submitted to the Federal Student Aid Processors as soon after the first of January as possible, but no later than February 1 for entering students and no later than March 1 for returning students. Applicants who file their FAFSAs after these dates will be awarded financial aid on a first-come, first-served basis. Students applying for admission under the Early Action program must file the College Scholarship Service PROFILE. The PROFILE must be filed by December 1.

NEED-BASED FINANCIAL AID AWARDS

The majority of University grants and scholarships are awarded to students with demonstrated need. Although need is an eligibility factor, these scholarships and grants are awarded primarily in recognition of academic achievement and leadership, based on the information students provide in their Applications for Admission. The FAFSA is the only application required to be considered for these awards.

Financial aid awards for entering students who have submitted all application and financial aid materials by published deadlines will be sent within one week of the letters of admission. Early Action awards, therefore, will be mailed 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.

Financial aid is generally awarded as a package. That is, the student will receive both cash (grants and scholarships) and self-help (campus employment and student loans). Grants and scholarships do not have to be repaid. Campus employment consists of a part-time job for which students are paid monthly based on the hours worked. Student loans, of course, must be repaid.

To accept a financial aid award, a student must return a signed copy of the notice of award by the date indicated on the notice. Entering students must also submit the $200 Advance Deposit. An award is not considered accepted unless the student has also confirmed his/her attendance with the nonrefundable Advance Deposit. Early Action and Regular Decision admission candidates are expected to return both items by the National

Candidate Reply Date of May 1 or within two weeks of receiving their admission and financial aid notifications if either of these arrives after April 15.

MERIT 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 FAFSA by March 1 each year. Students who file their renewal FAFSAs late risk being placed on a wait list for financial aid and possibly losing some or all of their University grant or scholarship funds.

For students entering Willamette as freshmen, need-based Willamette University grants 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 (EFCs).

Supplemental Educational Opportunity Grant (SEOG)

This grant is awarded to students with exceptional financial need — that is, students with the lowest EFC's 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.ossc.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 full-time 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 full-time 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. Awards are available for four years as long as the recipient maintains full-time 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. 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 full-time 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 Scholar-

ships for students from Douglas County schools (including transfers from Umpqua Community College) — this scholarship also includes an opportunity for summer employment in Douglas County; the Ancil Payne Scholarship for students from The Dalles (Oregon) High School; the Mel Goode Scholarship for students from South and West Albany (Oregon) High Schools; the Hazel Newhouse Scholarship for students from Gresham (Oregon) High School; the Robert F. Smith Scholarship for students from Harney County (Oregon); the Winterscheid Scholarship for students from the Greater Puget Sound area in Washington; and the Olympic Scholarship for graduates of Clallum or Jefferson County (Washington) high schools.

Music 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)
Helen Purvine Burnett (Politics)
Ellen J. Chamberlain and Julia L. Schultz (Music)
Claude E. Chandler MD and Martin W. Grefnes (Pre-Medicine)
Ben B. Cheney Foundation
Chevron Merit Award*
Chiles Foundation
John I. and Ruth I. Church (Math, Economics)
Class of 1932
Class of 1933
Class of 1940
Class of 1948
Class of 1949
Class of 1952
Class of 1953
Class of 1954
Class of 1960
Class of 1966
Gilbert J. Clausman (Music)
Jack R. Clumeck
Beuford S. Cole
Mary L. Collins
Truman W. Collins (National Merit)
William D. and Phina Collins (Ministry or Religion Education)
Edwin and June Cone (Senior)
Covert Family (Music)
A. Gale Currey
Denison Family
Mary L. Denton (Piano)
Max and Susan de Sully
Mary A. and Martin J. Dietz
Paul M. Duell (Chemistry)
Margaret Klund Earnheart
Adele Egan
Erickson Family
Mary E. Eyre (Salem)*
Farmers Insurance
Al Ferrin (Pre-Medicine)
First Security Bank
Robert M. Fitzpatrick (Pre-Medicine and Pre-Engineering)
Hallie Ford (Merit, Art)*
Mabel H. Fraer
Richard K. Frederick (Music)
H. Leslie and Betty Lewis Frewing (International Students)
Louis J. Gates
Margaret L. Gates (MAT)
M. Clare Geddes
Melvin and Ruth Geist (Music)
Richard M. Gillis (Economics)
Florence Lee Godfrey (Music)
Mel Goode (Albany)*
Elmer and Grace Goudy*
George H. Grabenhorst Memorial
Donald K. and Evelyn Grant
Garrison J. Gray
John D. Gray (Economics)
Robert D. and Lois E. Gregg (History)
R. Samuel Hall (Mathematics)
Mark O. Hatfield (Politics)
Harold Hauk
Timothy C. Hawkins
Haynes/McHale
Hearst Foundation
Louise Findley Heinl (Music)
Willis and Margaret Hisey
Lloyd and Grace Tyler Hockett
Bernice Jackson Hoffman (Foreign Study)

Shannon P. Hogue (Journalism)
Alice S. Hopkins
Joyce Horn and Elda Branson (Music)
Hoyt Family (Law)
Esther Wright Huffman (Art)
Dr. Norman A. Huffman (Religion)
Elizabeth H. Jaqua
Leonard D. Jaqua
Magic Johnson
Jesse M. and Alice Rose Jones
Malcolm and Helen Jones
Jory-Hafferkamp (Mathematics)
Noel F. Kaestner (Psychology)
Cleve Keas
Spec Keene
Richard E. Kerr (Pre-Medicine)
Peter and Bonnie Kremer
Dr. Sceva Bright and Lillian Goodall Laughlin (Sociology)
M. Evelyn Lawrence
William and Minnie Lawrence
Marguerite Lawson
David O. and Julia B. Lear
Margaret and Dwight Lear
Charles H. Leavitt
Kristine Landon Liepins (Computer Science)
Robert H. Lillig
Theodore W. Loder Sr.
Bill Long
Howie Long
Dr. Ivan Lovell (History)
Chester F. Luther (Mathematics)
Helen Yeomans Luther (Foreign Languages)
Charles E. McCulloch
James Newton McCurdy (Ministry)
Henry F. McLauchlan (Pre-Nursing)
Meier and Frank
Donald G. Metcalf
Paul F. and Frances Lemery Miller (Biology, Chemistry, Physics)
Cecil R. Monk Memorial (Biology)
Ferne and Brooks Moore
Mary Putnam Mort*
Charles and Valona Moser
Dan Mosee (East Portland)*
Mulligan Fund
Multicultural Achievement
Royal Nakano*
National Achievement Finalists*
National Achievement Commended Students*
National Hispanic Finalists*
National Merit Commended Students*
National Merit Finalists*
George Neuner
Hazel R. Newhouse (Gresham)*
Dr. George Allen Odgers
J. Orin and May C. Oliphant
Olympic*
Operation Mid-Point
Robert H. Pace
Padilla
Mary Parkinson (Ministry)
Ancil H. Payne (The Dalles)
Morton E. and Jessie G. Peck (Biology)
Harry F. and Z. Irene Pemberton (Religious Studies)
Dorothy Ann Perkins (Music)
Richard P. Petrie (Economics)
PGE 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-Medicine)
Charles R. Randall
Charlotte and D. Russell Rarey
Betty S. Reardon
Katie Redmond Memorial (Alpha Chi Omega)

Reynolds Trust Fund of The United Methodist Church
Ernest C. and Myrta M. Richards
R. Cloyd Riffe (Music)
Bernice M. Rise (English)
Nellie L. Roberts
Leta O. Roehl (German)
Mary Stuart Rogers
Cora G. and Frederick L. Rose Memorial (Music)
Dona Adams Rothwell
Howard and Mary Runkel (Rhetoric)
Salem Breakfast Club
James Scariot
Sara Bingay Schultz (Delta Gamma)
Wilson Henry Scott
Senators (Politics)
Sesquicentennial
Theodore E. D. Shay (Economics)
Leland A. Shinn
Sigma Tau Memorial
Edmund Arthur and Helen Cavitt Smith (Politics)
G. Herbert Smith Presidential*
Marie C. Smith
William B. Smullin
Sorority Scholarship
Robert Smith
Sparks Family
Theresa Sprain* (Kalispell, Montana)
Martha Springer (Biology)
Edward O. Jr. and Dorothy Alexander Stadter
Helen E. Stanclift
M. Emma Stannus (Music)
Charles L. Starr
Dr. Laban A. Steeves
Sarah Hunt Steeves
Betty Louise Stevens
Ed Stillings Memorial
Glenn and Dorothy Summers
Irene Gerlinger Swindells (Music)
Muriel Steeves Tate
Theatre Talent Award
Ernst and Selma Thoman*
Michal Ann Thomas
Vernon V. and Augusta M. Thompson (Biology)
Thompson/Payne (MAT)
Tokyo International University
Clorinda Risley Topping (Music)
Town and Gown (Music)
Virginia Treat (Music and Math)
Max D. and Rose E. Tucker
Rex A. Turner
United Methodist Church
UPS Scholarship
Bill and Alma Rhorer Vinson
Florian Von Eschen (Chemistry)
Glen C. Wade (Music)
Nancy K. Detering Waechter (Biochemistry)
Helena W. Wallace (Music)
Nancy Black Wallace (Music)
Taul Watanabe* (Japanese descent)
Taul Watanabe (Science)
Watanabe-Skopil
William B. Webber
E. Jerry Whipple
Whipple Family
Bruce E. White
Colonel Percy Willis
Wilson (Law)
Winterscheid* Puget Sound
WU Half Century
Dr. Robert and Pauline Wulf
Richard and Elizabeth Yocom (International Studies)
William Wallace Youngson (Religious Studies)

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.

1999–2000 EXPENSES

Tuition	$21,700
Student Body Fees	$122
Room and Board *	$5,700
Books (estimated)	$400
Personal Expenses (estimated average)	$780
Total	$28,702
Health Insurance** (optional)	$316

*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 the Health Center.

Application Fee ..... $ 35

A nonrefundable fee charged to cover the cost of processing and evaluating the Application for Admission, submitted with the application.

Advance Deposit $200

A nonrefundable 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 from 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 (Monday through Friday, 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 1999–2000 are as follows:

- Multiple-occupancy room and Plan A ($330 of BPC credit per semester): cost $5,600
- Multiple-occupancy room and Plan B ($400 of BPC per semester): cost $5,700
- Multiple-occupancy room and Plan C ($500 of BPC per semester): cost $5,800
- Multiple-occupancy room and Plan D ($630 of BPC per semester): cost $5,900
- 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, fees 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 4:00 p.m. of the day designated to pay fees each semester, the student will be assessed a $25 late fee and interest will accrue at 12 percent APR (annual percentage rate). If payment is still not received within 30 days of semester start date, the student's class registration and housing contract will be cancelled.

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 Tuition Management Systems 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 TMS. Payments begin July 1 and end April 1. Please contact the student accounts office at 503-370-6120 for more information about deferred payments.

WITHDRAWALS

Students are admitted to Willamette with the understanding that they will remain until the end of the semester unless unforeseen circumstances necessitate their withdrawal or unless they are dismissed or suspended.

If a student decides to withdraw 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.

Section IV

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

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.

Sammy Basu, 1993, B.A., M.A., University of Calgary, Canada; Ph.D., Princeton University. Associate Professor of Politics, 1999.

C. Russell Beaton, 1971, B.A., Willamette University; M.A., Ph.D., Claremont University Center Graduate School. Professor of Economics, 1976. (Sabbatical leave Spring 2000).

Martin K. Behnke, 1979, B.A., M.A., San Jose State University; Ph.D., University of Colorado. Professor of Music, 1987.

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, 1996. (Sabbatical leave 1999–2000).

Roberta A. Bigelow, 1986, B.A., Macalester College; Ph.D., University of Wisconsin. Associate Professor of Physics, 1992.

Richard Birke, 1994, B.A., Tulane University; J.D., New England School of Law; LL.M., Harvard University. Associate Professor of Law and Director of the Center for Dispute Resolution, 1999.

Adele L. Birnbaum, 1963, A.B., University of Illinois; M.A., Bryn Mawr College. Professor of English, 1990.

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.

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.

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 and 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. Professor of Exercise Science, 1999.

David L. Cameron, 1990, B.S., Massachusetts Institute of Technology; J.D., Northwestern University. Professor of Law, 1995.

Vincent F. Chiappetta, 1997, B.S.E.E., Massachusetts Institute of Technology; Diplôme de Zème Deg, University of Strasbourg, France; J.D., University of Michigan. Professor of Law, 1997.

G. Marc Choate, 1974, B.A., M.B.A., Ph.D., University of Washington. Professor of Finance and Business Economics, 1981.

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. (Sabbatical leave Spring 2000).

Patrick E. Connor, 1982, B.S.E.E., University of Washington; M.S.I.A., Purdue University; Ph.D., University of Washington. Professor of 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, 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. (Sabbatical leave Fall 1999).

Michael U. Dothan, 1997, B.S., M.S., Institute of Technology, Israel; Ph.D., Harvard University. Guy F. Atkinson Professor of Economics and Finance, 1997.

David A. Douglass, 1990, B.A., M.A., California State University, Fresno; Ph.D., Pennsylvania State University. 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.

H. Peter Eilers, 1982, B.A., M.A., San Jose State University; Ph.D., Oregon State University. Professor of Geography and Environmental Science, 1990.

Ellen M. Eisenberg, 1990, B.A., Carleton College; Ph.D., University of Pennsylvania. Associate Professor of History, 1995.

Alan L. Eliason, 1998, B.M.E./I.E., M.B.A., Ph.D., University of Minnesota. Professor of Management Information Technology, 1998.

Richard J. Ellis, 1990, B.A., University of California, Santa Cruz; M.A., Ph.D., University of California, Berkeley. Mark O. Hatfield Professor of Politics, 1999.

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. (Sabbatical leave 1999–2000).

James R. Frew, 1984, B.S., Oakland University; M.S., Ph.D., Purdue University. Associate Professor of Economics, 1984. (Sabbatical leave 1999–2000).

James R. Friedrich, 1992, B.A., Oberlin College; M.A., Ph.D., University of Michigan. Professor of Psychology, 1998. (Sabbatical leave 1999–2000).

Kevin Patrick Furey, 1999, B.A., M.A., California State University, Sacramento; Ph.D., University of Washington. Assistant Professor of Economics, 1999.

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. Goeury-Richardson, 1966, B.A., Willamette University; Licence ès Lettres, University of Nancy, France; Ph.D., University of California, Santa Barbara. Professor of French, 1994.

David E. Goodney, 1977, B.A., Austin College; Ph.D., University of Hawaii. Professor of Chemistry, 1988.

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.

Heidi Preuss Grew, 1999, B.A., B.F.A., University of Illinois; M.F.A., Ohio University. Assistant Professor of Art, 1999.

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

Richard B. Hagedorn, 1984, B.S., Oregon State University; J.D., Willamette University. Professor of Law, 1989.

Elysabeth J. Hall, 1976, B.A., Humboldt State University; M.L.S., University of Oregon. 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. (Sabbatical leave 1999–2000).

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.

Edward J. Harri, 1986, B.A., Walla Walla College; M.S.A.S., Montana State University; J.D., Willamette University. Assistant Dean for Student Affairs, College of Law, 1998.

Christopher L. Harris, 1984, B.Ed., Leeds University, England; M.F.A., University of Wisconsin. Professor of Theatre, 1995.

Randall E. Havas, 1996, B.A., University of California, Berkeley; Ph.D., Harvard University. Associate Professor of Philosophy, 1999.

Scott D. Hawke, 1971, B.S., San Diego State University; M.S., University of British Columbia, Canada; Ph.D., University of California, Riverside. Professor of Biology, 1982.

Robert E. Hawkinson, 1982, B.A., Swarthmore College; M.A., Ph.D., University of Chicago. Adjunct Professor of Politics, 1999, and Dean of Campus Life, 1999.

Robert H. Hess, 1972, B.F.A., Indiana University; M.F.A., University of Notre Dame. Professor of Art, 1986.

Linda S. Heuser, 1990, B.A., Willamette University; M.A., Ph.D., University of Oregon. Associate Professor of Sociology, 1995.

Stephen C. Hey, 1982, B.A., Western Illinois University; M.A., University of Northern Colorado; Ph.D., University of Colorado. Professor of Sociology, 1994.

Thomas H. Hibbard, 1973, B.A., Pomona College; Ph.D., Claremont University Center Graduate School. Professor of Economics, 1980.

Paul W. Howard, 1998, B.A., Wesleyan University; M.Phil., Yale University; PhD., University of Pennsylvania. Assistant Professor of History, 1999.

Roger P. Hull, 1970, B.A., Whitman College; M.A., Ph.D., Northwestern University. Professor of Art, 1982.

D. Richard Iltis, 1972, B.S., South Dakota School of Mines and Technology; Ph.D., University of Oregon. Professor of Mathematics, 1978.

Carol J. Ireson-Doolittle, 1977, B.A., Stanford University; Ph.D., Cornell University. Professor of Sociology, 1992.

Myles W. Jackson, 1998, A.B., Cornell University; M.A., Harvard University; M.Phil., PhD., Cambridge University. Assistant Professor of Humanities, 1998. (Sabbatical leave Spring 2000).

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

Mark R. Janeba, 1986, B.S., California Lutheran University; M.A., Ph.D., University of California, Santa Barbara. Associate Professor of Mathematics, 1994.

Mary Ann Johns, 1976, B.A., Western Illinois University; M.A., University of Illinois; M.F.A., Indiana University. Professor of Art, 1988.

Kristine A. Kearney, 1997, B.A., State University of New York,Buffalo; M.F.A., University of Illinois. Assistant Professor of Theatre, 1997.

Timothy P. Kelly, 1994, B.A., University of Kansas; M.L.S., Emporia State University; J.D., Washburn University. Law Reference Librarian, 1994.

David R. Kenagy, 1991, B.A., Pomona College; J.D., University of California, Los Angeles. Associate Dean of the College of Law, 1991.

Susan R. Kephart, 1981, B.A., Ohio Wesleyan University; Ph.D., Indiana University. Professor of Biology, 1990.

Anita S. King, 1981, B.M., Oberlin College; M.F.A., D.M.A., University of Iowa. Professor of Music, 1995.

Gary M. Klein, 1995, B.A., M.L.S., State University of New York, Buffalo. Management and Business Economics Librarian, 1995.

Susan M. Koger, 1993, B.A., Kean College; M.A., Ph.D., University of New Hampshire. Associate Professor of Psychology, 1998.

Kumiko Koishi, 1998, B.A., Kanagawa University, Yokohama, Japan; M.A., University of Oregon. Instructor of Japanese, 1998.

John L. Koprowski, 1992, B.S., Ohio State University; M.A., Southern Illinois University; Ph.D., University of Kansas. Associate Professor of Biology, 1997.

Christine A. Korb, 1998, B.S., Mount Mary College; M.M., Colorado State University. Instructor of Music Therapy, 1998.

Gilbert F. LaFreniere, 1979, B.S., University of Massachusetts; M.A., Dartmouth College; M.A., Ph.D., University of California, Santa Barbara. Professor of Geology and Environmental Science, 1992.

Craig Lesley, 1999, B.A., Whitman College; M.A., University of Kansas; Ph.D., University of Massachusetts. Hallie Ford Professor of English and Writer-in-Residence, 1999.

Laura B. Leete, 1992, Ph.D., M.A., Harvard University; B.A., University of California, Berkley. Fred Paulus Director for the Center of Public Policy, 1999.

James R. Levenick, 1985, B.S., Ph.D., University of Michigan. Associate Professor of Computer Science, 1991.

Earl K. Littrell, 1976, B.S., M.B.A., Ph.D., University of Oregon. Professor of Accounting and Information Sciences, 1983.

Ronald P. Loftus, 1983, B.A., George Washington University; M.A., Johns Hopkins University; Ph.D., Claremont University Center Graduate School. Professor of Japanese Language and East Asian History, 1993.

Carol S. Long, 1972, B.A., Pomona College; M.A., Ph.D., Northwestern University. Professor of English, 1986.

Wallace H. Long, 1983, B.M., M.M., D.M.A., University of Arizona. Professor of Music, 1994.

Robert H. Lucas, 1973, B.A., University of Oregon; M.A., Ph.D., Columbia University. Professor of History, 1980.

Linda Maddux, 1996, B.A., Mississippi State University; M.L.S., University of Alabama. Science Librarian, 1996.

Barbara S. Mahoney, 1978, B.A., M.A., Ph.D., St. Louis University. Associate Professor of History and Vice President for Public Relations, 1989.

Elliot N. Maltz, 1999, B.A., Trinity University; M.B.A., University of California, Davis; Ph.D., University of Texas, Austin. Associate Professor of Marketing, 1999.

Sally J. Markowitz, 1983, B.A., University of Pennsylvania; M.A., Ph.D., University of Michigan. Professor of Philosophy, 1997.

Michael P. Marks, 1994, B.A., Stanford University; M.A., Ph.D., Cornell University. Associate Professor of Politics, 1999.

Steven D. Martin, 1997, B.A., California State University, Fresno; M.F.A., University of California, Davis. Assistant Professor of Theatre, 1997.

Steven M. Maser, 1978, S.B., Massachusetts Institute of Technology; M.A., Ph.D., University of Rochester. Professor of Public Administration and Public Policy, 1988, and Associate Dean of the Atkinson Graduate School of Management, 1995.

Helen L. Mazur-Hart, 1987, B.A., Mills College; J.D., Willamette University. Instructor of Legal Research and Writing, 1990.

Loren K. McBride, 1971, B.S., University of Idaho; M.A., University of Montana; Ph.D., University of Missouri. Associate Professor of Psychology, 1977.

George S. McCowen, 1967, A.B., University of the South; M.A., Ph.D., Emory University., E. Jerry Whipple Professor of American History, 1994.

David W. McCreery, 1988, B.A., Sterling College; M.Div., Pittsburgh Theological Seminary; Ph.D., University of Pittsburgh. Professor of Religion, 1995.

Robert A. McDermott, 1999, B.S., M.S., State University of New York, Buffalo; Ph.D., University of California at Santa Barbara. Instructor of Sociology, 1999.

Douglas R. McGaughey, 1988, B.A., Boston University; M.Div., Chicago Theological Seminary; Ph.D., University of Chicago. Professor of Religion, 1997.

Lane C. McGaughy, 1981, B.A., Ohio Wesleyan University; B.D., Drew University; M.A., Ph.D., Vanderbilt University. George H. Atkinson Professor of Religious and Ethical Studies, 1981.

Bruce M. McIntosh, 1969, B.M., Oberlin College; M.M., University of Texas. Professor of Music, 1993.

Frann Michel, 1990, A.B., Barnard College; Ph.D., University of California, Berkeley. Associate Professor of English, 1997. (Sabbatical leave Fall 1999).

Robert L. Misner, 1987, B.A., University of San Francisco; J.D., University of Chicago. Professor of Law, 1994.

Daniel G. Montague, 1969, B.S., Oregon State University; M.S., University of Washington; Ph.D., University of Southern California. Professor of Physics, 1981.

Gretchen Flesher Moon, 1999, B.A., University of Oregon; Ph.D., University of California, Los Angeles. Associate Professor of English, 1999.

Pamela A. Moro, 1996, B.A., M.A., Ph.D., University of California, Berkeley. Associate Professor of Anthropology, 1998.

P. Maureen Musser, 1998, B.A., Pacific University; M.S., Portland State University; Ed.D., Portland State University. Assistant Professor of Education, 1998.

James A.R. Nafziger, 1977, B.A., University of Wisconsin; J.D., Harvard University. Thomas B. Stoel Professor of Law, 1995. (Sabbatical leave Spring and Fall 2000)

Mitzi M. Naucler, 1992, B.A., Moorhead State University; J.D., Willamette University. Director of Externship and Supervisor of Academic Support, College of Law, 1999.

Donald H. Negri, 1990, B.A., University of California, Berkeley; M.A., Ph.D., University of Michigan. Associate Professor of Economics, 1994, and Associate Dean of the College of Liberal Arts, 1999.

Ann M. Nicgorski, 1995, B.A., University of Notre Dame; M.A., Ph.D., University of North Carolina. Assistant Professor of Art, 1995.

Kenneth S. Nolley, 1967, B.A., Westmont College; M.A., University of Virginia; D.A., Ph.D., University of Oregon. Professor of English, 1983. (Sabbatical leave Fall 1999).

Larry R. Oberg, 1992, B.A., M.L.S., University of California, Berkeley. University Librarian, 1992.

Thomas J. O'Hare, 1998, B.S., Southern Oregon State University; Ph.D., University of Washington. Assistant Professor of Chemistry, 1998.

Genevieve B. Orr, 1995, B.A., Grinnell College; M.S., University of Wisconsin; M.S., Drexel University; Ph.D., Oregon Graduate Institute of Science and Technology. Assistant Professor of Computer Science, 1996.

Bertin Ortega-Aguilar, 1997, B.A., Universidad Veracruzana, Mexico; M.A., New Mexico State University; Ph.D., Stanford University. Assistant Professor of Spanish, 1997.

Tatjana Pavlovic, 1995, B.A., Central Missouri State University; M.A., Ph.D., University of Washington. Assistant Professor of Spanish, 1996.

Arthur D. Payton Jr., 1962, B.S., Illinois Institute of Technology; M.S., Ph.D., Yale University. Research Professor of Chemistry, 1976.

John M. Peel, 1990, B.A., University of Texas; M.F.A., Ph.D., Princeton University. Irene Gerlinger Swindells Professor of Music and Composer-in-Residence, 1993.

Nancy A. Perigo, 1993, B.S., Colorado State University; M.S., Oregon State University. Instructor of Biology, 1993.

Patricia K. Pickett-Cooper, 1997, B.F.A., Marylhurst College. Adjunct Professor of Music, 1997.

Kathleen J. Powers, 1989, B.B.A., M.B.A., Florida International University; Ph.D., University of Florida. Associate Professor of Human Resource Management, 1994.

Stephen K. Prothero, 1963, B.S., M.A., Oregon State University. Professor of Mathematics, 1995.

Maria Esther Quintana, 1997, A.B., Universidad Autonoma de Chicuahua, Mexico; M.A., University of California, Berkeley; PhD., University of California, Berkeley. Assistant Professor of Spanish, 1998.

Steven M. Rhine, 1995, B.A., University of California, Los Angeles; M.A., Loyola Marymount University; Ed.D., University of California, Los Angeles. Assistant Professor of Education, 1995.

Dean M. Richardson, 1974, B.A., University of Rochester; J.D., Syracuse University. Professor of Law, 1974.

Debra J. Ringold, 1994, B.A., Texas Technical University; M.B.A., Southern Illinois University; Ph.D., University of Maryland. Professor of Marketing, 1997.

Joni R. Roberts, 1989, B.A., Willamette University; M.L.S., San Jose State University. Associate University Librarian for Public Services and Collection Development, 1993.

Sharon L. Rose, 1988, B.A., California State University, Long Beach; M.A., Humboldt State University; Ph.D., Oregon State University. Professor of Biology, 1998.

Daniel S. Rouslin, 1986, B.M., Oberlin College; D.M.A., University of Iowa. Professor of Music, 1995.

K. Fritz Ruehr, 1997, B.S., M.S., Ph.D., University of Michigan. Assistant Professor of Computer Science, 1997.

Jeffrey K. Sarbaum, 1997, B.S., University of the Pacific; M.A., Ph.D., State University of New York, Binghamton. Assistant Professor of Economics, 1997.

Magda P. Schay, 1974, B.A., M.A., Syracuse University. Associate Professor of Russian, 1983.

Jill D. Schmid, 1999, B.A., Willamette University; M.A., Ph.D., University of Washington. Assistant Professor of Rhetoric and Media Studies, 1999.

Ford C. Schmidt, 1989, B.A., University of California, Irvine; M.L.I.S., University of California, Berkeley. Head of Library Reference Services, 1993.

James Seibert, 1999, B.A., Linfield College; M.S., Ph.D., Colorado State University. Instructor of Mathematics, 1999.

Junpei Sekino, 1978, B.S., Nihon University, Japan; B.A., M.S., Ph.D., Oregon State University. Professor of Mathematics, 1993.

Todd P. Silverstein, 1989, B.A., M.S., Brandeis University; Ph.D., University of California, Berkeley. Professor of Chemistry, 1999.

William T. Smaldone, 1991, B.S., M.A., State University of New York College, Brockport; Ph.D., State University of New York, Binghamton. Associate Professor of History, 1995.

Susan L. Smith, 1989, B.A., Reed College; M.P.P., J.D., Harvard University. Professor of Law, 1994.

Carlton J. Snow, 1971, A.B., Taylor University; M.Div., Fuller Theological Seminary; M.A., J.D., University of Wisconsin. Professor of Law, 1978.

Karen O. Solomon, 1999, B.A., St. Olaf College; Ph.D., University of Chicago. Assistant Professor of Psychology, 1999.

Michael W. Spalti, 1995, B.A., M.L.S., Syracuse University. Systems Librarian, 1996.

Jeffrey A. Standen, 1990, A.B., Georgetown University; J.D., University of Virginia. Professor of Law, 1995.

Stasinos Stavrianeas, 1999, B.S., University of Athens; M.S., Ph.D., University of Oregon. Assistant Professor of Exercise Science, 1999.

Barbara Stebbins-Boaz, 1998, B.A., Mount Holyoke College; Ph.D., Brown University. Assistant Professor of Biology, 1998.

Mark T. Stewart, 1998, B.A., University of California, Santa Barbara; M.A., Humboldt State University; Ph.D., University of Nevada. Assistant Professor of Psychology, 1998.

Richard H. Stewart, 1970, B.S., Lebanon Valley College; M.M.Ed., University of Oregon; D.M.A., University of Southern California. Professor of Music Education, 1981.

Michael H. Strelow, 1980, B.A., M.A., Miami University of Ohio; Ph.D., University of Oregon. Professor of English, 1992.

Richard A. Sutliff, 1967, A.B., Dartmouth College; M.A., Indiana University; Ph.D., University of Massachusetts. Professor of English, 1990. (Sabbatical leave Fall 1999).

Symeon C. Symeonides, 1999, LL.B., University of Thessaloniki, Greece; LL.M., S.J.D., Harvard University. Dean of the College of Law and Professor of Law.

Thomas B. Talbott, 1972, B.S., Portland State University; S.T.B., Fuller Theological Seminary; M.A., Ph.D., University of California, Santa Barbara. Professor of Philosophy, 1987.

J. Gary Tallman, 1996, A.B., West Liberty State College; Ph.D., West Virginia University. Taul Watanabe Professor of Science, 1996.

Yvonne A. Tamayo, 1998, B.S., Louisiana State University; J.D., Loyola University. Assistant Professor of Law, 1998.

Linda G. Tamura, 1994, B.S., Western Oregon University; M.Ed., Ed.D., Oregon State University. Professor of Education, 1994.

John L. Tenny, 1979, B.S., M.S., Illinois State University; Ph.D., University of Oregon. Professor of Education and Director of the School of Education, 1997.

Nathan Teske, 1999, B.A., Reed College; M.A., Ph.D., University of California, Berkeley. Assistant Professor of Politics, 1999.

G. Frederick Thompson Jr., 1984, B.A., Pomona College; Ph.D., Claremont University Center Graduate School. Elmer and Grace Goudy Professor of Public Management and Policy Analysis, 1987.

James B. Thompson, 1986, A.B., Ripon College; M.F.A., Washington University. Professor of Art, 1997.

Grant O. Thorsett, 1967, B.A., Washington State University; M.S., Ph.D., Yale University. Professor of Biology, 1979.

Leroy J. Tornquist, 1978, B.S., J.D., Northwestern University. Professor of Law, 1978.

Robert Trapp, 1990, B.A., M.S., Texas Technical University; Ph.D., University of Denver. Professor of Rhetoric and Media Studies and Director of Forensics, 1994. (Sabbatical leave Fall 1999).

J. Frederick Truitt, 1991, A.B., Muhlenberg College; M.B.A., D.B.A., Indiana University. Helen Simpson Jackson Professor of International Management, 1991.

Donald H. Turner, 1971, B.S., Lewis and Clark College; LL.B., Willamette University. Professor of Law, 1973.

John F. Uggen, 1980, B.A., University of Oregon; M.A., Ph.D., University of Miami. Associate Professor of Spanish, 1991.

Mary V. Unruh, 1990, B.A., M.L.S., University of Washington. Law Computer Services Librarian, 1990.

Mark D. Usher, 1997, B.A., University of Vermont; M.A., Ph.D., University of Chicago. Assistant Professor of Classics, 1997.

Patricia E. Varas, 1992, B.A., M.A., Ph.D., University of Toronto, Canada. Associate Professor of Spanish, 1997.

Valerie J. Vollmar, 1984, B.A., University of Oregon; J.D., Willamette University. Professor of Law, 1993.

Charles I. Wallace Jr., 1985, B.A., Bowdoin College; B.D., Yale University; Ph.D., Duke University. Associate Professor of Religion and University Chaplain, 1985.

Richard W. Watkins, 1999, B.A., Cornell University; Ph.D., University of California, Santa Barbara. Assistant Professor of Physics, 1999.

Arlene A. Weible, 1994, B.A., Whitman College; M.L.S., University of Arizona. Periodicals and Government Documents Librarian, 1994.

Cathleen L. Whiting, 1986, B.A., California State University, Sacramento; Ph.D., University of Washington. Associate Professor of Economics, 1992.

Jeffrey J. Willemsen, 1998, B.A., Cornell College; Ph.D., Colorado State University. Assistant Professor of Chemistry, 1998.

J. Charles Williamson, 1999, B.S., Harvey Mudd College; Ph.D., California Institute of Technology. Assistant Professor of Chemistry, 1999.

Michael B. Wise, 1981, B.A., Yale University; J.D., Stanford University. Professor of Law, 1985.

Peter M. Wogan, 1999, B.A., Vassar College; M.A., University of Chicago; Ph.D., Brandeis University. Assistant Professor of Anthropology, 1999.

Jennifer L. Wright, 1998, B.A., Swarthmore College; J.D. Stanford University. Director of Clinical Law Program and Assistant Professor of Law, 1998.

Robin Wright-Fromherz, 1998, B.S., Cleveland State University; M.S., Western Oregon University; Ph.D., Oregon State University. Assistant Professor of Education, 1998.

Mary Ann Youngren, 1979, B.A., Purdue University; M.A., University of Denver; Ph.D., University of Oregon. Professor of Psychology, 1990.

Xijuan Joanna Zhou, 1997, B.A., Shandong University, China; M.A., Ph.D., Columbia University. Assistant Professor of Religion, 1997.

Frank Zizza, 1988, B.A., City University of New York; Ph.D., University of California, Berkeley. Associate Professor of Mathematics, 1992. (Sabbatical leave 1999–2000).

ENDOWED CHAIRS AND DIRECTORSHIPS

Lawrence D. Cress, Dwight and Margaret Lear Professor of American History.

Michael U. Dothan, Guy F. Atkinson Professor of Economics and Finance.

Richard J. Ellis, Mark O. Hatfield Professor of Politics.

Laura B. Leete, Fred Paulus Director of the Center for Public Policy.

Craig Lesley, Hallie Ford Professor of English and Writer-in-Residence.

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

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

James A.R. Nafziger, Thomas B. Stoel Professor of Law.

John Olbrantz, Maribeth Collins Director of the Hallie Ford Museum of Art.

John Peel, Irene Gerlinger Swindells Professor of Music and Composer-in-Residence.

J. Gary Tallman, Taul Watanabe Professor of Biology.

G. Frederick Thompson Jr., Elmer and Grace Goudy Professor of Public Management and Policy Analysis.

J. Frederick Truitt, Helen Simpson Jackson Professor of International Management.

EMERITI FACULTY AND ADMINISTRATION

Virginia A. Anderson, 1968, Professor Emeritus of Law Library Technical Services, 1979.

Stephen H. Archer, 1973, Professor Emeritus of Economics and Finance, 1996.

Courtney Arthur, 1958, Professor Emeritus of Law, 1978.

Henry J. Bailey III, 1965, Professor Emeritus of Law, 1981.

James B. Bjorkquist, 1968, Professor Emeritus of Sociology, 1999.

Virginia E. Bothun, 1968, Professor Emeritus of English, 1994.

Charles J. Bowles, 1965, Professor Emeritus of Physical Education, Coach Emeritus of Track and Field and of Cross Country, 1990.

Donald R. Breakey, 1954, Professor Emeritus of Biology, 1992.

Maurice W. Brennen, 1940, Professor Emeritus of Music and Director Emeritus of Bands, 1979.

Edwin W. Butler, 1949, Professor Emeritus of Law, 1980.

Stanley Butler, 1950, Professor Emeritus of Music, 1977.

Jeremiah W. Canning, 1963, Professor Emeritus of Philosophy, 1989.

Thelma Carroll, 1960 Associate Registrar Emeritus, 1994.

Frances H. Chapple, 1966 Professor Emeritus of Chemistry, 1999.

R. Wright Cowger, 1969, Professor Emeritus of Education, 1990.

Charles H. Derthick, 1948, Professor Emeritus of Psychology, 1979.

William Devery, 1970, Professor Emeritus of Psychology, 1992.

Paule Drayton, 1960, Professor Emeritus of French, 1993.

Walter M. Gerson, 1973, Professor Emeritus of Sociology, 1996.

James A. Hand, 1964, Professor Emeritus of Religion, 1988.

Frances A. Howard, 1970, Professor Emeritus of Physical Education, 1984.

Norman J. Hudak, 1965, Professor Emeritus of Chemistry, 1998.

Jerry E. Hudson, 1980, University President Emeritus, 1997.

Dallas W. Isom, 1974, Professor Emeritus of Law, 1998.

Clarence A. Kraft, 1950, Professor Emeritus of Spanish, 1980.

Jack Leonard, 1960, Professor Emeritus of Economics, 1987.

Richard D. Lord, 1964, Professor Emeritus of English, 1995.

F. Kent Markus, 1962, Professor Emeritus of History, 1990.

Franklin D. Meyer, 1967, Vice President Emeritus for Student Affairs, 1994.

Theodore Y. Ozawa, 1972, Professor Emeritus of Education, 1994.

Cameron Paulin, 1949, Professor Emeritus of Art, 1976.

John C. Paulus, 1949, Professor Emeritus of Law, 1985.

Robert L. Purbrick, 1947, Professor Emeritus of Physics, 1985.

Robert M. Putnam, 1953, Professor Emeritus of Theatre, 1980.

Harry E. Rorman, 1969, Professor Emeritus of Earth Science, 1979.

Howard W. Runkel, 1950, Professor Emeritus of Speech, 1983.

Ross R. Runkel, 1969, Professor Emeritus of Law, 1999.

Kenneth Smith, 1963, Professor Emeritus of Political Science, 1981.

Maurice B. Stewart, 1958 Professor Emeritus of Physics, 1999.

George Struble, 1982, Professor Emeritus of Computer Science, 1997.

Marta Velez, 1971, Professor Emeritus of Spanish, 1990.

Julio Viamonte, 1967, Professor Emeritus of Music, 1993.

Jean Williams, 1953, Professor Emeritus of Physical Education, 1980.

Richard A. Yocom, 1955, University Registrar Emeritus, 1993.

ADJUNCT FACULTY

Linda Bowers, 1984, B.S., Shippensburg State University; M.A., Middlebury College. Associate Professor of English.

Nancy E. Brown, 1997, B.A., Marylhurst College; J.D., Willamette University. Professor of Law.

James Ciaramitaro, 1989, B.Ph., Wayne State University; M.Ed., Oregon State University. Instructor of Exercise Science.

Francoise Courtin-Schreiner, 1989, B.A., Catholic University, France; M.S., Western Oregon University. Instructor of French.

Kevin Deitz, 1994, B.S., Portland State University. Instructor of Music.

John Doan, 1977, B.A., California State University, Northridge; M.M., Western Oregon University. Assistant Professor of Music.

Jeanne Eikrem, 1974, B.M., Willamette University. Assistant Professor of Music.

Jerry Friesen, 1991, B.A., M.A., Willamette University; Ph.D., University of Oregon. Instructor of Music.

Michael Gillette, 1988, B.A., Whitman College; J.D., Harvard University. Instructor of Politics.

Marcia Hauff, 1978, B.M., Willamette University; M.M., D.M., Northwestern University. Assistant Professor of Music.

Scott Horenstein, 1988, B.A., University of Washington; J.D., Lewis and Clark College. Professor of Law.

Julie James, 1994, B.A., California State University, Chico; M.S., Western Oregon University. Instructor of Education.

Jennifer Jopp, 1991, B.A., M.A., State University of New York College, Cortland. Instructor of History.

Jack L. Landau, 1994, B.A., J.D., Lewis and Clark College. Professor of Law.

Hans Linde, 1992, B.A., Reed College; J.D., University of California, Berkeley. College of Law Distinguished Scholar-in-Residence.

Mary Lott, 1972, B.A., California State University, Northridge. Instructor of Music.

Danni Lu, 1997, B.A., M.A., Beijing University, China; Ph.D., University of Oregon. Instructor of Chinese, 1997.

Al Lyons, 1997, B.A., University of Washington; J.D., Willamette University. Professor of Law.

Valerie McIntosh, 1969, B.M., Oberlin College; M.M., University of Texas; Ph.D., University of Oregon. Assistant Professor of Music.

Susan A. Miller, 1989, B.M., University of Georgia; M.M., Case Western Reserve University. Instructor of Music.

Richard O'Grady, 1989, B.A., University of Southern California; M.A., Ph.D., University of Montana. Instructor of Psychology.

James Perry, B.S., University of Oregon; J.D., Lewis and Clark College. Professor of Law.

Edwin Peterson, 1994, B.A., University of Oregon; J.D., University of Oregon. College of Law Distinguished Jurist-in-Residence.

C. Kent Roberts, 1988, B.A., University of North Carolina; J.D., Lewis and Clark College. Professor of Law.

Helen Russon, 1989, B.A., University of California, Berkeley; J.D., Santa Clara University. Professor of Law.

Craig Smith, 1985, B.A., Northwest Nazarene College; M.M., J.D., Willamette University. Professor of Management.

Carole Stewart, 1990, B.M., University of Oregon; M.M., Lewis and Clark College. Instructor of Music.

Laura Zaerr, 1987, B.M., University of Oregon; M.M., University of Rochester. Instructor of Music.

Kurt-Alexander Zeller, 1994, B.F.A., B.M., Southern Methodist University; M.M., D.M.A., University of Cincinnati. Instructor of Music.

UNIVERSITY ADMINISTRATORS

OFFICE OF THE PRESIDENT

M. Lee Pelton, President

Kevin F. Neely, Assistant to the President

Charles I. Wallace Jr., University Chaplain

COLLEGE OF LIBERAL ARTS

Lawrence D. Cress, Dean

Donald H. Negri, Associate Dean

Hallie Ford Museum of Art

John P. Olbrantz, Maribeth Collins Director

Language Learning Center

Natalia Shevchenko, Director

Mark O. Hatfield Library

Larry R. Oberg, University Librarian

Carol A. Drost, Associate University Librarian

Joni R. Roberts, Associate University Librarian

Gary M. Klein, Management and Business Economics Librarian

Linda B. Maddux, Science Librarian

Ford C. Schmidt, Head of Reference Services

Michael W. Spalti, Systems Librarian

Arlene A. Weible, Periodicals & Government Documents Librarian

Off-Campus Studies and International Education

K.S. Ainsworth, Director

Registrar

Paul J. Olsen, University Registrar

Leah R. Garcia, Assistant Registrar

COLLEGE OF LAW

Symeon Symeonides, Dean

Kathy T. Graham, Associate Dean

David R. Kenagy, Associate Dean

Admission

Lawrence Seno Jr., Director

Assistant Director

Career Services

Diane Reynolds, Director

Clinical Law Program

Jennifer L. Wright, Director

Development & Alumni Relations

Sharon M. Blus, Director

Center for Dispute Resolution

Richard Birke, Director

Law Library

Richard F. Breen, Director

Student Affairs

Edward J. Harri, Assistant Dean

ATKINSON GRADUATE SCHOOL OF MANAGEMENT

Bryan Johnston, Dean

Steven M. Maser, Associate Dean

Admission

Judy A. O'Neill, Assistant Dean & Director

Cora Snow, Assistant Director & Registrar

Computer Services

James Kephart, Manager

OFFICE OF CAMPUS LIFE

Robert E. Hawkinson, Dean

Athletics

William G. Trenbeath, Director

Paula B. Petrie, Assistant Director and Women's Basketball Coach

Deborah Cagle, Athletic Trainer

Duane Duey, Athletic Trainer

W. Glen Fowles, Assistant Football Coach

Gordon L. James, Director of Sparks Center and Men's Basketball Coach

Raymond F. Kenitzer, Academic and Athletic Recruiting Coordinator and Assistant Swim Coach

Rodney Mott, Men's and Women's Crew Coach

William B. Perkins, Assistant Football Coach

Marlene Piper, Volleyball Coach and Strength and Conditioning Coordinator

Stephen K. Prothero, Men's & Women's Golf Coach

Mark Speckman, Head Football Coach

Alan G. Stephenson, Men's and Women's Swimming Coach and Director of the Fitness Center & Equipment Room

Kelly M. Sullivan, Men's and Women's Cross Country and Men's and Women's Track Coach

James C. Tursi, Men's and Women's Soccer Coach

Clifton L. Voliva, Sports Information Director

Carl Swanson, Men's and Women's Tennis Coach

R. Damian Williams, Softball Coach

David G. Wong, Baseball Coach and Ticket Manager

Campus Safety

Ross C. Stout, Director

Career Services

Nancy M. Norton, Director

Catherine D. Lutz, Career and Education Advisor

Community Service Learning

Jessica Glenn, Coordinator

Counseling Services

Deborah L. Loers, Director and Dean of Student Development

Karen M. Creswell, Counselor

Becky M. Miller-Moe, Counselor

Disability Services

Robin K. Smithtro, Director

International Student and Faculty Services

Donna M. McElroy, Director

Multicultural Affairs

Richard H. Shintaku, Director and Associate Dean of Campus Life

Residential Life & Auxiliary Services

James R. Bauer, Dean and University Judicial Officer

Marilyn F. Derby, Associate Director of Residential Life & Auxiliary Services

Cheryl A. Todd, Assistant Director of Residential Life & Auxiliary Services

Laila Cook, Residential Area Coordinator

Kristin Holland, Residential Area Coordinator

Raymond Horton, Residential Area Coordinator

Bookstore

Donald C. Beckman, Director

Scheduling and Conference Services

Alice Sorenson, Director

Student Activities

Lisa Jones, Director

Howard Avery, Assistant Director

Bruce Mace, Coordinator of Intramural and Club Sports, and Outdoor Recreation

Student Health Services

Vickie L. Simpson, Director

Anne Barry-Lever, Nurse Practitioner

Michelle M. Dickson, Nurse Practitioner

OFFICE OF DEVELOPMENT

Vice President

Tobias Read, Development Associate

Academic Grants & Awards

Cherie Lenzen, Assistant Director

Alumni & Parent Relations

James C. Booth, Director

Brian Hess, Assistant Director

ANNUAL GIVING

Kate Speckman, Director

DONOR RELATIONS & SPECIAL EVENTS

Marnie Noble, Director

FOUNDATION RELATIONS & GOVERNMENT GRANTS

Patricia Alley, Director

PLANNED GIVING & MAJOR GIFTS

Michael W. Bennett, Director

OFFICE OF FINANCIAL AFFAIRS

Brian W. Hardin, Vice President

ACCOUNTING

Robert N. Olson, Controller & Director of the Budget

Susan B. Chavez, Assistant Controller

Laura J. Hildebrandt, Office Manager

FACILITIES PLANNING AND CONSTRUCTION

Lewis D. Kanthack, Director

FACILITIES & SPECIAL EVENTS

Tony B. Noble, Coordinator

FINANCIAL AID

Leslie L. Limper, Director

Laura Head, Assistant Director

Zofia Miller, Assistant Director

GROUNDS

Ronald J. Nichols, Supervisor

HUMAN RESOURCES

Carol Black-Rossow, Director

Mary L. Liepins, Assistant Director

MAIL SERVICES

Connie R. Ames, Supervisor

PHYSICAL PLANT

Thomas W. Neal, Director

TRAVEL CENTER

Kindra Jordan, Manager

WORD PROCESSING & COPY CENTER

Carolyn Kilday, Director

Mark Wade, Supervisor of Copy Center

OFFICE OF PUBLIC AFFAIRS

Barbara S. Mahoney, Vice President

COMMUNICATIONS

Betty M. O'Brien, Director

Jeffrey C. Booth, Web Developer

Carrie M. DeMuniz, Graphic Designer

Melaney Moisan, Assistant Director of Communications for Media Relations

Christopher Noud, Art Director

David Worrix, Creative Director

Benjamin R. Worsley, Communications Associate

INSTITUTIONAL RESEARCH & PLANNING SUPPORT

Tod R. Massa, Director

WILLAMETTE INTEGRATED TECHNOLOGY SERVICES

John Balling, Executive Director

John P. Callahan, Director of Network Technologies

Nicholas Liepins, Director of Administrative Technologies

Martha A. Morandi, Director of Production and Operations

Michael W. Army, Telecommunications Manager

Michael A. Demezas, Systems Programmer/Analyst

Paul DeStefano, User Services Consultant

Brian Kinyon, User Services Consultant

Andy Linn, User Services Consultant

Robert A. Minato, Assistant Director of Academic Technologies

Harvey J. Prudhomme, Senior Programmer/Analyst

OFFICE OF UNIVERSITY ENROLLMENT

James M. Sumner, Vice President and Dean of University Admissions

Teresa K. Hudkins, Director

Susan M. Corner, Associate Director

Gina M. Devincenzi, Admission Counselor

Leslie D. Garcia, Assistant Director

Susan J. Rauch, Senior Associate Director

Tara A. Wilson, Admission Counselor

BOARD OF TRUSTEES

University Officers

M. Lee Pelton, President

Brian W. Hardin, Vice President for Financial Affairs

Barbara S. Mahoney, Vice President for Public Affairs

James M. Sumner, Vice President for Enrollment

Officers of the Board

Henry Hewitt, Chairman of the Board; Attorney at Law, Portland, Oregon

Claris C. Poppert, Vice Chairman; Lincoln City, Oregon

Maribeth Collins, Secretary of the Board; President, The Collins Foundation, Portland, Oregon

Norma Paulus, Assistant Secretary of the Board; Salem, Oregon

M. Lee Pelton, President; Willamette University, Salem, Oregon

Brian W. Hardin, Treasurer of the Board; Vice President for Financial Affairs, Willamette University, Salem, Oregon

Members

Edward L. Allis, President, Grayco Resources, Portland, Oregon

George I. Azumano, Chairman of the Board, Azumano Travel Service, Portland, Oregon

Ralph Bolliger, Portland, Oregon

Richard Buck, Publications Manager, Paul A. Merriman and Associates, Seattle, Washington

Stewart M. Butler, Executive Vice President, AON Risk Services, Inc. of Oregon, Coeur d'Alene, Idaho

Jonathan Carder, President, Melvin Mark Brokerage Company, Portland, Oregon

Wallace P. Carson, Jr., Chief Justice, Oregon Supreme Court, Salem, Oregon

Linda Cates, Brooklyn, New York

Steven H. Corey, Attorney at Law, Pendleton, Oregon

Karen E. Crooch, Western District Superintendent, United Methodist Church, Salem, Oregon

Cynthia J. Ford, Portland, Oregon

Gerald W. Frank, President, Gerry's Frankly Speaking, Salem, Oregon

Eric Friedenwald-Fishman, Creative Director, The Metropolitan Group, Portland, Oregon

Edward A. Grossenbacher, Orthopedic Surgeon, Portland, Oregon

Stuart A. Hall, President and Chief Executive Officer, Liberty Northwest Insurance Corp., Portland, Oregon

Susan Hammer, Attorney at law, Portland, Oregon

R. Scott Harkness, Pastor, First United Methodist Church, Salem, Oregon

Dale C. Harris, Executive Director, Northwest House of Theological Studies, Hillsboro, Oregon

Susan Corcoran Hayes, Vice President, Bank of America, Seattle, Washington

Melvin Henderson-Rubio, Microsoft Corp., Redmond, Washington

Dale Hermann, Attorney at Law, Portland, Oregon

Tony Hopson, President and Chief Executive Officer, Self Enhancement, Inc., Portland, Oregon

Douglas G. Houser, Attorney at Law, Portland, Oregon

George W. Hoyt, Sandy, Oregon

Mary Hughes, Attorney, Municipality of Anchorage, Anchorage, Alaska

John Jelderks, U.S. Magistrate Judge, U.S. District Court, Portland, Oregon

Margot Jones, Gladstone, Oregon

Robert E. Kilkenny, President, W. H. Kilkenny Company, Vancouver, Washington

Peter Kremer, President, The Kremer Co., Newport Beach, California

Eric B. Lindauer, Attorney at Law, Salem, Oregon

William Long, Glenbrook, Nevada

Percy Loy, President, Kubla Khan Food Co., Portland, Oregon

Alex J. Mandl, Chairman and Chief Executive Officer, Teligent, Vienna, Virginia

Joan McNamara, Community Education Coordinator, Bonneville Power Administration, Portland, Oregon

Thomas Neilsen, President, Neilsen Manufacturing, Inc., Salem, Oregon

Robert W. Nunn, Attorney at Law, Portland, Oregon

Robert G. Packard III, Managing Partner, Zimmer Gunsul Frasca Partners, Portland, Oregon

Edward W. Paup, Bishop, The United Methodist Church, Portland, Oregon

Robert F. Smith, Medford, Oregon

Patricia C. Smullin, President, California-Oregon Broadcasting, Inc., Medford, Oregon

Lindsay Stewart, Vice President, Nike Inc., Beaverton, Oregon

William Swindells, Chief Executive Officer, Willamette Industries Inc., Portland, Oregon

Mark Teppola, President, National Builders Hardware Co., Portland, Oregon

Soren Vestergaard, President and Chief Executive Officer, Supra Group, Inc., Salem, Oregon

James Patrick Wenger-Monroe, Assistant to the Bishop, The United Methodist Church, Portland, Oregon

Carol Whipple, Owner and Manager, Rocking-C Ranch, Elkton, Oregon

Wendy Willis, Assistant Federal Public Defender, Portland, Oregon

Loren C. Winterscheid, Professor Emeritus and Assistant to the Dean for Risk Management and Special Projects, University of Washington School of Medicine, Seattle, Washington

Thomas D. Wogaman, Corvallis, Oregon

Steven Wynne, President and Chief Executive Officer, adidas America, Portland, Oregon

Thomas Yoshikai, Salem, Oregon

LIFE MEMBERS

Betty Anderson, Salem, Oregon

Ray N. Atkinson, San Mateo, California

Robert Burtner, Eugene, Oregon

Amo DeBernardis, Tigard, Oregon

Hallie Ford, Salem, Oregon

Alan Goudy, Portland, Oregon

Orval O. Hager, Portland, Oregon

Henry L. Haines, Portland, Oregon

Stanley N. Hammer, Salem, Oregon

Mark O. Hatfield, Portland, Oregon

Eric Hoffman, Portland, Oregon

William H. Kilkenny, Portland, Oregon

Robert C. Notson, Portland, Oregon

George Rives, Newberg, Oregon

Howard B. Somers, Portland, Oregon

L.B. Staver, Portland, Oregon

Thomas B. Stoel, Portland, Oregon

William B. Webber, Tigard, Oregon

FALL SEMESTER 1999

August 26	Residence halls open for new students. Orientation begins.
August 31	CLASSES BEGIN at 8:00 a.m. 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 2000 begins.
November 19	Last day to withdraw from second-half semester courses.
November 24	Thanksgiving Vacation begins at 5:00 p.m.
November 29	Thanksgiving Vacation ends at 8:00 a.m.
December 4	Advance Course Selection for Spring Semester 2000.
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 18	CLASSES BEGIN at 8:00 a.m. 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	158th 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 p.m.
March 27	Spring Vacation ends at 8:00 a.m.
March 28	Last day to add second-half semester courses. Last day to drop second-half semester courses without a grade of "W."
April 5	Last day to withdraw from full-semester courses.
April 10	Last day to choose Credit/No Credit grading option for second-half semester courses.
April 12	Academic Advising for Fall Semester 2000 begins.
April 14	Last day to withdraw from second-half semester courses.
April 22	Advance Course Selection for Fall Semester 2000.
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.

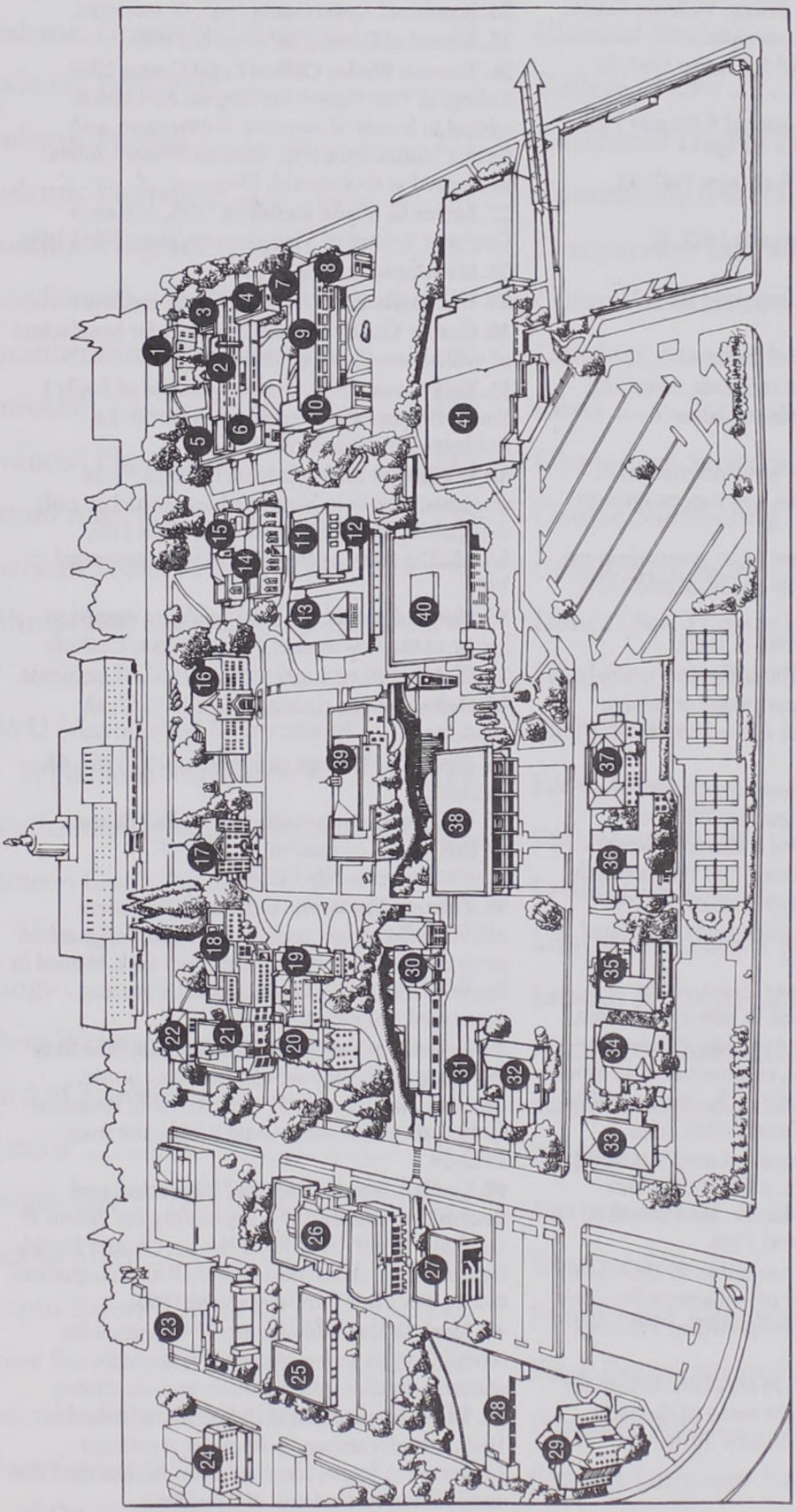
FALL SEMESTER 2000

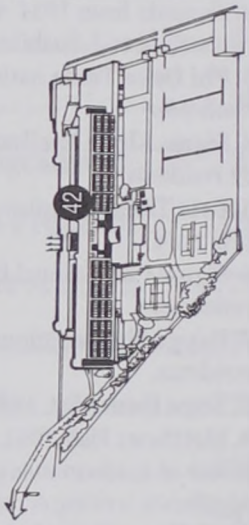
August 24	Residence halls open for new students. Orientation begins.
August 29	CLASSES BEGIN at 8:00 a.m. Registration for returning students who did not complete Advance Class Selection.
September 4	Labor Day — no classes.
September 12	Last day to add first-half and full-semester courses. Last day to drop first-half and full-semester courses without a grade of "W."
September 19	Last day to choose Credit/No Credit grading option for first-half semester courses.
September 29	Last day to withdraw from first-half semester courses.
October 10	Last day to choose Credit/No Credit grading option for full-semester courses.
October 18	End of first-half semester courses.
October 19	Beginning of second-half semester courses.
October 20	Mid-Semester Day — no classes.
November 3	Last day to add second-half semester courses. Last day to drop second-half semester courses without a grade of "W."
November 3	Last day to withdraw from full-semester courses.
November 10	Last day to choose Credit/No Credit grading option for second-half semester courses.
November 16	Academic Advising for Spring Semester 2001 begins.
November 17	Last day to withdraw from second-half semester courses.
November 23	Thanksgiving Vacation begins at 5:00 p.m.
November 27	Thanksgiving Vacation ends at 8:00 a.m.
December 2	Advance Course Selection for Spring Semester 2001.
December 8	Classes end.
December 9-10	Study days.
December 11	Fall Semester final examinations begin.
December 13	Study day.
December 16	Fall Semester final examinations end. Holiday Break begins.

SPRING SEMESTER 2001

January 15	Registration for new students.
January 16	CLASSES BEGIN at 8:00 a.m. Registration for returning students who did not complete Advance Class Selection.
January 29	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	159th anniversary of the founding of the University.
February 5	Last day to choose Credit/No Credit grading option for first-half semester courses.
February 16	Last day to withdraw from first-half semester courses.
February 26	Last day to choose Credit/No Credit grading option for full-semester courses.
March 6	End of first-half semester courses.
March 7	Beginning of second-half semester courses.
March 16	Spring Vacation begins at 5:00 p.m.
March 26	Spring Vacation ends at 8:00 a.m.
March 27	Last day to add second-half semester courses. Last day to drop second-half semester courses without a grade of "W."
March 30	Last day to withdraw from full-semester courses.
April 4	Last day to choose Credit/No Credit grading option for second-half semester courses.
April 9	Academic Advising for Fall Semester 2001 begins.
April 13	Last day to withdraw from second-half semester courses.
April 21	Advance Course Selection for Fall Semester 2001.
May 1	Classes end.
May 2-3	Study days.
May 4	Spring Semester final examinations begin.
May 6	Study day.
May 9	Spring Semester Final Examinations end.
May 13	Baccalaureate and Commencement.

CAMPUS MAP


1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41


42

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 Henkle 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.

Academic Advising 14
Academic Calendar 279
Academic Dismissal 237
Academic Grants and Awards 39
Academic Petitions 237
Academic Policies 231
Academic Probation 237
Academic Progress 236
Accreditation 10
Administration and Faculty 260
Admission 242
Advanced Placement 245
Alumni Association 230
American Studies 44
Anthropology 45
Art 49
ASWU (Associated Students of Willamette University) 229
Athletics 224
Atkinson Graduate School of Management 37
Biology 59
Bishop Wellness Center 224
Board of Trustees 276
Calendar 279
Campus Life 224
Campus Map 283
Campus Safety (Office of) 225
Career Services 226
Center for Dispute Resolution 38
Center for the Study of the Humanities 27
Chemistry 66
Chinese 143
Class Attendance Policy 232
Classical Studies 71
College of Law 38
Combined Degree Programs 27
Community Outreach Program 226
Comparative Literature 74
Computer Science 76
Conduct, Standards of 231
Costs 256
Counseling Services 224
Course Numbering 235
Credit/No Credit 234
Dance (See Theatre) 213
Disability Services 225
Early Action 244
Earth Science 103
East Asian Studies 80
Economics 81
Education (teacher preparation) 88
Emeriti Faculty/Administration 270
Endowed Chairs 269
Engineering 29
English 95
Environmental & Earth Science 103
Exercise Science 110
Faculty and Administration 260
Final Examination Policy 232
Financial Aid 247
Foreign Language Requirement 19
Foreign Languages 116

Foreign Study 30
Forestry 29
Fraternities 227
French/Italian 116
Freshman Seminar 15
General Education Program 15
Geography (See Earth Science) 103
Geology (See Earth Science) 103
German/Russian 120
Grading Policy 233
Graduate Study Opportunities 37
Graduation Requirements 12
Greek Organizations 227
Health Insurance 225
Health Services 225
History 124
Honors Policies 236
Humanities 132
Institutional Research 241
Integrative Studies Area 133
International Student Services 227
International Studies 140
Internships 33
Intramural Athletics 228
Japanese/Chinese 143
Japanese Studies 143
Language Requirement 19
Latin American Studies 148
Law, College of 38
Liberal Arts, College of 10
Library 240
Management, Atkinson Graduate School of 37
Map of Campus 283
Master of Arts in Teaching (M.A.T.) Program 39
Mathematics 150
Mission Statement 10
Modes of Inquiry 20
Multicultural Student Affairs 228
Music 153
Off-Campus Study 30
Payments 257
Philosophy 168
Physics 172
Plagiarism Policy 238
Politics 175
Psychology 183
Quantitative/Analytical Reasoning Courses 19
Refunds 257
Registration 231
Religious Life 228
Religious Studies 190
Residence Life 228
Rhetoric & Media Studies 197
Room and Board 256
Scholarships 249
School of Education 39
Sociology 203
Sororities 227
Spanish 208
Special Interest Programs 26

Standards of Conduct 231
Transcripts 235
Transfer (Student Admission) 242
Theatre 213
Trustees 276
Tuition and Expenses 256
Undergraduate Research Grants 34
University Registrar 241
Willamette Integrated
Technology Services 241
Women's Studies 221

WILLAMETTE
THE FIRST UNIVERSITY IN THE WEST
900 STATE STREET ◂ SALEM, OREGON ▸ 97301

Gerard F. Bowers
English