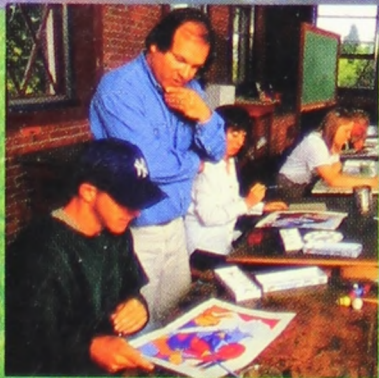


WILLAMETTE UNIVERSITY



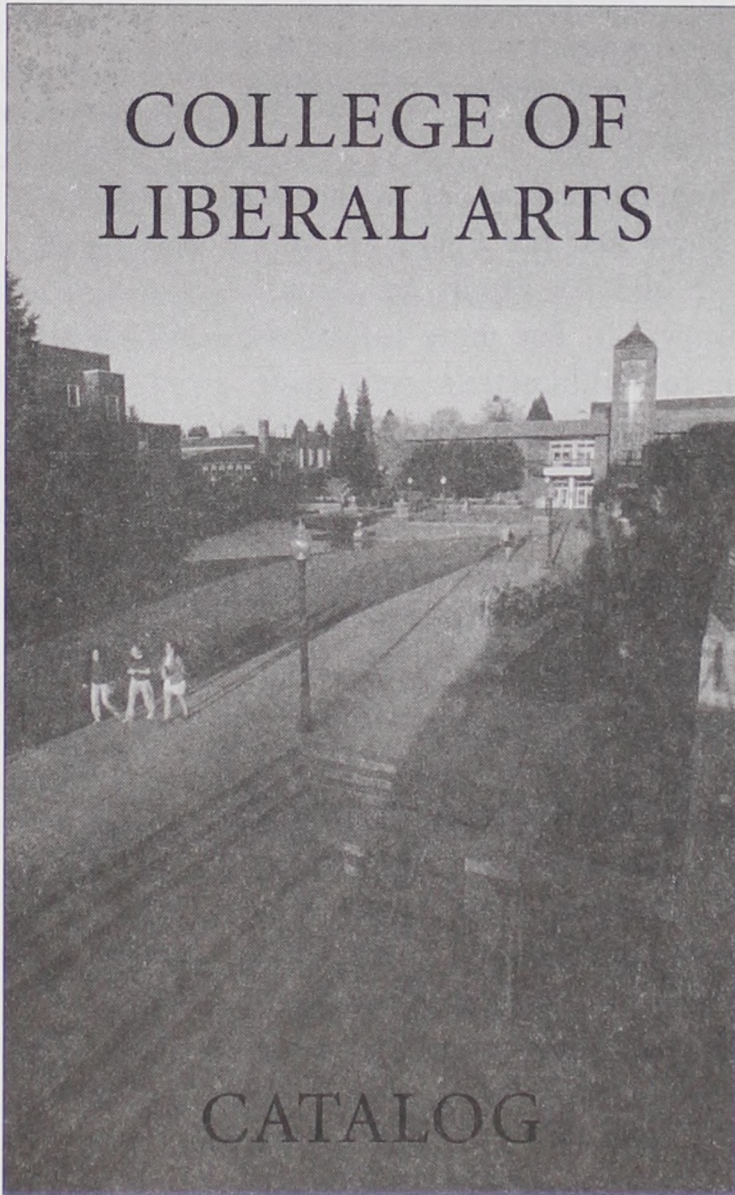
1998-1999 College of Liberal Arts Catalog



WILLAMETTE UNIVERSITY



COLLEGE OF
LIBERAL ARTS



CATALOG

1998-1999

SALEM, OREGON

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

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

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

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

CONTENTS

SECTION I

Introduction	8
College of Liberal Arts	10
Accreditation	10
Mission and Goals	10
Community	11
Graduation Requirements	12
General Education	15
Academic Policies and Procedures	22
Programs of Special Interest	32
Interdisciplinary Freshman Program	32
Senior Year Studies	32
Combined Degree Programs	33
Off-Campus Study	35
Domestic Off-Campus Programs	38
Internships	58
Julie Carson Undergraduate Research Grants	39
Graduate/Professional Study Opportunities	41
Atkinson Graduate School of Management	41
Center for Dispute Resolution	42
College of Law	42
School of Education	43
Academic Grants and Awards	43
Non-Willamette Graduate Programs and Opportunities	44

SECTION II

American Studies Program	48
Art	49
Biology	60
Business Economics	68
Chemistry	69
Classical Studies	74
Comparative Literature	76
Computer Science	78
Earth Science	82
East Asian Studies	85
Economics and Business Economics	86
Education	93
English	101
Environmental Science	110
Exercise Science	114

Foreign Languages and Literatures	121
French/Italian	121
German/Russian	125
History	130
Humanities	139
Integrative Studies Area	140
International Studies	147
Japanese/Chinese	151
Latin American Studies	155
Mathematics	158
Music	162
Philosophy	179
Physics	183
Politics	186
Psychology	196
Religion	203
Religious Studies	209
Rhetoric and Media Studies	210
Sociology and Anthropology	216
Spanish	225
Theatre	230
Women's Studies	239

SECTION III

Academic Administration	242
The Mark O. Hatfield Library	242
University Registrar	243
Willamette Integrated Technology Services	244
Student Life	245
Athletics	247
Campus Safety	248
Career Services	248
Community Outreach Program	249
Counseling Services	250
Disability Services	250
Greek Organizations	250
Health Center	251
International Student and Faculty Services	251
Intramurals and Sports Clubs	252
Multicultural Student Affairs	252
Religious Life	252
Residence Life	253
Student Activities and University Center	253

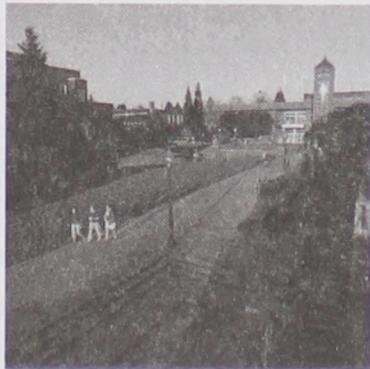
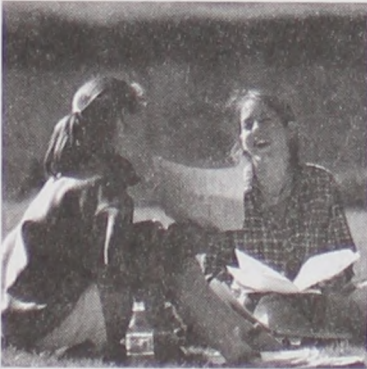
Associated Students of Willamette University	254
Standards of Conduct	254
Alumni Association	323
Admission	256
Procedures	257
Early Decision	258
Alternative Application Forms	259
Honors at Entrance	259
Advanced Placement	260
International Baccalaureate	260
Home Schooled Students	260
Early Admisson	260
Special and Part-Time Students	260
General Education Diploma (GED)	260
Tuition and Expenses	261
Room and Board Charges	261
Payment	262
Financing Options	263
Financial Aid	264
Determining Financial Need	264
Application Procedures	265
Need-Based Financial Aid Awards	265
Merit Scholarships and Awards	266
Renewal	267
Sources of Financial Aid	267

SECTION IV

Faculty and Administration	276
Calendar	296
Campus Map	300
Index	302

SECTION I

Introduction to the Catalog
College of Liberal Arts
Programs of Special Interest
Graduate/Professional Study
Opportunities



THIS CATALOG

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

WILLAMETTE UNIVERSITY

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

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

Virtually all Willamette faculty members have received degrees from institutions in other states and/or countries, a fact that brings a wide range of views and experiences to campus. There is one faculty member for every 11 students, and all serve as advisors and maintain office hours. Faculty members are engaged in scholarly research and publication and are given institutional support to pursue these objectives. However, the faculty is fundamentally committed to teaching.

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 1997 had a solid subject g.p.a. of 3.8 and 1,200+ combined Scholastic Aptitude Test (SAT) scores. Four hundred and twenty freshmen were enrolled from a group of over 2,000 applicants. About 80 percent of students receive financial aid or scholarships. Both need and no-need scholarships are provided. Although many Willamette students seek employment immediately after graduation, the majority go on to graduate or professional school either directly or within five years. Undergraduate enrollment in the fall of 1997 was 1700; total University enrollment was over 2,500.

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

The campus has 42 buildings on 61 acres. Except for the football stadium, track and baseball stadium two blocks away, the campus is self-contained. The only through street separates the College of Law, the School of Education, and the George H. Atkinson Graduate School of Management from the College of Liberal Arts. Cooperative programs among the three colleges enable all students to benefit from the quality programs available throughout the University.

During the past decade, over \$50 million has been invested in campus facilities. Renovations and additional buildings have enhanced every academic department on campus. Residence halls, administrative offices, and recreational facilities have also been renovated or refurbished. Major projects have included: the \$6.4 million construction of the 61,000-square-foot Mark O. Hatfield Library in 1986; the \$8.1 million renovation and expansion of the Collins Legal Center in 1992; the \$4.3 million construction of Goudy Commons in 1992; the \$7.1 million Olin Science Center in 1996; the \$1.1 million fitness center addition to Sparks Center, the \$4.1 million University Apartments, and the \$2.3 million renovation of Putnam University Center all in 1995; the \$5.5 million Hallie Brown Ford Museum of Art and the \$8 million Music Center and recital hall to be completed in 1998.

Sparks Center is an outstanding athletic and physical education facility which supports competitive men's and women's athletic teams, and an extensive intramural sports program. The playhouse is one of the best educational theatre facilities in the state. A 1,250-seat auditorium in the Fine Arts Building is the site of numerous lectures and concerts, including those of the Oregon Symphony. These excellent facilities support an outstanding speaker series, and numerous other activities and events. Approximately 75 percent of undergraduates live on campus in a variety of residential settings and are able to take maximum advantage of campus life.

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

Salem's population of 117,000 makes it Oregon's second largest city. Twice named an All-America City, the community offers a range of restaurants, movie theaters, and cultural opportunities all within easy walking distance of the campus, augmenting University activities. Willamette benefits from being located across the street from the state Capitol and near other federal, state, county, and city offices. In particular, this proximity provides students with exceptional internship opportunities. A large number of students also participate in the Community Outreach Program through widely varied volunteer service projects in Salem and the region.

In the larger setting, the cultural attractions and diversity of Portland, Oregon's largest city, are within 45 miles. The ski slopes of Mt. Hood and Mt. Bachelor are two to three hours away while Oregon's beautiful, rugged coast is an hour's drive away. Across the Cascade mountain range lies the high desert land of eastern Oregon, large cattle ranches, and rich farmland.

ACCREDITATION

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

The music program is accredited by the National Association of Schools of Music, and the University holds institutional membership in that organization. The major in music therapy is accredited by the National Association for Music Therapy. The Department of Chemistry is on the approved list of the American Chemical Society. The University is approved by the Oregon State Department of Education and meets requirements for teaching certification in secondary and elementary education. The College of Law is accredited by the American Bar Association and the Association of American Law Schools. The Atkinson Graduate School of Management's Master of Management program is accredited by both AACSB - The International Association for Management Education and the National Association of Schools of Public Affairs and Administration (NASPAA), and is the only graduate management program in the country to achieve both accreditations.

MISSION AND GOALS OF THE COLLEGE OF LIBERAL ARTS

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

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

First, the College of Liberal Arts seeks to strengthen students' intellectual powers. This includes the ability to think, to speak, and to write with precision, depth, and cogency, as well as the capacity to perceive and expose fallacious

reasoning. Moreover, since intellectual powers need sustenance over time, Willamette works to foster life-long habits of independent learning.

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

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

WILLAMETTE UNIVERSITY MISSION STATEMENT

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

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

THE WILLAMETTE UNIVERSITY COMMUNITY

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

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

The chief purpose of Willamette University is the establishment of a community in which learning and teaching will flourish. The undergraduate College of Liberal Arts offers the Bachelor of Arts degree, requiring foreign

language proficiency and proficiency in quantitative analysis. Professional degrees in music are also offered. At the graduate level, Willamette's well-known College of Law is the oldest in the Northwest; the George H. Atkinson Graduate School of Management was founded in 1973 to provide professional training for careers in government, business, and the not-for-profit-sector. The School of Education offers a Master of Arts in Teaching program with rigorous teacher training for liberal arts graduates, preparatory to teacher certification in Oregon and many other states. A 3-2 program in management combines undergraduate and graduate education at Willamette; students complete requirements for a degree and major in the College of Liberal Arts in three years, and then spend two years earning the master's degree in the Atkinson School.

The essence of Willamette University's academic commitment to each student is a foundation in general education which provides an exposure to civilization's great philosophical, artistic, literary, and cultural expressions, and a mastering of the basic human skills of reading, writing, calculating, and reasoning. General education coursework and related experiences serve as a preparation for advanced studies and possible off-campus application in field research, career-related internships, and study abroad. Overall, Willamette strives to educate the whole person, including the moral, intellectual, creative, and social dimensions, and to instill a lifelong dedication to rational inquiry and to human excellence.

Willamette graduates have entered all walks of life. Outstanding doctors, lawyers, teachers, businesspersons, public servants, and clergy who live 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. In order to earn a degree, a candidate must successfully complete General Education, 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. Beginning in 1998-99, all entering students will participate in a newly adopted General Education Program which includes:

- Freshman Seminar: World Views
- Four Writing-centered courses (including World Views)
- Two Quantitative and Analytical Reasoning courses
- Study in a language other than English.

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

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

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

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

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

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

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

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

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

Bachelor of Music

Candidates for the Bachelor of Music should see pages 165-168 for additional requirements specific to that degree.

Policy on Double Degrees

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

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

GENERAL EDUCATION AT WILLAMETTE

According to our Mission Statement, the curriculum of the College of Liberal Arts and its extracurricular activities are designed to meet three central goals: 1) a rich knowledge of facts and concepts discovered and developed by scholarship (content); 2) an enhanced capacity for tolerance, for responsibility toward the natural world, and for judgment in ethics and the arts (aesthetic and moral sensibilities); and 3) life-long habits of intellectual curiosity and independent learning (intellectual powers).

Any subset of courses is, however, only part of a student's college education, and does not carry the full burden of achieving these goals. For example, concentration requirements are intended to ensure in-depth study; sustained inquiry in a major allows students to learn much substantive material about a particular subject beyond the scope of introductory courses and to achieve competence in specific research methodologies and in oral and written communication skills. As a whole, the general atmosphere at Willamette University, including classroom and extracurricular activities, should foster all three central goals and should provide a community that nourishes intellectual inquiry, multicultural awareness, environmental responsibility, and moral sensibilities.

To complement the depth of study in the major, the General Education Program is designed to nurture diverse intellectual approaches to learning and teaching. Because reflection and action in the world do not happen in discrete boxes, but rather involve the integration of many intertwined and overlapping modes of inquiry, the General Education Program aims to develop students' abilities to apply these processes in viewing the world, solving problems, and establishing the habits of mind and intellectual framework for a lifetime of learning.

Please note that the General Education Program described here will begin with the entering class of Fall, 1998. Not all courses which will meet these requirements have been designated as this catalog goes to press. Please consult the catalog supplements or Willamette's website (<http://www.willamette.edu>) for additional information as it becomes available.

1. Freshman Seminar: World Views

The World Views Seminar is required of all entering freshmen and explores the constitution of a particular view of the world. (See course description for ISB 123 World Views: the Making of the Modern World, on page 143.) 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. In its first four years, the World Views Seminar examined Victorian England in an effort to discover antecedents of contemporary thought. The second seminar looked at modern Latin America to explore alternative visions of the new world experience. In the current four year segment we are studying the origins of the World Views of the contemporary Middle East, with particular attention to the influence and development of Islam and Judaism.

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 first writing-centered course for most students will be the freshman World Views seminar. Of the other three writing-centered courses, at least one must be in the student's major field, and at least one must be an upper-division course outside the major field.

Transfer students should consult with the Chair of the Writing Program Advisory Committee to discuss an appropriate adaptation of the Program. Writing-centered courses to be offered each semester will be designated in the Schedule of Classes, and students must pass four of these with a grade of C- or

higher in order to complete the Writing Program. The following courses are currently approved by the faculty to meet writing program requirements:

- ANTH 361 Ethnographic Methods
- ART 349 History of Ancient Greek Painting
- ART 359 Western Medieval Art and Architecture
- BIOL 350 Molecular Genetics
- BIOL 351 Animal Physiology
- BIOL 352 Plant Systematics and Evolution
- BIOL 353 Behavioral Ecology
- BIOL 354 Microbial Ecology
- BIOL 356 Plant Physiology
- CHEM 244 Unified Laboratory I
- CHEM 345 Unified Laboratory II
- CHEM 346 Unified Laboratory III
- CHEM 447 Unified Laboratory IV
- CS 348 Programming Languages
- ECON 496 Senior Research Seminar
- ECON 499 Management Strategies and Policies
- EDUC 305 Introduction to Teaching
- EDUC 335 The School, Teacher and Student
- ENGL 242 The Essay
- ENGL 301 The Study of Literature
- ENGL 302 History of the English Language
- ENGL 329 Creative Nonfiction
- ENGL 355 Feminist Criticism
- EXSCI 360 Physiology of Exercise
- FREN 332 Advanced French Composition and Discussion
- HIST 328 Themes in American Social History
- ISA 332 Life/Story/Text
- ISB 123 World Views: The Making of the Modern World
- ISB 332 Mysticism and Creativity
- JAPN 314 Japanese Literature in Translation
- MATH 251 Foundations of Advanced Mathematics
- PHIL 330 Social and Political Philosophy
- POLI 115 Colloquium: Individual and Community

POLI 117	Colloquium: Resistance and Empowerment, Politics of the "Other"
POLI 372	American Foreign Policy
POLI 378	Nations and the International System
POLI 480	Senior Thesis
PSYC 251	Research Methods and Analysis
RHET 261	Rhetorical Criticism
RHET 333	Political Communication
RHET 362	Media Framing
RHET 372	Metaphor and Communication
RHET 496	Seminar in Rhetoric and Media Studies
SOC 233	Sport and Society
THTR 218	Performance in the 20th Century
WR 132	Writing in the Disciplines
WR 134	Writing Across Cultures

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

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 a star (*) in the following list. Courses with the star designation are introductory in nature and provide students with the necessary skills to interpret and use 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:

MATH 130	Techniques of Math*
MATH 139	Elements of Calculus*
MATH 141	Calculus I*
MATH 142	Calculus II*
CS 231	Introduction to Programming*
ISA 250	Statistics*
ECON 230	Economic Statistics*
MATH 249	Multivariable Calculus*
PHYS 215	Introductory Physics I
PHYS 236	Introductory Physics II
MATH 253	Mathematics courses <i>or higher</i>
ECON 452	Introduction to Econometrics and Forecasting
ERTH 333	Geographic Information Systems
PSYC 251	Research Methods and Analysis
CHEM 116	Introductory Chemistry II
PHIL 140	Symbolic Logic

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 (if a program can be found that meets the needs of the student and fulfills 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. 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 in this Mode apply the methodology of science to examine the natural world. These courses include a laboratory or field component in which students investigate natural phenomena. Students in these courses should:

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

b. Creating in the Arts

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

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

c. Analyzing Arguments, Reasons, and Values

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

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

d. Viewing Cultures Historically

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

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

e. Interpreting Texts

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

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

f. Understanding Society

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

- recognize the dynamic interplay between human agency and social structure;
- analyze the social processes that underlie or result in specific social institutions, events, or outcomes;

- develop models or theories to explain social phenomena and evaluate those through observation and the collection of data;
- evaluate the strengths and weaknesses of the methods and theories employed.

ACADEMIC POLICIES AND PROCEDURES

Academic Advising

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

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

The student and the academic advisor, meeting together at least once every semester, plan both the immediate semester program and the total four-year program with the major aim of building a coherent liberal arts experience.

Because most entering freshmen do not know what their major will be, and are not expected to, the student and the advisor will usually plan a program for the first two years that supports progress in the General Education Program and introduces the student to the broad liberal arts spectrum. This will prepare students for concentration in a major and acquaint them with a wide variety of possible majors. All members of the undergraduate faculty, regardless of their individual areas of specialization, are prepared to take responsibility for the general advising of students who have not yet declared a major.

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

Students seeking the Bachelor of Music degree are strongly advised upon entrance to make immediate contact with the Music Department in order to enter into a more intensive advising process. Any student interested in a Combined Degree Program (see p. 33) 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.

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

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

Honors Policies

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

Transfer students will be considered for University Honors based on the lower of the following: 1) Willamette University grade point average; or 2) grade point average for combined Willamette and transfer grades.

A student may graduate with department honors in the major field of study by distinguished completion of a thesis, research project, performance, or creative exhibition, by attainment of a departmentally specified cumulative grade point average for courses within the major, and by completing other requirements as prescribed by the major program faculty.

A student may be named to the College Honors List for any semester during which the student earns a grade point average of 3.75 or better with no fewer than 3 credits of graded coursework. The Honors List is widely published and a notation of this achievement is made on the student's transcript.

Registration

Students whose applications for admission have been accepted register on the dates designated in the catalog (see Calendar, p. 296). A late registration fee of \$10 for the first day and \$2 for each class day thereafter is charged students who do not complete registration (including initial fee payment) by 4 p.m. on the last regular registration day.

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

Registration Changes

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

Change card. Enrollment Change cards may be obtained from the Registrar's Office and require signatures from the academic advisor and the professor of the affected courses. Deadlines for adding and dropping courses are listed in the academic calendar. Students are urged to note the deadlines carefully.

Students with physical disabilities or limitations are encouraged to request assistance from the 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.

Final Examination Policy

PREAMBLE: This policy seeks to promote effective preparation for final examinations and optimal conditions for the synthesis and assimilation of course materials by designating and safeguarding specific days at the end of the semester to be devoted exclusively to study. This policy further seeks to assure that the full semester is available to complete course work by reaffirming that a semester does not end until the last day of final examinations. To enhance student learning and performance and to provide an environment for the fair and positive conclusion of work undertaken in all classes, the faculty of the College of Liberal Arts agrees to adhere rigorously to it.

1. The maximum length of a final examination is three hours. Faculty members may schedule shorter examinations if they wish.
2. Faculty members are to give their written final examinations during the times indicated in the published schedule. Students are permitted to take early examinations by obtaining the instructor's approval.
3. The last written examination for a course is to be administered on the day scheduled for the course final examination. No evaluative instrument for a course, including an oral examination, is to be administered or due during the four calendar days prior to the beginning of final examinations. Final oral classroom presentations may extend into those four days

but only during the regularly scheduled class times. Finally, a final examination and an additional evaluative instrument are not both to be administered and due on the scheduled day of the final examination.

4. No classes or formal class activities are to be held during the Study Days that intervene between the end of classes and the beginning of final examinations or the Study Days that are scheduled during the week of final examinations. Faculty members are to be available for consultation with students during these times.
5. Final examinations for first half-semester courses are to be administered during the last regular class period. Final examinations for second half-semester courses are to be administered during the scheduled final examination time for that class period as in full semester courses.
6. Faculty members are to make separate arrangements with each student to administer final examinations in courses not covered in the published schedule.
7. All faculty members in the College of Liberal Arts are to have on file in the library a representative sample final examination for each class taught, except in the case of a class that is being taught for the first time.

Class Attendance Policy

Class attendance is subject to the following guidelines:

1. Students are expected to attend classes. Any student not attending the first class session of a class will be considered to have *dropped* that class and will be deleted from the class roster.
2. Instructors set the specific attendance standards for their own classes.
3. Irregular attendance may impair students' progress and therefore be reflected in their grades. Faculty members should inform students about attendance requirements at the beginning of each semester. If this is not done, students should feel obliged to request this information from their instructors.

Grading Policy

1. The following symbols are used for grades included in the calculation of the grade point average (GPA): A (4.0); A- (3.7); B+ (3.3); B (3.0); B- (2.7); C+ (2.3); C (2.0); C- (1.7); D+ (1.3); D (1.0); F (0.0), where the following terms are used: A = Excellent; B = Good; C = Satisfactory; D = Below Standard; and F = Failing.
2. The grade of AUD (audit) is used when a student chooses to take a course for no credit.
3. The grade of CR (credit), used in those courses designated by the faculty or those courses selected by students on the Credit/No Credit option, will be granted credit toward the degree but will not be computed in the g.p.a.

The grade of NC (no credit) will not be granted credit and will not be computed in the g.p.a. In those cases where students select this option, reported final grades of C minus or better will be converted to CR, and grades of D plus or lower will be converted to NC.

4. The grade of I will stand for Incomplete. This grade can be given only in cases of illness or for certain other exigencies verified by a health professional and the Academic Status Committee and must be made up during the next 30 days of residence, or within three years of the date on which the I is recorded, whichever comes first. These deadlines may be extended only if the student successfully petitions the Academic Status Committee. All grades of I will be accompanied by a contingency grade, in the computation of which the instructor has considered work not completed as a zero or an F. The contingency grade will not be recorded on the permanent record (transcript) and will not be used in GPA computation or in determinations of academic status unless the Registrar does not receive a new final grade from the instructor by the I grade deadline. At that time the contingency grade will then be retained as the final grade.
5. The grade of NGR (No Grade Received) is used on a temporary basis, if an instructor's grade has not been received by the grade deadline.
6. The grade of Q will denote those rare cases (usually in advanced seminars and independent study) when a continuing project for legitimate reasons must be extended beyond the end of the semester and perhaps through the following semester. Prior to the assignment of the Q grade, the instructor must submit written notification to the Dean of the College indicating the reason for use of this grade.
7. The grade of T will stand for Incomplete in those cases where the instructor determines there are legitimate reasons, other than health, to grant the student an extension of time. Like the grade of I, the grade of T must be made up during the next 30 days of residence, or within three years of the date on which the T is recorded, whichever comes first. These deadlines may be extended only if the student successfully petitions the Academic Status Committee. All grades of T will be accompanied by a contingency grade, in the computation of which the instructor has considered work not completed as a zero or an F. The contingency grade will not be recorded on the permanent record (transcript) and will not be used in GPA computation or in determinations of academic status unless the Registrar does not receive a new final grade from the instructor by the T grade deadline. At that time the contingency grade will then be retained as the final grade.
8. The grade of W will stand for Withdrawal and is given at the request of the student concerned within the stated deadlines. No credit will be granted toward a degree and the W grade will not be computed in the

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

Plagiarism and Cheating Policy

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

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

Definitions and Penalties

Cheating is any form of intellectual dishonesty or misrepresentation of one's knowledge. Plagiarism, a form of cheating, consists of representing someone else's work as one's own. All members of the Willamette University community are expected to be aware of the serious breach of principles involved in plagiarism. Ignorance of what constitutes plagiarism shall not be considered a valid defense. If students are uncertain as to what constitutes plagiarism for a particular assignment, they should consult the instructor for clarification.

A faculty member may impose penalties for plagiarism and cheating ranging from a grade reduction on an assignment or exam to failure in the course. A faculty member also may suggest that the Dean of the College of Liberal Arts initiate further action.

I. Initial Determination and Penalty

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

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

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

2. Within five working days (excluding holidays) of meeting with the student or students, place in a confidential file with the Dean of the College of Liberal Arts a form that details the incident, provides documentation, and indicates the penalty.

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

1. Shall provide the student(s) a copy of the form filed by the faculty member, noting on the form the date on which it was delivered to the student. All forms in a student's file shall be destroyed at graduation or after seven years of filing, whichever comes first.
2. May initiate a hearing by the Academic Status Committee if the Dean believes the report of plagiarism or cheating sufficiently egregious to warrant a hearing on whether the student should be suspended or dismissed from the college.
3. Shall, after allowing time for an appeal, determine if there have been multiple violations. If the student's file contains two forms, the Dean shall initiate a hearing by the Academic Status Committee to determine an appropriate penalty, which can include placing the student on academic suspension for a period of time or dismissing the student from the College.

II. Student Right to Appeal Initial Determination and Penalty

A student has the right to appeal the finding of plagiarism or cheating, or the severity of the penalty imposed by the faculty member, to the Academic Status Committee within five working days of the date on which a copy of the form was delivered by the Dean to the student.

III. Academic Status Committee Hearing

The Academic Status Committee shall hold a hearing on the appeal by a student or initiative from the Dean within five working days of receipt of the notice of appeal or initiative. The hearing shall be confidential; the student, Dean, and faculty member, as appropriate, may testify and present evidence.

If, while hearing an appeal, the Academic Status Committee finds that plagiarism or cheating did not occur, then the Committee shall ask the Dean to remove the form filed by the faculty member from the student's confidential file. If the Academic Status Committee finds that the penalty should be changed, then the Committee shall determine a procedure that is fair to the faculty member and the student for changing the penalty. If the Academic Status Committee

upholds the decision of the faculty member, the chair will record the decision on the form and return it to the Dean to be placed in the student's file.

If hearing an initiative, the Academic Status Committee shall determine an appropriate penalty.

The chair of the Academic Status Committee shall provide written notification of its action to the student, faculty member, and Dean. The decision of the Academic Status Committee shall be final.

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 Credit/No Credit will file the appropriate form in the Registrar's Office before the following deadlines: (1) for full semester courses, 30 class days after the first day of classes; (2) for first-half semester courses, 15 class days after the first day of classes; (3) for second-half semester courses, 15 class days after the first day of second-half courses. Once filed, this form may not be withdrawn or amended.

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

Retaking Courses

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

Policy on Academic Achievement

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

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

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

Academic Progress Information

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

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

Academic Probation

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

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

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

Academic Dismissal

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

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. <i>Note also that credit may be earned for only one exercise science activity course in any given semester.</i> |
| 100-299 | Courses generally suitable for freshmen and sophomores. |
| 300-495 | Courses generally suitable for juniors and seniors. |
| 496-499 | Senior year experiences. |

Academic Petitions

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

Nature of Petition	Destination
Departmental and major requirements	Department or program chair
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 grade point average of 2.00 in work taken at Willamette, cumulative grade point average 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.

PROGRAMS OF SPECIAL INTEREST

INTERDISCIPLINARY FRESHMAN PROGRAM

World Views Seminar — Required of all entering freshmen, this course explores the constitution of a world view. By examining other time periods or cultures, we gain insight into our own world view. In its first four years, World Views examined Victorian England; in its second, Latin America. In the current four-year segment we are studying the Middle East, with emphasis on the political, religious, and cultural factors that shape our understanding of Middle Eastern society and, ultimately, of our own views. 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 1/2 credit designed by individual departments. Typical Senior Year Experiences are seminars, tutorials, professional internships, independent study and major research projects.

COMBINED DEGREE PROGRAMS

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

Management

The College of Liberal Arts cooperates with the Atkinson Graduate School of Management to offer students the opportunity to earn a Bachelor of Arts and a Master of Management in a five-year period. Students admitted into the 3-2 Program can earn both a Bachelor of Arts in an undergraduate major and a Master of Management in only five years.

Under the 3-2 Program, students study for three years in the College of Liberal Arts, earning at least 24 credits and completing most (or all) of their required courses for their major during that time. The actual number of required courses a given student needs to complete during the first three years will be determined by that student and his/her major department or program. In order to receive the Bachelor of Arts upon completion of the first year of study in the Graduate School of Management, students in this program must have satisfied all of the College of Liberal Arts graduation requirements. The students are then ready to complete the second, and final, year of the Atkinson program and receive the Master of Management.

Application for admission to the Master's segment of the 3-2 Program is competitive and should be completed by March 31 of the junior year. The application process includes submission of the Application for Admission, official transcripts of all college course work, official GMAT or GRE scores, two letters of reference, the written consent of the CLA department or program concerned, and a personal statement of experience and goals. At the discretion of the Atkinson 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 concerned; (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 Master of Management (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 School.

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 James R. Levenick, Computer Science Chair.

Forestry

Willamette University has an agreement with Duke University School of Forestry which enables students who plan to follow a career in forestry to enroll at Willamette University for three years and to attend Duke University for two years. At the end of the five-year period, two degrees are awarded — the bachelor 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 has the mission of the College of Liberal Arts as its goal: to prepare students “to lead rich and rewarding lives, rejoicing in the diversity of the world and contributing to its welfare.” Off-campus study provides an opportunity for students to test the theories and abstractions of the classroom in “real world” settings. Additionally, the experience of living in and exploring a culture or region vastly different from one's own allows for fresh perspectives and insights and contributes much to students' self-knowledge and independence. Students from every major are strongly encouraged to consider the exceptional value of off-campus study.

Foreign Study

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

Willamette Programs

Students participating in Willamette programs receive Willamette credits, and grades appear on the transcript. Students may request that these grades be included in the cumulative GPA 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 pre-departure orientation sessions and are encouraged to participate in reentry sessions upon their return to campus.

Willamette Endorsed Programs

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

Non-Willamette, non-endorsed programs

Students may also attend any other programs and request permission to transfer generic credit to Willamette. No form of campus, state, or federal aid is available through Willamette for these programs.

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

For the academic years of 1998-99 and 1999-2000, the following Willamette programs will be available (most language programs require that a student have completed at least two years of college-level language before participating in a WU program and that students be enrolled in a language course the semester prior to the proposed study abroad experience):

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

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.

Australia: Study at James Cook University in Townsville in any fields, but because of the location of the University on the Great Barrier Reef, preference is given to students in the natural sciences (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 for very advanced students of Spanish only or those approved to remain from the fall semester.

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

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.

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.

France: Study at the Institute for European Studies (IES) Center in Paris or Nantes 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.

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.

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

England: Exchange study at Keele University for a semester or academic year in any approved field.

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

Study at the American Heritage Association center in suburban London at Watford for spring semester in courses similar to those offered at the downtown London site.

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.

**Programs pending final institutional approvals*

Internships

In addition to off-campus studies located at some distance from the home campus, Willamette also 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, intern-

ships normally offer one credit and are taken as part of the student's regular academic load.

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

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

1. Insight Internship

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

2. Major Program Internship

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

3. Professional Internship

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

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

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 a number of grant recipients have gone on to present the results of their research at professional academic conferences and some have had their

work published in scholarly journals. The Carson Research Grants draw on an endowed fund and are named for a former dean of the College of Liberal Arts.

General Guidelines

The guidelines for the Carson Undergraduate Research Grants are to be used by students, faculty, and the committee that awards grants. In developing a proposal, a student should use the guidelines as a basis for project design and then continue asking questions of faculty members, past grant recipients, and former sponsors. A much more detailed set of guidelines and timetables can be found in the Undergraduate Research Grant Handbook, which is available in the College of Liberal Arts Dean's Office.

- 1.** All undergraduate Willamette students are encouraged to apply for grants. Other things being equal, preference will be given to those who will continue to be enrolled in undergraduate courses leading to a bachelor's degree at Willamette University following the grant.
- 2.** Other things being equal, preference will also be given to those who have not previously been awarded a Carson Undergraduate Research Grant.
- 3.** Awards will only be given to Willamette students who are sponsored by a Willamette University faculty member or by a faculty member or professional at some other approved institution. The sponsor must endorse the student proposal and complete the Research Grant recommendation form.
- 4.** Grants are most likely to be awarded for proposals that meet the following criteria: a) the applicant has the necessary ability and academic background to carry out the project; b) the project is sufficiently significant so that carrying it out will enhance the student's intellectual development; c) the project is well-conceived, well-planned, and likely to be completed within the period of the grant; d) the project should lead to a scholarly report or other product (e.g., an article, paper, performance, exhibit, etc.); e) the project is not part of coursework carrying academic credit or otherwise required for graduation; f) the faculty or professional sponsor has an appropriate role in the student's carrying out the project, and has the necessary training and knowledge to supervise the student.
- 5.** The maximum amount awarded will be \$2,500 to cover stipend, supplies, travel expenses, per diem, or expenses related to attending conventions, festivals, etc. Expenses relating to coursework will not be funded.
- 6.** 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 Dean's Office within 30 days of completion of the project.
- 7.** Proposals should be submitted to the College of Liberal Arts Dean's Office (108 Smullin). The deadline for submission of proposals and the sponsor's recommendation will typically be in mid-February. (Announcement of awards will be made in early March.)

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 Research 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 Undergraduate Research Program should be directed to the College of Liberal Arts Dean's Office, where a file of all past successful grant applications is available for review.

GRADUATE / PROFESSIONAL STUDY OPPORTUNITIES

ATKINSON GRADUATE SCHOOL OF MANAGEMENT

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

The Atkinson School's curriculum offers a well-rounded program producing managers who know how to get things done; who recognize the importance of understanding other segments of society; and who are adaptive and innovative. The two-year Master of Management program is one of few in the nation providing management education for public and private sectors, and is one of the only three graduate management programs in the Northwest to receive national recognition for the quality of its program.

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

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

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

Although Willamette University does not offer undergraduate degrees in business or public administration, the Atkinson School cooperates with the College of Liberal Arts in offering a combined 3-2 degree program in Liberal Arts and Management (see p. 32). Additional information can be obtained by writing directly to the Office of Admission, Atkinson Graduate School of Management, Willamette University, Salem, Oregon 97301.

CENTER FOR DISPUTE RESOLUTION

As an alternative to litigation, a negotiated or mediated decision often provides a more humane and less costly solution to many issues previously decided through the courts. The Center for Dispute Resolution of the Willamette College of Law provides one of the few programs in the country to focus on dispute resolution as an alternate means for resolving conflicts. While some of the coursework offered by the Center is required for students at the College of Law, much of it is elective. The Center also offers a certificate program for students interested exclusively in dispute resolution. The certification program can be completed in one year of full-time study. Eighteen hours must be completed to earn the certificate, including 13 hours in core courses and five in advanced electives. For specific information about admission, curriculum, and other requirements, interested students should contact the Center for Dispute Resolution, College of Law, Willamette University, Salem, OR 97301. A limited number of non-law students may be accepted to this program each year. (The course of study is also available to a limited number of law students.)

COLLEGE OF LAW

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

Many Willamette undergraduates are interested in the possibility of law as a career and plan to attend a law school after completion of their baccalaureate program. For these students there is no preferred undergraduate degree program, but the development of certain skills is strongly advised. Specifically, students interested in the study and practice of law will benefit from extensive training and knowledge in English composition, politics, and history. Also recommended are courses in all subject disciplines that require analytical thinking and the application of theory to new situations. The Department of Politics offers several courses directly concerned with the law: Critical Theories of the Law (POLI 306) and Law and Public Policy (POLI 334), Constitutional Law (POLI 337 & 339)

The Department of Economics offers Business Law (ECON 338). The Department of Psychology offers Psychology and Public Policy (PSYC 443).

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

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

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 who will understand how children develop, how learning takes place, the basis for effective classroom structure and management, and how growth and progress take place in the educational system. The second goal is to produce teachers with subject specific or grade level specific skills. Finally, the School of Education hopes to develop educational leaders, individuals who will make a difference in the lives of their individual students and the educational system as a whole.

The School of Education recognizes that a solid liberal arts background is the best preparation for a career in teaching. Students interested in a teaching career are encouraged to select an undergraduate major related to the subject(s) they wish to teach and to gain some experience with youth of an appropriate age. Undergraduate courses and internships are available to help students prepare for the Master of Arts in Teaching program and the teaching profession. See the Education section, beginning on page 93 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, or call (503) 370-6303 or e-mail: mat-admission@willamette.edu.

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 Research committee, which administers the Carson Undergraduate Research Grants (sponsored by Willamette) and selects institutional nomi-

nees for many of the competitive scholarship programs such as the Rhodes Scholarship, Truman Scholarship, British Marshall Scholarship, Goldwater Scholarship and Fulbright Grant programs.

NON-WILLAMETTE GRADUATE PROGRAMS AND OPPORTUNITIES

Business Management

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

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

Dentistry

A student planning to enter dental school will follow essentially the same program outlined under Medicine. It is possible to be admitted to a dental school upon completion of 22.5 credits. Ordinarily, however, a student planning to enter dental school will complete all the requirements for the Bachelor of Arts degree prior to matriculation in a professional school.

General Graduate Study

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

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

Government Service

Students wishing to pursue graduate studies in government are encouraged to take courses which emphasize research and writing, in addition to those that

develop an understanding of the political, economic, legal, and managerial factors involved in governing municipalities, regions, and the state. As supplements to their interdisciplinary classroom work, qualified students are encouraged to take advantage of the convenient and diverse research and internship opportunities afforded by Willamette University's proximity to the State Capitol and the city's downtown area.

Journalism

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

Law

The completion of the undergraduate liberal arts program with a bachelor's degree and a record of excellence is the best preparation for the study of law. For additional information about pre-law activities at Willamette, see the section entitled College of Law (p.42).

Medical Technology

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

Medicine

A student planning on admission to medical school should consult Professor Chapple of the Chemistry Department, the pre-medical advisor, and admission requirements of the medical schools of his/her choice. The following are suggested as minimum preparation for admission to most medical schools: two courses in Biology, preferably Cell Biology and Genetics (BIOL 130) and Organismal Biology (BIOL 140). Additional recommended courses in Biology include Microbiology (BIOL 250), Animal Physiology (BIOL 351), and Embryology (BIOL 446). Four credits in chemistry are required including CHEM 115 and 116, (Introductory Chemistry I and II) and CHEM 271 and 272 (Organic Chemistry I and II). CHEM 351 (Biochemistry) is also highly recommended. Two credits in mathematics and two credits in physics are also to be completed.

Some medical schools, including Oregon Health Sciences University, have English, Humanities, and Social Science requirements.

Ministry and Religious Service

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

Nursing

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

Physical Therapy

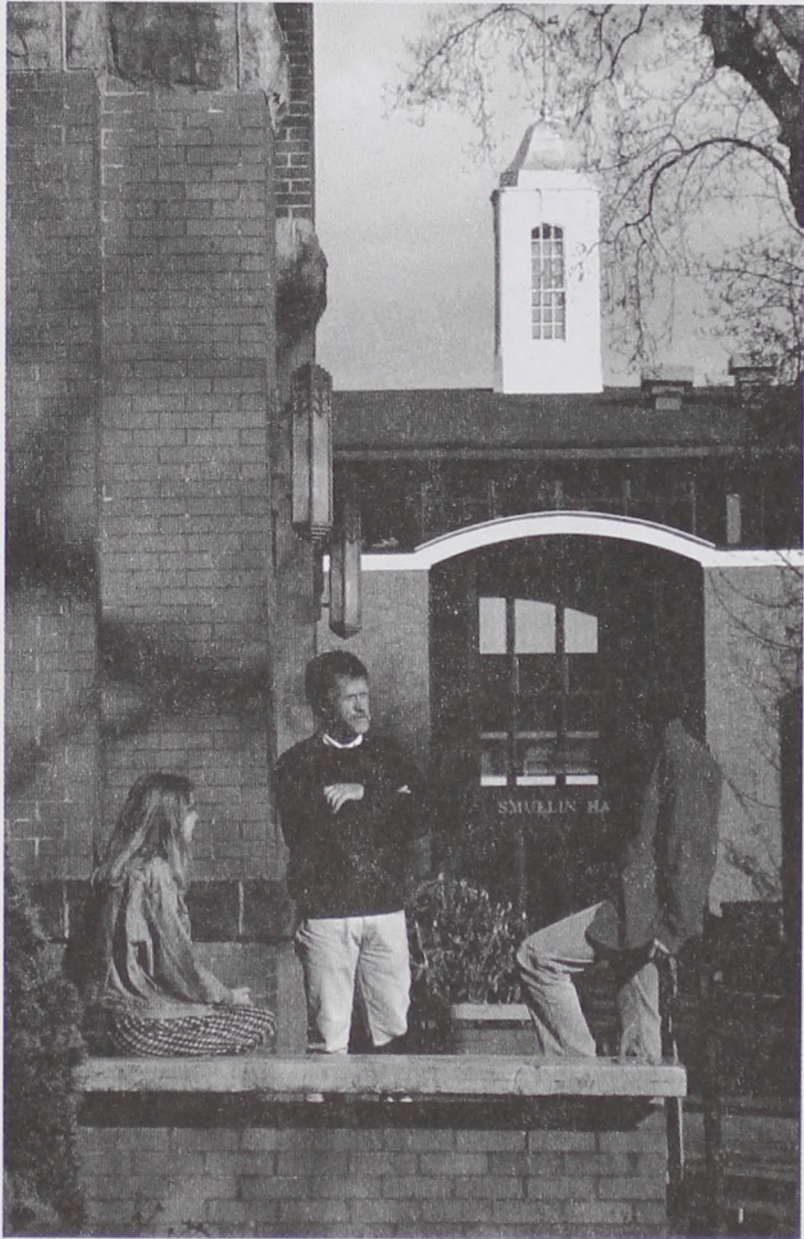
Specific courses to satisfy requirements for entrance into a physical therapy program vary. An Exercise Science or Biology Department faculty member or Professor Chapple of the Department of Chemistry should be consulted for further information.

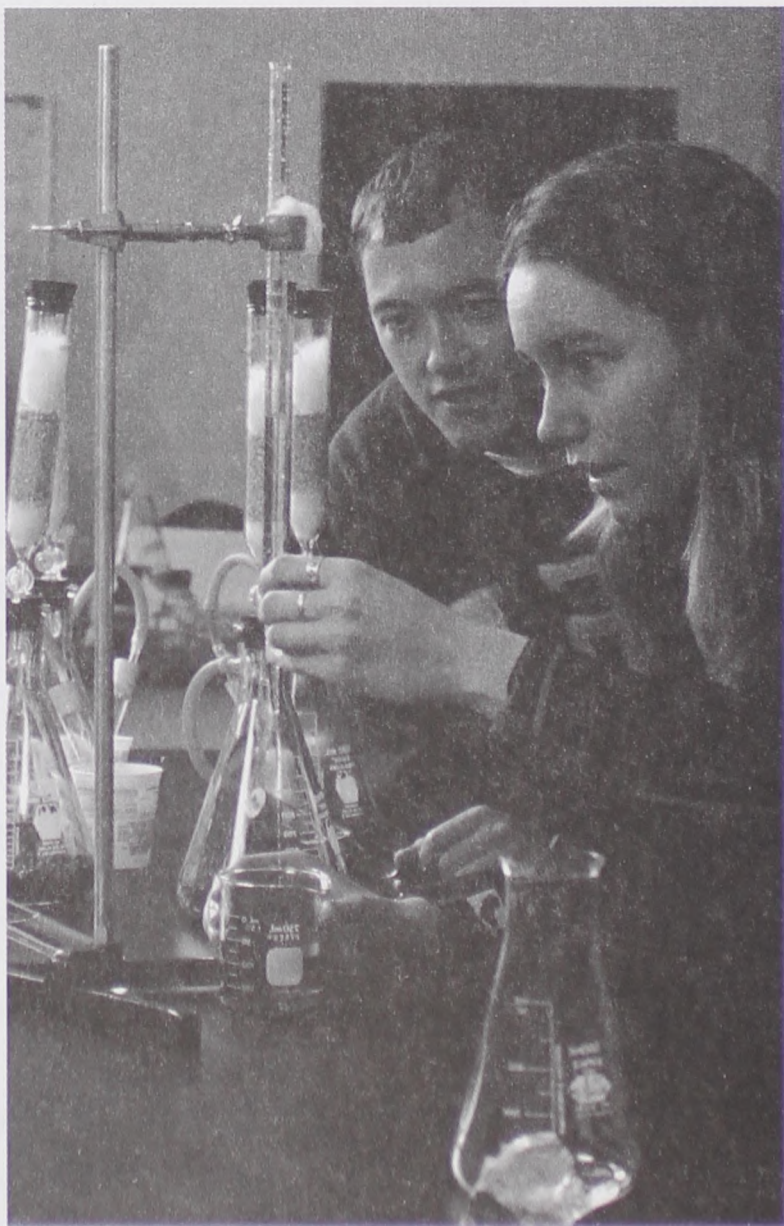
Social Service and the Helping Professions

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

Veterinary Medicine

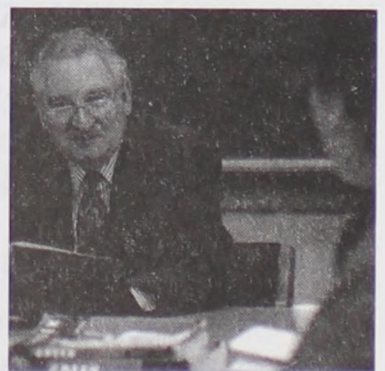
A student planning on admission to veterinary school should consult the pre-veterinary advisor and admission requirements of the veterinary schools of his or her choice. The pre-veterinary program at Willamette is essentially the same as the program outlined under medicine.





SECTION II

Major and Minor Programs Course Descriptions



AMERICAN STUDIES PROGRAM

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

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

REQUIREMENTS FOR THE AMERICAN STUDIES MAJOR

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

AMST 250 American Cultural Perspectives	1
Five 300-level (or higher) courses in various disciplines consistent with a plan worked out with advisors by the end of the sophomore year that engages a problem, idea, area, institution, or period	5
Three 200-level (or higher) courses in various disciplines consistent with a plan worked out with advisors by the end of the sophomore year that engages a problem, idea, area, institution, or period	3
AMST 496 Senior Seminar in American Studies	1

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 above for required courses.

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.

FACULTY

AMERICAN STUDIES STEERING COMMITTEE:

Michael Strelow, Professor, English, Chair

Andrew Apter, Associate Professor, Theatre

Ellen Eisenberg, Associate Professor, History

Roger Hull, Professor, Art

ART

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

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

Through creative work, art studio courses 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 (Survey of Western Art, 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 (Major Artists). 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 now includes a large art history lecture room; an art history seminar room; studios for ceramics, drawing and design, jewelry, painting, printmaking, and sculpture; faculty offices; and a student lounge. The Hallie Brown Ford Gallery and the gallery storage and research room on the fourth floor, and the Germaine Fuller Japanese Garden adjacent to the building, provide additional facilities for courses and for a variety of department-run public exhibitions and events. The department is well equipped with a large slide collection and studio equipment needed to make works of art in a variety of media.

Under construction in 1997-1998 is the Hallie Brown Ford Museum of Art, one block from the Art Building. This art museum will enrich 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. The Hallie Brown Ford Museum of Art is scheduled to open in the fall of 1998.

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 111 Drawing and Composition

ART 112 Color and Composition

ART 113 Fundamentals of Design

One course from the following: 1/2

ART 131 Etching I

ART 242 Woodcuts and Collagraphs

ART 243 Monoprinting

ART 114 Structural Design 1

ART 215 Survey of Western Art: Prehistoric through Gothic **OR**

ART 216 Survey of Western Art: 1300-1750 1

ART 232 Black and White Photography I 1/2

ART 235 Painting **OR**

ART 236 Contemporary Painting Techniques and Concepts 1/2

ART 240 Life Drawing **OR**

ART 241 Figure Drawing 1/2

ART 245 Ceramics I **OR**

ART 250 Sculpture 1/2

ART 357 Twentieth Century Art 1

ART 381 Advanced Media and Design 1/2

ART 496 Senior Seminar and Thesis 1/2

One additional credit in Art Studio* 1*

*ART 111, 112, and 113 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 Survey of Western Art: Prehistoric through Gothic

ART 216 Survey of Western Art: 1300-1750

ART 217 Survey of Western Art: 1750-1900

Art History List B-1

ART 213 Art and Culture of China

ART 214 Art and Culture of Japan

Art History List B-2

ANTH 241 Anthropology of Art

ISA 211 Human Creativity: The Fine Arts

ISB 332 Mysticism and Creativity

ISB 421	Studies in Florence
ISB 422	Modern Arts Seminar
PHIL 343	Philosophy and the Arts
REL 237	Introduction to Syro-Palestinian Archaeology
REL 337	Archaeological Methodology

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

One credit in Studio Art, from the following: 1

ART 131	Etching I (1/2)
ART 232	Black and White Photography (1/2)
ART 235	Painting (1/2)
ART 236	Contemporary Painting Techniques and Concepts (1/2)
ART 240	Life Drawing (1/2)
ART 241	Figure Drawing (1/2)
ART 242	Woodcuts and Collagraphs (1/2)
ART 245	Ceramics I (1/2)
ART 250	Sculpture I (1/2)

One elective credit in Art History or Art Studio 1
 ART 496 Senior Seminar and Thesis 1/2

REQUIREMENTS FOR THE ART MINOR

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

Minimum of two introductory Art courses chosen from the following 2

ART 111	Drawing and Composition
ART 112	Color and Composition
ART 113	Fundamentals of Design
ART 114	Structural Design
ART 213	Art and Culture of China
ART 214	Art and Culture of Japan
ART 215	Survey of Western Art: Prehistoric through Gothic
ART 216	Survey of Western Art: 1300-1750

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

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

One credit outside the Department chosen from the following 1

ISA 211	Human Creativity: The Fine Arts
ISB 332	Mysticism & Creativity
ISB 422	Modern Arts Seminar

MUSC 112	Introduction to Music Literature
PHIL 343	Philosophy & The Arts
THTR 110	The Theatre: A Contemporary Introduction
THTR 355	Fundamentals of Scene Design

FACULTY

Roger P. Hull, Professor, Chair

Robert H. Hess, Professor

Mary Ann Johns, Professor

Ann M. Nicgorski, Assistant Professor

James B. Thompson, Professor

COURSE DESCRIPTIONS

Art Studio

ART 111 Drawing and Composition (1)

Lectures and creative work in such media as pencil, charcoal, and ink. Still life, landscape, and theoretical aspects of design and composition. *Fall*. Thompson

ART 112 Color and Composition (1)

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

ART 113 Fundamentals of Design (1)

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

ART 114 Structural Design (1)

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

ART 131 Etching I (1/2)

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

ART 231 Etching II (1/2)

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

ART 232 Black and White Photography I (1/2)

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

ART 233 Black and White Photography II (1/2)

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

ART 235 Painting (1/2)

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

ART 236 Contemporary Painting Techniques and Concepts (1/2)

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

ART 238 Mixed-Media (1/2)

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

ART 240 Life Drawing (1/2)

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

ART 241 Figure Drawing (1/2)

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

ART 242 Woodcuts and Collagraphs (1/2)

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

ART 243 Monoprinting (1/2)

A series of studio problems introducing students to the materials and tools needed to produce monoprints. Monoprints are images that are not reproduced in an edition and thus are unique prints. Demonstrations are given in black and white, and color printing. Stress is placed on integrating drawing and painting ideas in the prints. Offered to beginning and advanced level printmakers. *Alternate springs*. Thompson

ART 245 Ceramics I (1/2)

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

ART 246 Ceramics II (1/2)

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

ART 248 Contemporary Drawing Techniques and Concepts (1/2)

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 (1/2)

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

ART 251 Sculpture II (1/2)

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

ART 253 Beginning Jewelry-Metalsmithing (1/2)

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

ART 255 Sight and Insight: A Studio Approach to Art History (1/2)

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

ART 360-371 Independent Projects (1/2)

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

ART 381 Advanced Media and Design (1/2)

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 (1/2)

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

Art History**ART 213 Art and Culture of China (1)**

An introduction to the arts of China from prehistoric to modern times, this course is also an introduction to Chinese culture as it is reflected in literature, philosophy, religion, and other facets of traditional Chinese civilization. Lectures and class discussion focus on the visual arts: ceramics, ritual bronzes, architecture, sculpture, and painting. Selected readings in philosophy and literature explore important underlying concepts of nature, human nature, and the role of

art in society, and provide perspectives on the relationship between art and traditional Chinese thought and values. Topics include tomb art and ritual in ancient China, recent archaeological finds, Buddhist art, figure painting, and the rise and flowering of landscape painting. *Fall*. Staff

ART 214 Art and Culture of Japan (1)

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

ART 215 Survey of Western Art: Prehistoric through Gothic (1)

This course is an introduction to art and to the discipline of art history. Approaches to interpretation and methods of formal analysis are explored in relation to the changing function of art in Western civilization, traced from prehistoric times through the cultures of Mesopotamia, Egypt, Classical Greece and Rome, and Medieval Europe (through the Gothic period in France). Lectures and class discussions focus on developing sensitivity to, and understanding of, style and content in major works of painting, sculpture, and architecture. These works are considered in relation to their historical and cultural contexts, and as reflections of changing social and spiritual values. *Fall*. Nicgorski

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

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

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

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

ART 257 Architecture in America (1/2)

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

ART 258 Photography in America (1/2)

The history of photography as a documentary and artistic medium in the U.S. Emphasis on the role and place of photography in American culture. (Not a technical study of photography). Periodically. *Second half semester*. Hull

ART 335 Major Artists (1/2)

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

ART 344 American Art and Culture (1)

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

ART 349 History of Ancient Greek Painting (1)

This writing-centered course explores the development of vase-painting, fresco, and mosaic during the historical Greek period. Unlike the expensive and public art of sculpture, these less costly arts were largely created for a more private audience. Consequently, the mythological scenes and genre subjects depicted in these artworks offer a different perspective on Greek religion and society that can deepen our knowledge and understanding of Classical antiquity. Some of the topics that will be covered include Greek black-figured, red-figured, and white-ground painted pottery, the paintings from the Royal Tombs at Vergina, and the oeuvres of outstanding artists such as the Greek vase-painters Exekias and Euphronios. Prerequisite: Art 215 or consent of instructor. *Spring*. Nicgorski

ART 350 Roman Art and Architecture (1)

This course offers a comprehensive study of Roman civilization through its artistic and architectural monuments beginning with its roots in the Etruscan and Greek past, through the varied stylistic idioms of the Empire, to its gradual transformation in the Constantinian era, the prelude to the new Christian civilization of Byzantium. Special topics that will be covered include the Villa of the Mysteries, the Ara Pacis Augustae, the Column of Trajan, Hadrian's Villa at Tivoli, and the Arch of Constantine. Prerequisite: Art 215 or consent of instructor. *Spring*. Nicgorski

ART 353 History of Greek Sculpture (1)

This course explores the development of large-scale Greek sculpture from its beginnings ca. 1200 B.C. 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 falls*. Hull

ART 356 Northern Renaissance and Baroque Art (1)

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

ART 357 Twentieth Century Art (1)

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

ART 359 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 (1/2 or 1)

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

ART 496 Senior Seminar and Thesis (1/2)

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

BIOLOGY

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

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

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

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

REQUIREMENTS FOR THE BIOLOGY MAJOR:

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

BIOL 130	Cell Biology and Genetics	1
BIOL 140	Organismal Biology	1
CHEM 115	Introductory Chemistry I	1
CHEM 116	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 organism 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	Molecular Genetics
BIOL 351	Animal Physiology
BIOL 352	Plant Systematics and Evolution
BIOL 353	Behavioral Ecology
BIOL 354	Microbial Ecology
BIOL 356	Plant Physiology

Two additional credits from the following or any Biology course listed above..2

BIOL 233	Gene Function and Structure
BIOL 260	Human Physiology
BIOL 360	Advanced Cell Biology
BIOL 440	Electron Microscopy
BIOL 446	Embryology
BIOL 470	Special Topics in Biology (1/2 or 1)
BIOL 490	Independent Study (1/2 or 1)

Senior Experience

BIOL 497	Senior Research	1/2
BIOL 498	Perspectives in Biology	1/2

<i>One credit in Physical Science, Mathematics, or Statistics</i>	1
ERTH 110 Physical Geology	
ERTH 112 Physical Geography	
PHYS 215 Introductory Physics I	
PHYS 236 Introductory Physics II	
MATH level 200 or higher	
Statistics (ECON 230, ISA 250)	

Completion of an oral, comprehensive examination

Note: BIOL 246 (*Human Anatomy*) does not count toward a major in Biology, nor can credit be earned in both BIOL 260 (*Human Physiology*) and BIOL 351 (*Animal Physiology*). 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	Introductory Chemistry I	1
CHEM 116	Introductory Chemistry II	1
BIOL 130	Cell Biology and Genetics	1
BIOL 140	Organismal Biology	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	Introductory Chemistry I	1
CHEM 116	Introductory Chemistry II	1
BIOL 130	Cell Biology and Genetics	1
BIOL 140	Organismal Biology	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

<i>Two credits from the following</i>	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

Scott D. Hawke, Professor, Chair

Susan R. Kephart, Professor

John L. Koprowski, Associate Professor

Sharon L. Rose, Associate Professor

Gary Tallman, Professor, Watanabe Endowed Chair in Science

Grant O. Thorsett, Professor

Nan A. Perigo, Instructor

COURSE DESCRIPTIONS

BIOL 110 Principles of Biology (1)

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

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.* Thorsett, Tallman

BIOL 140 Organismal Biology (1)

A survey of the kinds of organisms. Emphasis will be placed on the phylogenetic relationships of all organisms and the strategies organisms use to survive. This will include methods of reproduction, types of development, morphological

diversity, different methods employed to fulfill basic functions, and selected examples of special adaptations; lectures, demonstrations, and laboratory meetings. Prerequisite: BIOL 130 or consent of instructor. *Every semester.* 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 130 or 140. *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 140 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 140, 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 140 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 130 or 140, 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 130 and 140. *Spring*. Koprowski

BIOL 350 Molecular Genetics (1)

A study of the structure and function of genetic material at the molecular level. Topics to be discussed include: DNA, RNA, proteins and their interrelationships through the "Central Dogma" of information transfer; genetic regulation; recombinant DNA and genetic engineering; genetic screening. Special emphasis will be on the primary literature and research methods employed in this sub-discipline of biology. Writing-centered. Laboratory. Prerequisites: BIOL 233 and CHEM 271. *Spring*. Thorsett

BIOL 351 Animal Physiology (1)

A course designed to examine the intimate relationship between form and function from the cellular to the organismal level of organization in animals. Topics reviewed focus on how the animal body engages physiological controls to regulate such processes as salt/water levels, temperature, muscle action, hormonal release, and nerve communication. Special attention is devoted to the methodology of physiology with emphasis on the primary literature. Writing-centered. Laboratory. Prerequisites: BIOL 140 and CHEM 115. *Fall*. Hawke

BIOL 352 Plant Systematics and Evolution (1)

Field and laboratory course emphasizing research techniques and primary literature in plant systematics and evolution. An investigative approach to the study of plant diversity including the classification, probable relations, and genetic variability of vascular and non-vascular plants. Special emphasis is placed on the Oregon flora and the relationship of plant morphology and breeding systems to habitat and distribution. Writing-centered. Laboratory. Prerequisites: BIOL 140 required; BIOL 130 recommended. *Spring*. Kephart

BIOL 353 Behavioral Ecology (1)

An introduction to the principles and investigative techniques of behavioral ecology. The ecological influence and evolutionary implications of animal behavior will be investigated through field studies, laboratory exercises, and computer simulations. Lectures, discussions and readings in the primary literature, and research projects will introduce the student to all stages of the investigative process. Topics to be examined include: social interactions, mating systems, foraging behavior, orientation/navigation, communication, and reproductive success. Writing-centered. Laboratory. Prerequisites: BIOL 140 required, BIOL 130 and 255 recommended. *Fall*. Koprowski

BIOL 354 Microbial Ecology (1)

An introduction to the principles and investigative techniques of Microbial Ecology. Students will study microbial processes in soil, water, and in 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 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 130 and 140 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 140 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 140. *Odd-numbered falls*. Hawke

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

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

BIOL 490 Independent Study (1/2 or 1)

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

BIOL 497 Senior Research (1/2)

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

BIOL 498 Perspectives in Biology (1/2)

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

BUSINESS ECONOMICS

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

Close contact with faculty is encouraged in this program. Students will have opportunities to engage in computer analysis, make written and oral presentations, and undertake internships in business and government. Completion of the University's General Education Program reinforces the solid liberal arts grounding of the Business Economics major. Eight credits in the Economics Department are required, and the positive linkage between Business Economics and liberal arts is further supported by four credits required from other departments within the College of Liberal Arts. For a complete description of the Business Economics major, please see the listing under the Economics and Business Economics section.

CHEMISTRY

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

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

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

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

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

REQUIREMENTS FOR THE CHEMISTRY MAJOR (8 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 116	Introductory Chemistry II	1
CHEM 244	Unified Laboratory I	1/4
CHEM 271	Organic Chemistry I	1
CHEM 272	Organic Chemistry II	1
CHEM 341	Instrumental Analysis	1
CHEM 345	Unified Laboratory II	1/4
CHEM 346	Unified Laboratory III	1/4
CHEM 362	Inorganic Chemistry	1
CHEM 381	Physical Chemistry I	1
CHEM 382	Physical Chemistry II	1
CHEM 447	Unified Laboratory IV	1/4
MATH 141	Analytic Geometry and Calculus I	1
MATH 142	Analytic Geometry and Calculus II	1
PHYS 215	Introductory Physics I	1
PHYS 236	Introductory Physics II	1
	Completion of Senior Year Experience	1/2

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

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

REQUIREMENTS FOR THE CHEMISTRY MINOR (5 credits)

CHEM 115	Introductory Chemistry I	1
CHEM 116	Introductory Chemistry II	1
	<i>Either Option A or Option B below</i>	<i>3</i>

Option A

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

Option B

CHEM 381 Physical Chemistry I (1)

CHEM 382 Physical Chemistry II (1)

Any 1-credit Chemistry course numbered 480-483

FACULTY

David E. Goodney, Professor, Chair

Christina P. Brink, Professor

Frances H. Chapple, Professor

Norman J. Hudak, Professor

Arthur D. Payton, Research Professor

Todd P. Silverstein, Associate Professor

COURSE DESCRIPTIONS**CHEM 110 Chemical Concepts and Applications (1)**

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

CHEM 115 Introductory Chemistry I (1)

A comprehensive, one-semester introduction to the field of chemistry, stressing concepts and a semi-quantitative 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. *Fall.* Staff

CHEM 116 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 dis-

cussed in relation to such modern phenomena as smog, acid rain, the greenhouse effect, the ozone hole, and other aspects of everyday life. Laboratory. Prerequisite: CHEM 115 or equivalent. One three hour lab. *Spring*. Staff

CHEM 230 Environmental Chemistry (1)

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

CHEM 244 Unified Laboratory I (1/4)

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

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

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

CHEM 341 Instrumental Analysis (1)

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

CHEM 345-346 Unified Laboratory II & III (1/4 each)

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

CHEM 351 Biochemistry (1)

A comprehensive introduction to biochemistry, stressing a chemical understanding of life processes and how molecules interact in cells and organisms. We will discuss important biomolecules (e.g., proteins, lipids, carbohydrates) and their dynamic interactions: how enzymes speed up reactions, how muscles contract, how cells use and transduce energy, how cells receive and transmit signals, and how flaws in these processes can lead to disease. We will examine closely the underlying chemistry (organic mechanisms, thermodynamics) involved in these molecular interactions. Prerequisite: CHEM 272. Recommended: CHEM 381, BIOL 240 or 260. *Fall or Spring*. Silverstein

CHEM 362 Inorganic Chemistry (1)

Atomic structures; chemical bonding; periodicity and the chemistry of the elements; coordination chemistry; theory, structures and reactions, kinetics and mechanisms, organometallic chemistry; acid-base concepts; special types of inorganic structures, inorganic nomenclature. Prerequisite: CHEM 382. *Fall or Spring*. Brink

CHEM 381 Physical Chemistry I (1)

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

CHEM 382 Physical Chemistry II (1)

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

CHEM 430 Advanced Topics in Chemistry (1/2)

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

CHEM 447 Unified Laboratory IV (1/4)

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 (1/2)

Symmetry in quantum chemistry. Definitions and theorems of group theory, chemically important point groups, irreducible representations, molecular vibrations, molecular orbital theory, and ligand field theory. Prerequisite: MATH 141 and consent of instructor. No lab. *Every semester*. Payton

CHEM 481 Quantum Chemistry (1)

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

CHEM 482 Statistical Mechanics (1)

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

CHEM 483 Thermodynamics (1)

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

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

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

CLASSICAL STUDIES PROGRAM

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

REQUIREMENTS FOR THE CLASSICS MINOR (5 credits)

GREEK 131-132 or LATIN 131-132	2
CLAS 371 Classical Literature	1
HIST 356 Greece and the Hellenistic World	1/2
HIST 357 Ancient Rome	1/2

One credit from the following 1

ART 349	History of Ancient Greek Painting
ART 350	Roman Art and Architecture
ART 353	History of Greek Sculpture
PHIL 230	History of Philosophy: Ancient and Medieval
REL 237	Introduction to Syro-Palestinian Archaeology
REL 341	Religions of the Ancient World
RHET 231	Classical Rhetoric

FACULTY

Mark D. Usher, Assistant Professor of Classics

CLASSICAL STUDIES EXECUTIVE COMMITTEE

Lane C. McGaughy, Professor, Religion, Chair

Catherine A. Collins, Professor, Rhetoric and Media Studies

Louis R. Goble, Professor, Philosophy

Robert H. Lucas, Professor, History

David W. McCreery, Professor, Religion

Ann M. Nicgorski, Assistant Professor, Art

Mark D. Usher, Assistant Professor, Classics

COURSE DESCRIPTIONS**CLAS 371 Ancient Epic (1)**

The Iliad and The Odyssey of Homer and The Aeneid of Virgil 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

GREEK 131 Elementary Ancient Greek I

Introduction to the morphology and syntax of ancient Greek. Prerequisite: None. *Alternate years.* Usher, McGaughy

GREEK 132 Elementary Ancient Greek II

Introduction to the morphology and syntax of ancient Greek. Prerequisite: GREEK 131 or an equivalent introductory course. *Alternate years.* Usher, McGaughy

GREEK 231 Intermediate Ancient Greek I

Reading and translation of selected ancient Greek texts, including Plato's Apology of Socrates and the New Testament. Some attention to Greek composition and advanced grammar. Prerequisite: GREEK 132 or an equivalent introductory course. *Alternate years.* Usher, McGaughy

GREEK 232 Intermediate Ancient Greek II

Reading and translation of selected ancient Greek texts, including Plato's Apology of Socrates and the New Testament. Some attention to Greek composition and advanced grammar. Prerequisite: GREEK 231 or an equivalent introductory course. *Alternate years.* Usher, McGaughy

GREEK 390 Independent Study (1/2 - 1)

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

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

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

LATIN 390 Independent Study (.5 - 1)

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

COMPARATIVE LITERATURE

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

**REQUIREMENTS FOR THE COMPARATIVE LITERATURE MAJOR
(10 credits)**

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

CMLIT 249	Introduction to Comparative Literature	1
ENGL 352	Theories of Criticism	1

Seven courses from the following: 7
 (in consultation with program faculty)

- ENGL 118 Topics in World Literature
- ENGL 458 Advanced Studies in Literary Criticism
- FREN 314 French Literature
- GERM 433 Modern German Literature
- ISB 349 Mythology and Symbolism
- ISB 422 Modern Arts Seminar
- JAPN 314 Japanese Literature
- LIT 214 German Literature in Translation
- HIST 345 European Intellectual History - 17th-19th Century
- HIST 346 European Intellectual History - 19th-20th Century
- HIST 350 History of Modern France
- PHIL 336 Philosophy and Feminism
- PHIL 343 Philosophy and the Arts
- POLI 309 Politics and Literature
- SPAN 425 Latin American Literature
- other approved courses for this major

CMLIT 499 Senior Seminar in Comparative Literature 1

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

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

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

COURSE DESCRIPTIONS

CMLIT 249 Introduction to Comparative Literature

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

CMLIT 499 Senior Seminar in Comparative Literature

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

COMPUTER SCIENCE

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

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

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

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

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

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

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

<i>One credit from the following:</i>	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
<i>One course from the following:</i>	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 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

Brian Davis, Instructor

COURSE DESCRIPTIONS

CS 130 Computing Concepts and Problem Solving (1)

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

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

This course includes a study of problem-solving principles, computer programming, some of the principles behind programming languages, and the structure of a computer. Prerequisite: MATH 141 (may be taken concurrently). The course is normally taken for a full credit, but students who have credit for CS 130 get only 1/2 credit for CS 231. *Every semester.* Staff

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

Theoretical and practical study of programming and abstract data types in C++ including lists, stacks, queues, trees, and algorithms used on these data structures.

The course includes object implementation of structures and sharpens programming skills learned in previous courses. Prerequisite: Programming experience in some higher-level programming language. *Every semester.* Staff

CS 293 Individual Study of a Programming Language (1/4)

This course enables students who already know some high-level structured programming language to extend their capabilities in another language. It is self-paced for individual study; a student does not register for the course in advance but gets the materials and does the work on whatever schedule is appropriate; credit is awarded by examination. The course may be offered in different languages; a student may earn credit for at most two offerings for a maximum of 1/2 credit. Prerequisite: CS 241 or equivalent. *On demand.* 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. Writing-centered. Prerequisite: CS 241. *Every third semester.* Staff

CS 391 Independent Study (1/2 or 1)

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

CS 392 Independent Project (1/2 or 1)

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

CS 441 Operating Systems

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 springs.* Staff

CS 443 Analysis of Algorithms (1)

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

CS 444 Simulation using Graphical User Interfaces (1)

Design and implementation of graphical user interfaces (GUIs) to simulations of models of natural systems. Students (individually and in teams) will utilize object oriented programming techniques to create graphical user interfaces to both existing simulations and simulations of their own design. Prerequisite: CS 241. *Alternate years.* Levenick

CS 446 Automata Theory (1)

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

CS 448 Machine Learning (1)

A survey of machine learning techniques and philosophical issues concerning artificial intelligence. Learning techniques include: perceptrons, PDP back-propagation, and induction of environmental regularities via Holland's genetic algorithm. Philosophical issues include: "Can a machine be intelligent?" and "How could intelligence in a machine be verified?" Prerequisite: CS 241. *Alternate years.* Levenick

CS 451 Topics in Computer Science (1)

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

CS 496 Senior Seminar in Computer Science (1)

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

EARTH SCIENCE

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

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

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

REQUIREMENTS FOR THE EARTH SCIENCE MINOR (5)

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

<i>One credit from the following:</i>	1
ERTH 231 Historical Geology	
ERTH 332 Geography of the Pacific States	
ERTH 333 Geographic Information Systems	

Geography Emphasis

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

<i>One credit from the following:</i>	1
ERTH 331 Geography of Europe	
ERTH 332 Geography of the Pacific States	
ERTH 350 Environmental Geology	

FACULTY

Peter Eilers, Professor, Chair

Karen Arabas, Assistant Professor

Gilbert LaFreniere, Professor

COURSE DESCRIPTIONS

ERTH 110 Physical Geology (1)

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

ERTH 112 Physical Geography (1)

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

ERTH 230 World Geography (1)

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

ERTH 231 Historical Geology (1)

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

ERTH 331 Geography of Europe (1)

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

ERTH 332 Geography of the Pacific States (1)

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

ERTH 333 Geographic Information Systems (1)

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

ERTH 350 Environmental Geology (1)

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

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

Study of a specific aspect of geography or of a geographical problem, individually or in a group. May be taken for 1/2 or 1 credit. Prerequisite: Consent of instructor. *On demand.* Eilers, LaFreniere

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	Introduction to East Asian Civilization	1
<i>Two courses from the following</i>		<i>2</i>
HIST 264	Political Culture of Modern China	
HIST 334	The Intellectual Tradition of China	
HIST 335	History of Traditional Japan	
HIST 363	Mao's China 1949-1979	
HIST 365	History of Modern Japan	
<i>Three courses from the following: (no more than one from each department).....</i>		<i>3</i>
ART 213	Art and Culture of China	
ART 214	Art and Culture of Japan	
JAPN 314	Japanese Literature in Translation	
REL 138	Introduction to Chinese Religions	
REL 235	Religions of the East	

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

FACULTY

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

Toshie Nakamura Gordon, Instructor, Japanese

Rosemary Morrison, Instructor, Japanese

Jie Zhao, Assistant Professor, History

Xijuan Zhou, Assistant Professor, Religion

ECONOMICS AND BUSINESS ECONOMICS

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

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

REQUIREMENTS FOR THE ECONOMICS MAJOR (8 credits in Economics, 1 in Mathematics, 1 in Politics)

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

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

REQUIREMENTS FOR THE BUSINESS ECONOMICS MAJOR**(8 credits in Economics, 4 in other departments)**

ECON 119	Principles of Economics	1
	A course in calculus (MATH 139 or 141 or equivalent)	1
	<i>One course from the following:</i>	1
CS 130	Computing Concepts and Problem Solving	
CS 231	Introduction to Programming	
ECON 230	Economic Statistics	1
ECON 235	Principles of Accounting	1
ECON 356	Managerial Economics	1
ECON 459	Business, Government and Society	1
ECON 499	Management Strategies and Policies	1
	Two additional Economics courses (at least one of these two courses must be indicated (BE) or with no designation)	2
	<i>Two courses from the following:</i>	2
ENVR 220	Environmental Systems Under Stress	
ENVR 320	Environmental Ethics	
ISB 344	Judgement and Decision Making	
MATH 366	Applied Mathematics: Optimization	
PSYC 341	Personnel and Industrial Psychology	
PSYC 433	Psychology and Public Policy	
RHET 150	Public Speaking	
RHET 232	Persuasion, Propaganda and the Mass Media	
RHET 242	Leadership and Group Communication	
	Plus other courses that may be offered in the future (check with advisor)	

REQUIREMENTS FOR THE ECONOMICS MINOR (6 credits)

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

A minor in Business Economics is not offered.**FACULTY****Donald H. Negri**, Associate Professor, Chair**C. Russell Beaton**, Professor**James R. Frew**, Associate Professor**Jerry Gray**, Associate Professor

James S. Hanson, Professor

Thomas H. Hibbard, Professor

Cathleen L. Whiting, Associate Professor

COURSE DESCRIPTIONS

ECON 119 Principles of Economics (1)

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

ECON 230 Economic Statistics (1)

This course is an introduction to the statistical techniques used in economics. It covers descriptive statistics, probability, statistical estimation and inference, hypothesis testing, analysis of variance, and simple and multiple regression. ECON 230 counts for only 1/2 credit if student has completed MATH 138, ISA 250 or similar statistics courses. *Every semester.* Gray, Negri

ECON 235 Principles of Accounting (BE) (1)

This course covers the theory of accounting and procedures as a basis for financial reporting and for the planning and administration of business organizations and public enterprises. *Every semester.* Staff

ECON 236 Managerial Accounting (BE) (1)

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

ECON 331 Corporate Finance (BE) (1)

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

ECON 332 Money and Banking (1)

This course examines the banking system and the relationship between financial intermediaries, the Federal Reserve System, depositor behavior, and monetary

policy. Specific topics include the determination and structure of interest rates, banking regulation, money supply creation, and macroeconomic policy. Prerequisite: ECON 119. *Fall*. Whiting

ECON 338 Business Law (BE) (1)

This course covers the laws governing business contracts, agency, sales, commercial paper, property, negotiable instruments, business organization, insurance, suretyship, and torts. *Spring*. 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 119. *Spring*. Gray

ECON 345 Environmental Economics (1)

The economic paradigm can make important contributions to understanding and alleviating environmental problems. This course examines the shortcomings of the market mechanism for allocating environmental resources and public policies for mitigating environmental degradation. Topics include externalities, common property resources, public goods, property right, and cost-benefit analysis. Special consideration will be given to several contemporary environmental problems. Prerequisite: ECON 119. *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 socio-economic information will be employed to generate probable future economic trends and issues in Oregon and in the Pacific Northwest. Prerequisite: ECON 119. *Alternate years*. Beaton

ECON 347 Public Finance (1)

The course focuses on government provision of goods and services. Economic analysis is used to explore why governments provide goods and services, how governments select particular projects and programs, and why various taxes, user fees, debt, and inter-governmental transfers are used to finance government expenditures. Offered when the Oregon Legislature is in session, this course draws on current issues and personnel from state government to clarify and illustrate abstract concepts. Prerequisite: ECON 119. *Alternate years*. Hibbard

ECON 351 Comparative Economic Systems (E) (1)

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

ECON 352 The Economics of Developing Countries (E) (1)

This course examines the structural characteristics of developing countries and major theories of economic development. Specific topics will include land reform, agriculture and industrialization, population and employment policies, the role of money and capital markets in development, trade and development, the impact of aid and foreign investment, and strategies for development planning. Prerequisite: ECON 119. *Alternate 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 119. *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 1980's, with inclusion of more recent events. Some specific topics include efficiency in resource allocation, junk-bond financing, changes in corporate debt-equity structure, and effects of takeovers and LBO's on corporate resource allocation and on shareholders, employees, and other corporate constituents. Prerequisite: ECON 119. *Spring*. Whiting

ECON 356 Managerial Economics (BE) (1)

This course focuses on the applications of microeconomic theory and quantitative methods to decisions regarding the allocations of scarce resources within a private or public organization. Optimization procedures, including calculus

techniques, risk analysis, linear programming, and present value analysis will be applied to problems involving demand, production, cost, and pricing. Techniques of demand estimation also will be developed. Prerequisites: ECON 119 and 230, MATH 139 or 141. *Every semester.* Frew, Whiting

ECON 357 Intermediate Microeconomics (E) (1)

This course explores modern theories of the behavior of households and business firms in determining prices, the mix of goods and services produced in the economy, the allocation of scarce resources, and the distribution of income and wealth among the participants in a market economy. The successes and failures of different types of markets are considered along with public policies aimed at improving the performance of markets. Prerequisites: ECON 119 and 230, MATH 139 or 141. *Fall.* Beaton, Frew, Hibbard

ECON 358 Intermediate Macroeconomics (1)

This course examines theories of how consumption, investment, and government spending behavior influence the total level of economic activity in an economic system and the impact of foreign trade on the national economy. Also explored are the ways in which government spending, taxation, and monetary policies influence unemployment, inflation, and the rate of economic growth. Prerequisites: ECON 119 and 230, MATH 139 or 141. *Spring.* Hanson

ECON 368 Principles of Investments (1)

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

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

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

ECON 444 Urban Economics (1)

Economic theory is used to determine land valuation and site location, and to explain the creation of real estate. This course will also explore transportation

routes and urban amenities, as well as zoning laws, congestion, and pollution. Prerequisite: ECON 356 or 357. *Annually*. Frew

ECON 448 History of Economic Thought (E) (1)

This course will trace the development of economic thought from the decline of feudalism to the present, investigating Classical, Marxist, Neoclassical, Keynesian, and Modern Marxist and Neoclassical theories. The goal will be to understand the various theories as well as the historical context in which they became important. Prerequisite: ECON 119. *Alternate years*. Beaton

ECON 451 Economic Simulation (BE) (1/2)

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 119, 230, and 356 or 357. *Spring*. Negri

ECON 452 Introduction to Econometrics and Forecasting (1)

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

ECON 458 Mathematical Economics (1/2)

This course is designed to explore the ways in which formal mathematical models can be used to analyze and interpret microeconomic and macroeconomic relationships and phenomena. Prerequisites: ECON 119, 230, and 356 or 357. *Alternate years*. Beaton

ECON 459 Business, Government, and Society (1)

This course examines the various ways in which business policies and practices affect society, and ways in which the changing social environment creates challenges and opportunities for business. The formulation and implementation of public or government policy in these areas will also be explored, along with the role of business in shaping or influencing such public policy. Specific topics will include antitrust policy and government regulation of concentrated industries, environmental regulations, consumer protection, worker safety and job security, and the general issue of corporate social responsibility. Prerequisites: ECON 119, 230, and 356 or 357. *Every semester*. Hanson, Hibbard, Whiting

ECON 490 Independent Study (1/2 or 1)

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

ECON 496 Senior Research Seminar (E) (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 119, 230, 357 and 358. *Every semester.* Staff

ECON 497 Energy Economics (1/2)

This course employs economic tools and analysis to examine U.S. and world energy issues. Included are energy demand patterns, current and future energy source alternatives and energy policy options facing society at local, national and international levels. The student is responsible for a research project applying economic analysis to an energy issue. Prerequisite: ECON 119. *Alternate years.* Beaton

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

This senior seminar for Business Economics majors enables each student to apply the tools of economics to the analysis of actual management cases. Emphasis will be placed upon groups of students presenting recommendations for the solution to each case, which will serve as a basis for class discussion. A major project will also be required of each individual student. Writing-centered. Prerequisites: ECON 119, 230, 235, 356 and 459. *Every semester.* Frew, Beaton

EDUCATION

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

The Willamette University School of Education provides a 10-month professional program for the preparation of elementary, middle, and secondary school teachers. Willamette is authorized to recommend for licensing in the following subject areas: art, biology, business, chemistry, English, French, general science, German, health, Japanese, mathematics, music, physical education, physics, reading, social studies, Spanish, speech, and theatre. The completion of

this program meets the requirements for the basic teaching license, as well as all required course work for the standard license, and the Master of Arts in Teaching (M.A.T.).

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

All interested students should personally contact the Office of Admission or the School of Education for admission criteria and general information concerning the M.A.T. Program.

PROGRAM FOR UNDERGRADUATES

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

EDUC 280	Education Topics(1/4 - 1/2)
EDUC 305	Introduction to Teaching(1/2)
EDUC 335	The School, Teacher, and Student (1/2)
EDUC 350	Foundations of Reading (1/2)
EDUC 390	Pre-Practicum Internship (1/4-1/2)
EDUC 450	Management of Reading Systems (1/4)
EDUC 451	Administration of Reading Programs (1/4)
EDUC 452	Diagnosis and Correction of Reading Difficulties (1/2)
EDUC 490	Research and Independent Study (1/2-1)

PROGRAM FOR GRADUATES

The M.A.T. program begins in mid-August (two weeks prior to the beginning of public school) and ends with the last day public school is 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 teacher in-service week, and at this time all M.A.T. students are assigned to a local school. During that week time is spent at the assigned school with additional classes at Willamette.

Beginning the day after Labor Day, students are in the public school setting for two and one-half days each week, and at Willamette attending graduate level courses the remaining two and one-half days. From the beginning of December lasting until mid-January, students do research for their Leadership Modules. During this month, students spend considerable time observing and interviewing leaders in the education field who are making a difference in areas of specific interest to the student.

The full-time student teaching experience begins the second week in January and is completed on the last day the public school is in session, generally during the second week of June. Student teaching seminars and methods classes meet in

the evening. The year-long involvement with school-age students incorporates over 1,000 classroom hours in the public school system. The intensity of the program not only prepares M.A.T. students to be effective classroom teachers, but also to take a leadership role in education.

FACULTY

Richard L. Biffle III, Associate Professor, Director

Cheryl K. Brown, Assistant Professor

David C. Cox, Associate Professor

Rosalyn C. Edelson, Associate Professor

Karen D. Hamlin, Associate Professor

Steven M. Rhine, Assistant Professor

Malia Stevens, Assistant Professor

Linda G. Tamura, Professor

John L. Tenny, Professor

COURSE DESCRIPTIONS

EDUC 106 College Learning Skills (1/4)

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 (1/4-1/2)

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 Introduction to Teaching (1/2)

A writing-centered study of teaching through field studies, simulations, practica, and readings. Includes involvement in the public school classroom. Evaluations by the student, peers, and faculty on the student's potential as a teacher. Not open to first semester freshmen. *Every semester.* Staff

EDUC 335 The School, Teacher, and Student (1/2)

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 (1/2)

A study of the process of developmental reading, appropriate methods of instruction, critical selection of materials, and usable management systems and techniques. Prerequisite: EDUC 305 or consent of instructor. *Every semester.* Staff

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

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

EDUC 450 Management of Reading Systems (1/4)

A study of management of reading systems, including assessment organization, space and time management, and recordkeeping. The systems include Basal Readers, Language Experience, Individualized Instruction, and the Eclectic Approach. Prerequisite: EDUC 305 and 350 or consent of instructor. *Spring.* Staff

EDUC 451 Administration of Reading Programs (1/4)

A study in the implementation and administration of reading programs for all students as well as those needing special assistance. Emphasis is given to procedures required by state and federally funded programs. Prerequisite: EDUC 305 and 350 or consent of instructor. *Spring.* Staff

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

A study of the diagnosis and correction of reading difficulties. Course includes topics applicable to both the reading specialist and the classroom teacher. A practicum competency is included. Prerequisite: EDUC 305 and 350. *Fall.* Staff

EDUC 490 Research and Independent Study (1/2 - 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**EDUC 505 Clinical Experiences (1/4)**

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

EDUC 520 Educational Technology (1/4)

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

EDUC 522 Assessment and Evaluation in Education (1/2)

This course presents the knowledge and skills required to design effective methods for assessing student knowledge and the effects of instruction. Techniques of test development, alternative strategies for student assessment, and appropriate use of findings in guiding instruction will be presented. *Fall*. Edelson, Biffle

EDUC 529 Middle Level Methods (1/2)

Intensive examination of methods and materials critical to establishing a positive learning environment and implementing effective instruction of early adolescents. This course will assist students in developing a repertoire of skills and strategies to address issues of cognitive and affective development appropriate to the middle grades. *Every Semester*. Edelson, Hamlin

EDUC 530 Methods and Research in Art Education (1/2)

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

EDUC 531 Methods and Research in English Education (1/2)

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

EDUC 532 Methods and Research in Foreign Language Education (1/2)

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

EDUC 533 Methods and Research in Mathematics Education (1/2)

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

EDUC 534 Methods and Materials in Health Education (1/4)

Methods and materials for developing behavior changes in health for individuals and groups. Methods and materials section, the use of analysis, investigative

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

EDUC 535 Methods and Research in Science Education (1/2)

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

EDUC 536 Methods and Research in Social Studies Education (1/2)

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

EDUC 537A (1/2) and 537B (1/4) Methods and Research in Early Childhood/ Elementary Education

District, unit, and daily goal development based upon research in early childhood and elementary education. Special emphasis upon teaching strategies and methods of instruction, integrated curriculum and thematic unit development, instructional materials and resource development, classroom activities, assessment, and evaluative techniques. *Fall*. Biffle

EDUC 538 Public School Music Methods: Elementary (1/2)

Principles, procedures, and objectives in school music on the elementary level, both vocal and classroom instruments. Learning processes, maturation, and materials are considered in adapting music study to the student. Class procedures; ensembles, programming, and performance; general administration of a music program. Directed observation of public school music practice. *Fall*. Staff

EDUC 539 Public School Music Methods: Secondary (1/2)

Principles, procedures, and objectives in school music on the secondary level, both vocal and instrumental. Learning processes, maturation, and materials are considered in adapting music study to the student. Class procedures; ensembles, programming, and performance; general administration of a music program. Directed observation of public school music practice. *Fall*. Staff

EDUC 540 Physical Education Teaching: Techniques/Methods (K-6) (1/4)

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

EDUC 541 Physical Education Teaching: Techniques/Methods (7-12) (1/4)

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

EDUC 542 Methods and Materials for the Public School Stage (1/4)

Examines specific physical approaches to stage adaptation, set design, lighting and sound resources, construction methods, and safety considerations for student workers in the diverse environments of school theatre. *Fall*. Staff

EDUC 543 The Student Actor and the Student Play (1/4)

Examines specific approaches to acting for the public school student, with particular attention to maturation of personality as well as limitations of vocal and physical development. Also includes an examination of play selection criteria in terms of actor development, staging analysis, and audience acceptance. *Fall*. Staff

EDUC 545 Educational Psychology (1/2)

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

EDUC 546 Special Populations (1/4)

Understanding the gifted, disabled, and other populations of exceptional children. Focus on inclusion in the public school classroom. Principles of educational equity related to social, linguistic, and gender differences. Focus on legal rights, and teaching strategies to accommodate special students. *Fall*. Brown

EDUC 547 Multicultural Education (1/4)

This course is designed to strengthen the capabilities of students to meet and maximize the challenges and opportunities of cultural diversity. The emphasis will be 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 (1/2)

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*. Staff

EDUC 551 Graduate Seminar II (1/2)

Directed reflection and group problem-solving for students involved in student-teaching. The emphasis will be on examining current educational practices and on integrating educational theory and practice. *Spring*. Staff

EDUC 555 Planning and Implementation (1/2)

Long and short term unit development. Emphasis on lesson plan development, instructional material selection, appropriate teaching techniques, critical thinking, problem solving skills, and time management. Lesson adaptation for special populations. *Fall*. Hamlin, Tamura

EDUC 556 Classroom Management (1/2)

A study of strategies for creating an optimal learning environment and classroom community. Students will examine ways to promote productive student behavior, integrate motivation and learning strategies to maximize on-task behavior, and involve parents in the learning process. *Fall*. Hamlin, Tamura

EDUC 557 Issues Seminar (1/4)

Contemporary issues in education, e.g., governance, finance, equal opportunity, legalities, struggle for excellence, values, and management, analyzed within historical, sociological, and political influences. *Fall*. Brown, Hamlin

EDUC 558 Leadership in Education I (1/2)

A study of strategies for locating relevant educational research, critical analysis of that research, and the skills necessary for the construction of a literature review. *Fall*. Staff

EDUC 559 Leadership in Education II (1/2)

Individually tailored, this course may include extended visits and internships with small rural schools, metropolitan high schools, and Education Service Districts; alliances with school administrators, counselors, specialists, and members of the social services system. Directed studies of legislative committees, commissions, and professional associations. *Spring*. Staff

**EDUC 560 Professional Development:
The 21st Century Teacher (1/2)**

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 590 Thesis/Project (1/4-1)

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

EDUC 594 Pre-student Teaching Practicum (1)

An extensive, on-site study of the nature of schools including culture, politics, and services. An examination of teaching through formal observation, data collection, and analysis. An introduction to the teaching role including one-on-one, small group, and whole class instruction of students, lesson and assessment development, and grading practices. *Fall*. Staff

EDUC 595 Supervised Internship (3)

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

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

EDUC 471 Writing for Teachers.

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

EDUC 472 Independent Project: Teaching Writing.

Oregon Writing Project at Willamette Seminar (3 quarter hours) Participants will build on knowledge and expertise gained in a National Writing Project Summer Institute through independent research or classroom curriculum projects, additional readings, and staff development projects.

ENGLISH

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

REQUIREMENTS FOR THE ENGLISH MAJOR (8 credits)

<i>One course from the following</i>	1
ENGL 116 Topics in American Literature	
ENGL 117 Topics in British Literature	
ENGL 118 Topics in World Literature	
ENGL 119 Forms of Literature	
ENGL 301 The Study of Literature	1

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

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

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

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

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

REQUIREMENTS FOR THE ENGLISH MINOR (5 credits)

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

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

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

FACULTY

Michael H. Strelow, Professor, Chair

Eleanor Berry, Assistant Professor, Director, Writing Center

Adele L. Birnbaum, Professor

Gerard F. Bowers, Professor

Wilbur S. Braden, Professor

Ann Copeland, Hallie Brown Ford Professor of English

Carol S. Long, Professor

Frann Michel, Associate Professor

Kenneth S. Nolley, Professor

Richard A. Sutliff, Professor

COURSE DESCRIPTIONS

ENGL 116 Topics in American Literature (1)

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

ENGL 117 Topics in British Literature (1)

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

ENGL 118 Topics in World Literature (1)

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

ENGL 119 The Forms of Literature: The Art of Reading Poetry, Drama, Fiction (1)

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

WR 132 Writing in the Disciplines (1)

A writing-centered course focused on developing strategies of critical thinking, appreciation of writing as a means of assimilating new knowledge in any field, and methods of composing and revising appropriate for writing papers in college courses across the curriculum. Students will use writing to develop their understanding of and views on readings in a variety of disciplinary fields. They

will compose and revise several papers dealing with these readings, exchanging feedback on their work-in-progress. *Every Semester*. Berry, Staff

WR 134 Writing Across Cultures (1)

A writing-centered course with a focus on developing the skills necessary for effective cross-cultural discourse. Working from readings about as well as examples of effective cross-cultural communication, students will explore and analyze the diversity of styles and genres appropriate to writing across cultures. The course will alternate focus to include such topics as Japanese culture, Middle East culture, and alternate cultures within American society. *Fall*. Staff

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

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

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

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

ENGL 233 Investigative Writing (1/2)

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

ENGL 234 Writing the Personal Essay (1/2)

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

ENGL 236 Research and Writing (1/2)

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

ENGL 237 Writing and Science (1/2)

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

ENGL 242 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 301 The Study of Literature (1)

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

ENGL 302 History of the English Language (1)

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

ENGL 329 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. G. Bowers, Berry

WR 330 Composition Theory and Pedagogy (1)

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

ENGL 331 Imaginative Writing I (1)

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

ENGL 332 Imaginative Writing II (1)

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

ENGL 334 Film Genre (1)

A study of the shaping power of convention in the narrative cinema. This course will examine the structure and development of a particular film genre, considering the numerous aesthetic, social, and moral assumptions embodied in that genre's defining conventions. Prerequisite: ENGL 210, ENGL 211 or consent of instructor. *Spring*, alternate years. Nolley

ENGL 335 Film Directors (1)

A study of the work of individual filmmakers with particular emphasis on the nature of their visions and the formal cinematic expression of those visions. The course will also consider theories of authorship in film criticism, their promise and their limitations. Prerequisite: ENGL 210, ENGL 211 or consent of instructor. *Fall*, alternate years. 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 Feminist Criticism (1)

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

ENGL 357 Ethnicity and Race in American Literature (1)

Exploration of traditions in America's multicultural literatures, literary representations of relations between and within different ethnic and racial groups. Texts and emphases will vary. Prerequisite: a 100 level literature course. *Alternate years.* Michel

ENGL 361 The Lyric (1)

The critical study of significant achievements in lyric poetry, with special emphasis on its forms and purposes. Readings, drawn primarily from British and American literature, will vary according to the instructor. Prerequisite: a 100 level literature course. *Spring.* G. Bowers, Braden, Berry

ENGL 370 Dante and the Literary Tradition (1)

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

ENGL 372 Modernism in Britain and America (1)

A study of the emergence of Modernism as a literary doctrine. Through a selection of works from various movements (e.g. Impressionism, Imagism, Vorticism) modernist concepts of image, symbol, and expression will be traced. Authors such as Eliot, Pound, HD, Joyce, Woolf, and Faulkner will be studied in relation to the movement. Prerequisite: a 100 level literature course. *Alternate years.* Long

ENGL 373 Contemporary Literature (1)

A study of contemporary works (works from the last two decades) which students and faculty will read together in order to evaluate and interpret new forms in light of a variety of critical theories. Prerequisite: a 100 level literature course. *Alternate years.* Long, Strelow,

ENGL 374 Regional Literature (1)

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

ENGL 390 and 391 Reading and Conference (1/2 or 1)

To enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered at Willamette University. Prerequisite: Consent of instructor. *On demand.* Staff

ENGL 394 Major Internship I (1)

See Internship description on pg. 38.

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 Histori-

cism, Psychoanalytical Theory, Post-Colonialist Theory. Prerequisites: ENGL 301 and one additional 300 level English course. Recommended: ENGL 352 and ENGL 355. Not open to Freshmen. *Alternate years.* Staff

ENGL 490 Independent Study (1)

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

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

ISB 332 Mysticism and Creativity

ENVIRONMENTAL SCIENCE

The Environmental Science program seeks to encourage students to develop: an appreciation of the importance to life and society of the natural and humanized environment in the past, present, and future; an understanding of nature's integrity, including both natural and human processes 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. Six university departments contribute faculty and courses to this program.

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

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

REQUIREMENTS FOR THE ENVIRONMENTAL SCIENCE MAJOR**(14 credits)**

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

Two credits in Natural Science, from the following: 2

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

Two credits in Social Science, from the following: 2

ECON 345	Environmental Economics
ENVR 326	Environmental History
ENVR 327	Water Resources
ENVR 494	Environmental Science Internship*
POLI 304**	Politics of Environmental Ethics
POLI 341**	Environmental Policy Making
POLI 343**	Oregon and the Politics of the Pacific Northwest
SOC 330	World Population Problems

ENVR 496 Senior Seminar in Environmental Science 1

* ENVR 494 (Environmental Science Internship) may be used as either a Natural Science or Social Science elective.

**Only one politics course may be used.

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 Water Resources

POLI 304* Politics of Environmental Ethics

POLI 341* Environmental Policy Making

POLI 343* Oregon and the Politics of the Pacific Northwest

SOC 330 World Population Problems

*Only one of these courses may be used

FACULTY

Gilbert LaFreniere, Professor, Geology and Environmental Science, Director

Karen Arabas, Assistant Professor, Geography and Environmental Science

Peter Eilers, Professor, Geography and Environmental Science

David Goodney, Professor, Chemistry

Carol Ireson-Doolittle, Professor, Sociology

John Koprowski, Associate Professor, Biology

Donald Negri, Associate Professor, Economics

COURSE DESCRIPTIONS

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

ENVR 220 Environmental Systems Under Stress (1)

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

ENVR 320 Environmental Ethics (1)

The course focuses upon the historical and philosophical roots of our present environmental and energy dilemmas. The contemporary environmental crisis is

considered as a particular manifestation of a cultural crisis which afflicts Western Civilization and its imitators. Central issues include: comparison of environmental attitudes in advanced cultures; the environmental significance of Western interpretations of history; evaluation of the idea of progress as the ruling philosophy of history of the modern West; the sociocultural impacts of scientific and technological development; and an account of Western society's continuing search for the good life and for means of inducing altruistic behavior. Prerequisite: Junior or Senior standing. *Spring*. LaFreniere

ENVR 326 Environmental History (1)

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

ENVR 327 Water Resources (1)

This course examines water resources over short and long time perspectives, and over small and large geographic areas. Emphasis is placed on evaluating water resources from a multidisciplinary perspective. Topics include: surface and groundwater hydrology; water quality; and the legal, political, and environmental aspects of water use. Prerequisite: ENVR 220 or consent of instructor. *Spring*. Arabas

ENVR 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

EXERCISE SCIENCE

The Exercise Science program aims at developing those cognitive, affective, and psychomotor skills that equip students to perform competently in fitness management, sports medicine, and graduate studies. The interdisciplinary academic structure of the program arises from the belief that critical thinking, effective writing, articulation, and analytical skills are crucial elements in the mastery of all subject matter. In this and in its emphasis on developing the well-rounded person, the exercise science program pursues goals and objectives that are congruent with the goals of the College of Liberal Arts curriculum.

The Exercise Science program at Willamette University is designed to meet the needs of our student population, focusing on the development of the total person as it is expressed in the classical Greek emphasis on the interaction of mind, body, and spirit. The Department achieves these ends through the offering of an Exercise Science major and service classes.

The major is designed to provide students with the essential knowledge and training to pursue a wide variety of career opportunities with emphases in fitness management, exercise and physical development, and sports medicine. Exercise Science minors are offered in fitness management, coaching, and sports medicine.

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

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

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

The department is housed in the 84,000-square-foot Lestle J. Sparks Physical Education and Recreation Center, which was expanded and extensively remodeled in the summer of 1995. Facilities include a 3,000-seat field house, double gymnasium, natatorium, handball/racquetball courts, a climbing wall, weight

room and aerobics room. The University also has a football stadium, and an all-weather track, spacious baseball stadium, soccer fields, and tennis courts.

REQUIREMENTS FOR THE EXERCISE SCIENCE MAJOR

Core Courses:

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

Fitness Management Emphasis:

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

Core Courses	8 1/2	
ECON 119	Principles of Economics	1
EXSCI 233	Personal Fitness	1/2
EXSCI 357	Motor Learning & Growth Development Patterns	1/2
EXSCI 394	Junior Internship	1/2
EXSCI 448	Exercise Science for Special Populations	1/2
ISB 320	Personal Health	1

One of the Following:

EXSCI 242	Methods Of Teaching/Coaching Volleyball/Track And Field	1/2
EXSCI 244	Methods Of Teaching/Coaching Football & Soccer	1/2
EXSCI 245	Methods Of Teaching/Coaching Racquet Games	1/2
EXSCI 246	Methods Of Teaching/Coaching Basketball & Softball	1/2

Exercise and Physical Development Emphasis:

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

Core Courses	8 1/2	
EXSCI 241	Methods Of Teaching Sports Activities	1/2
EXSCI 242	Methods Of Teaching/Coaching Volleyball/Track & Field	1/2
EXSCI 244	Methods Of Teaching/Coaching Football & Soccer OR	
EXSCI 245	Methods Of Teaching/Coaching Racquet Games	1/2
EXSCI 246	Methods Of Teaching/Coaching Basketball & Softball	1/2
EXSCI 357	Motor Learning and Growth Development Patterns	1/2
EXSCI 394	Junior Internship	1/2
ISB 320	Personal Health	1
RHET 150	Public Speaking	1

Sports Medicine Emphasis:

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

Core Courses	8 1/2
EXSCI 345 Advanced Injury Management	1/2
EXSCI 494 Professional Internship	1
PSYC 335 Clinical and Abnormal Psychology	1
CHEM 115 Introductory Chemistry I OR	
PHYS 215 Introductory Physics I	1

REQUIREMENTS FOR THE EXERCISE SCIENCE MINOR**Core Courses:**

BIOL 246 Human Anatomy	1
BIOL 260 Human Physiology	1
EXSCI 232 Substance Abuse	1/2
EXSCI 239 Responding to Emergencies	1/2
EXSCI 340 Care and Prevention of Athletic Injuries	1
EXSCI 447 Kinesiology/Biomechanics	1
EXSCI 451 Sport Leadership and Management	1/2

Fitness Management Emphasis:

(5 Exercise Science, 2 Biology, 1 Rhetoric)

Core Courses	5 1/2
EXSCI 233 Personal Fitness	1/2
EXSCI 394 Junior Internship	1/2
RHET 150 Public Speaking OR	
RHET 242 Leadership and Group Communication	1

One Lab from the Following:

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

Coaching Emphasis:

(5 Exercise Science, 2 Biology, 1 Rhetoric)

Core Courses	5 1/2
EXSCI 230 Methods of Coaching Football OR	
EXSCI 231 Methods of Coaching Basketball	1/2
EXSCI 357 Motor Learning and Growth Development Patterns	1/2
EXSCI 394 Junior Internship	1/2
RHET 150 Public Speaking OR	
RHET 242 Leadership and Group Communication	1

Sports Medicine Emphasis:

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

Core Courses	5 1/2
EXSCI 345 Advanced Injury Management	1/2
EXSCI 494 Professional Internship	1
CHEM 115 Introductory Chemistry I OR	
PHYS 215 Introductory Physics I	1

FACULTY**Russ J. Cagle**, Associate Professor, Chair**James P. Brik**, Associate Professor**Peter A. Harmer**, Associate Professor**Skip Kenitzer**, Assistant Professor**Marlene Piper**, Associate Professor**COURSE DESCRIPTIONS****EXSCI 001X-099X Activity Classes (1/4 credit each)**

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

EXSCI 135 Concepts and Contemporary Issues in Exercise Science and Sport (1/2)

Historical, scientific, psychological, and sociological studies related to Exercise Science. Basic development of various philosophies related to ethics and moral values in Exercise Science will be discussed. *Every Semester.* Brik, Piper

EXSCI 230 Methods of Coaching Football (1/2)

A course designed to give the student a varied background of philosophies, methods, techniques, organization, and strategies of coaching football. *Spring.* Hawkins

EXSCI 231 Methods of Coaching Basketball (1/2)

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

EXSCI 232 Substance Abuse (1/2)

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

EXSCI 233 Personal Fitness (1/2)

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

EXSCI 239 Responding to Emergencies (1/2)

Evaluation, treatment, and prevention of specific traumatic conditions incurred by the human body. Course teaches safety measures at work, play, and in the home. Discusses various safety programs. Course experiences lead to certification in Responding to Emergencies (formerly Advanced First Aid) and CPR by American Red Cross. *Fall/Spring*. Brik

EXSCI 241, 242, 244, 245, 246 Physical Education Activity Laboratories (1/2 credit each)

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

EXSCI 241 Methods of Teaching Sports Activities.

Fall. Piper

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

Spring. Piper

EXSCI 244 Methods of Teaching/Coaching Football and Soccer.

Fall. Hawkins/Victor

EXSCI 245 Methods of Teaching/Coaching Racket Games.

Fall. Brik

EXSCI 246 Methods of Teaching/Coaching Basketball and Softball.

Spring. Petrie/Piper

EXSCI 340 Care and Prevention of Athletic Injuries (1)

Introduction to the field of sports medicine and concepts of athletic training as related to sports trauma. This course will present the following: prevention, psychological factors, recognition procedures, predisposition, initial and progressive management, and principles of rehabilitation pertaining to specific injuries. The course includes laboratory for skill acquisition of adhesive tape application, emergency management procedures, and injury evaluation procedures. Prerequisite: BIOL 246. *Spring*. Cagle, Harmer

EXSCI 345 Advanced Injury Management (1/2)

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

EXSCI 356 Research Design in Exercise Science(1/2)

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 (1/2)

Study of the neuropsychological components of motor learning and control, with an emphasis on movement problems and developmental patterns. The class will examine research in several aspects of motor learning as it applies to the application of teaching skills, movement activities, and coaching progression.

Not open to Freshmen. *Fall*. Kenitzer

EXSCI 360 Physiology of Exercise (1)

Physiological systems of the human body as affected by different levels of exercise and emphasis on the inter-relationships of the skeletal, muscular, nervous, respiratory, circulatory, and digestive systems. Required laboratory will focus on

measuring and analyzing metabolic function and using the data to predict and describe work capacity and training protocols. Writing-centered. Prerequisite: BIOL 246 and 260. *Fall*. Harmer

EXSCI 394 Junior Internship (1/2)

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

EXSCI 447 Kinesiology/Biomechanics (1)

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

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

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

EXSCI 451 Sport Leadership and Management (1/2)

The class explores the nature of administration and management in fitness, sport, allied health, and physical education settings at school and community level. Leadership styles, public relations skills, organizational and administrative skills along with topics of conflict resolution, legal aspects of negligence and liability, fiscal management/budgeting practices, and risk management are developed. Prerequisite: junior or senior standing. *Spring*. Brik, Piper

EXSCI 494 Professional Internship (1)

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

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

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

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

FOREIGN LANGUAGES AND LITERATURES

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

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)

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	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

2 1/2 additional credits in French, numbered 300 or above	2 1/2
FREN 496 Senior Year Experience	1/2

REQUIREMENTS FOR THE FRENCH MINOR (5 credits)

FREN 232	Intermediate French II	1
FREN 314	Introduction to French Literature	1
FREN 331	French Composition and Discussion	1

One course from the following: 1

FREN 333 History of French Civilization

FREN 430 Introduction to French Thought

One credit in French at the 300 or 400 level 1

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 multi-media stations, foreign language word-processors, foreign television programs transmitted by satellite, and up-to-date communication technology.

Through the Institute of European Studies, French students have the option of spending either one semester or one year in Paris, Nantes or Dijon. The Dijon program is reserved for students who have a strong background in economics. Through the CUPA program (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 in the leading universities and institutes of Paris. The French area also offers an Assistant exchange program in cooperation with the French Ministry of Education.

Willamette University is the only testing Center in the State of Oregon for the DELF/Dalf Diplomas, accredited by the French Ministry of Education.

FACULTY

Francoise A. Goeury-Richardson, Professor, Chair

Gaetano DeLeonibus, Assistant Professor

Francoise Courtin-Schreiner, Instructor (part-time)

Pelin Hennesy, Instructor (part-time)

FRENCH

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

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

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

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

FREN 314 Introduction to French Literature (1)

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

FREN 331 French Composition and Discussion (1)

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

FREN 332 Advanced French Composition and Discussion (1)

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 *Spring*. 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, existentialism, etc., from the works of French thinkers. Conducted in French. Prerequisite: FREN 331. *Alternate springs.* DeLeonibus

FREN 431 Phonetics (1)

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

FREN 432 Introduction to French Linguistics (1)

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

FREN 433 19th Century French Literature (1)

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

FREN 434 20th Century French Literature (1)

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

FREN 435 Gide and Camus (1)

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

FREN 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 springs*. 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 springs*. G. DeLeonibus

FREN 490-491 Reading and Conference (1/2 or 1)

To enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered at Willamette University. Prerequisites: FREN 331; Junior standing and G.P.A. of 3.00 or better. *On demand*. Goeury-Richardson, DeLeonibus

FREN 496 Senior Year Experience (1/2)

This experience requires both the writing, in French and under faculty supervision, of a major research paper, and a discussion of the paper, in French, 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 (1/4)**

Introduction to Italian Grammar and to the practical use of the Italian language.

ITAL 106 Advanced Conversational Italian (1/4)

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 (1/2)

REQUIREMENTS FOR THE GERMAN MINOR (5 credits)

GERM 232	Intermediate German II	1
GERM 314	Introduction to German Literature	1
GERM 331	German Composition and Discussion	1
GERM 333	Contemporary German Culture	1

One additional German credit at the 400 level..... 1

REQUIREMENTS FOR THE RUSSIAN MINOR (5 credits)

RUSS 232	Intermediate Russian II	1
RUSS 314	Introduction to Russian Literature	1
RUSS 331	Russian Composition and Discussion	1
RUSS 333	Russian Civilization and Culture	1

One additional credit numbered 300 or above from Willamette University or Willamette's semester abroad (Simferopol) or transferred from an accredited program at another 4-year institution 1

FACULTY

Ludwig M. Fischer, Professor, Chair

Christine Gentzkow, Associate Professor

Magda Schay, Associate Professor

GERMAN

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

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

Fischer, Gentzkow

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

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

Fischer, Gentzkow

GERM 314 Introduction to German Literature (1)

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

Alternate years. Gentzkow

GERM 331 German Composition and Discussion (1)

Reading and discussion in German on a variety of topics and texts relevant to the areas of letters, fine arts, and humanities. Cultural and literary vocabulary, syntax, introductory phonetics, and laboratory exercises stressing comprehension and pronunciation. (Recommended for students interested in study overseas.)

Prerequisite: Completion of proficiency requirement in German or consent of the instructor. *Alternate years*. Fischer, Gentzkow

GERM 332 Advanced German Composition (1)

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

GERM 333 Contemporary German Culture (1)

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

GERM 430 History of German Thought (1)

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

GERM 431 From the Enlightenment to Romanticism (1)

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

GERM 432 Realism and Naturalism (1)

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

GERM 433 Modern Literature (1)

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

GERM 490-491 Reading and Conference (1/2 or 1)

To enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered at Willamette University. Prerequisites: GERM 331, Junior or Senior standing and G.P.A. of 3.00 or better. *On demand.* Fischer, Gentzkow

GERM 496 Senior Seminar (1)

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

GERM 497 Literary Research (1/2)

Students will meet with a professor of the German program for seven seminar meetings and discuss a theme or an author within the area of German literature. The emphasis will be on the relationship between literature and society. Students

are expected to write a 15 page research paper which will be presented to a larger audience at the end of the semester. *Spring*. Fischer, Gentzkow

RUSSIAN

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

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

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

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

RUSS 314 Introduction to Russian Literature (1)

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

RUSS 331 Russian Composition and Discussion (1)

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

RUSS 333 Russian Civilization and Culture (1)

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

RUSS 490 Reading and Conference (1/2 or 1)

To enable students who have a sound grasp of Russian grammar and some experience in literary analysis to develop better reading skills and to expand their knowledge of Russian literature. *On request*. Schay

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 (8 credits)

HIST 115	Western Civilization to 1715	1
HIST 116	Western Civilization: 17th Century to the Present	1
<i>Two credits in United States history, from the following</i>		<i>2</i>
HIST 210	Topics in US History: Early Period	
HIST 211	Topics in US History: Later Period	
HIST 327	The American Civil War	
HIST 328	Themes in American Social History	
HIST 329	American Women's History	
HIST 331	African-American History	
HIST 337	American Colonial History	
HIST 339	Jefferson and Lincoln	
HIST 340	United States History Since World War II	
HIST 341	Foundations of American Thought	
HIST 344	American Immigration History	
HIST 348	American Legal History	
HIST 433	Expatriates and American Culture (1)	
HIST 491	Independent Study in American History	
Three additional credits in History		3

<i>One course from the Following</i>	1
HIST 499 Senior Tutorial	
ISA 497 Humanities Senior Seminar	

All majors must successfully complete a senior paper which consists of either an extensive research project on a historical topic or a critical analytical essay on historical writing; this is accomplished through HIST 499 or ISA 497.

The department also encourages history majors to pursue study of a foreign language and to take at least five courses in fields closely related to history (anthropology, art history, economics, literature, music history, philosophy, politics, religion).

REQUIREMENTS FOR THE HISTORY MINOR (5 credits)

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

FACULTY

William Smaldone, Associate Professor, Chair

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

William E. Duvall, Professor

Ellen Eisenberg, Associate Professor

Jennifer Jopp, Assistant Professor

Ronald P. Loftus, Professor

Robert Lucas, Professor

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

Jie Zhao, Assistant Professor

COURSE DESCRIPTIONS

HIST 115 Western Civilization to 1715 (1)

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

HIST 116 Western Civilization: 17th Century to the Present (1)

A survey of the cultural, intellectual, political, and socio-economic developments of modern western society including the scientific revolution of the 17th

Century, the Enlightenment, the age of democratic revolutions, the industrial revolution, the rise of nation states, totalitarianism, two world wars, and the rebuilding of Europe. *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*. Zhao

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*. Zhao

HIST 210 Topics in United States History: Early Period (1)

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

HIST 211 Topics in United States History: Later Period (1)

Developments 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 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 *Falls*. Zhao

HIST 327 The American Civil War (1)

This course examines the Civil War, which was the result of sectionalism and the fight over slavery. The politics of sectionalism; the place of slavery in the antebellum years; the wartime experience of civilians and soldiers in the North and

South; emancipation; and reconstruction under Lincoln are explored from a political, economic, social, and military perspective. Solid background in American history and/or HIST 210 strongly encouraged. *Spring*. Cress

HIST 328 Themes in American Social History (1)

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

HIST 329 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 331 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 332 Latin America From Independence to Recent Times (1)

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

HIST 334 The Intellectual Tradition of 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*. Zhao

HIST 335 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*. Zhao

HIST 337 American Colonial History (1)

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

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

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

HIST 341 Foundations of American Thought (1)

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

HIST 342 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 falls*. Jopp

HIST 343 Fascist Movements (1)

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

HIST 344 American Immigration History (1)

This course will explore the major themes and debates in American immigration history. Topics will include key migration waves, immigration policy, acculturation, and attitudes towards immigrants, with an emphasis on the post-Civil War

period. Methodological issues in researching immigrant history will also be explored. *Alternate years*. Eisenberg

HIST 345 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 346 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 347 History of Modern Socialism (1)

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

HIST 348 American Legal History (1)

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

HIST 349 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 springs*. McCowen

HIST 350 History of Modern France (1)

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

HIST 351 Germany from Bismarck to Hitler (1)

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

HIST 352 History of Modern Russia (1)

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

HIST 353 Twentieth Century Europe (1)

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

HIST 355 Germany Since 1945 (1)

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

HIST 356 Greece and the Hellenistic World (1/2)

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

HIST 357 Ancient Rome (1/2)

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

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

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 springs*. Lucas

HIST 359 The Renaissance and Reformation**Western Europe between 1300 and 1648 (1/2 each)****HIST 359A The Renaissance;****HIST 359B The Reformation**

The breakdown of the medieval order, the Italian microcosm, the Renaissance monarchies of the North, the cultural Renaissance, the Protestant and Catholic Reformations, and the ensuing religious wars. *Alternate springs*. Lucas

HIST 360 The Holocaust (1)

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

HIST 363 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*. Zhao

HIST 365 History of Modern Japan (1)

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

HIST 366 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 396 Seminar in Historiography and Philosophy of History (1)

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

HIST 428 Advanced Topics in United States History (1)

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

HIST 430 Topics in Chinese/Japanese History (1)

A special topics course to be offered when circumstances warrant, focusing on a particular problem or issue in either Chinese or Japanese history in accordance with the faculty member's special interest and area of expertise. Prerequisite: HIST 334, 335, 364 or 365 or consent of instructor. Zhao

HIST 433 Expatriates and American Culture (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. *Alternate years*. McCowen

HIST 435 Postwar Japan (1)

This course will examine Japan's historical experience since the end of World War II. How did the allied occupation shape the development of contemporary Japan? How has Japan evolved since the end of the occupation into a modern economic superpower? How is modern Japan governed and how do modern Japanese define themselves in terms of their own culture and in relation to the rest of the world? Using novels and films along with a variety of other readings, this course will explore these and other questions which will help us understand how contemporary Japan sees itself and its relationship to the modern world. Prerequisite: HIST 118 or HIST 365 or consent of instructor. *Alternate years*. *Spring*. Loftus

HIST 490 Readings in Modern European History (1)

Intensive individual reading in the field of Modern European History, offering interested students the opportunity to probe beyond the advanced survey level of HIST 345 and 346. *Every semester*. Staff

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

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

HIST 499 Senior Tutorial (1)

Directed reading and research to enable senior history majors to pursue special interests or to fill gaps in their course work. Regular tutorial sessions with the instructor. Prerequisite: History major, senior standing. *Every semester.* Staff

HUMANITIES

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

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

REQUIREMENTS FOR THE HUMANITIES MAJOR (15 credits)

ART 215 Survey of Western Art:/Prehistoric thorough Gothic OR	
ART 216 Survey of Western Art:/ 1300-1750 OR	
ART 217 Survey of Western Art:/ 1750-1990	1
One advanced course in Art History	1
ENGL 301 The Study of Literature	1
One advanced course in Literature	1
HIST 115 Western Civilization to 1715	1
HIST 116 Western Civilization: 17th Century to the Present	1
HIST 345 European Intellectual History: The Enlightenment Tradition OR	
HIST 346 European Intellectual History: Modern to Post-Modern	1
PHIL 110 Philosophical Problems	1
One advanced course in Philosophy	1
REL 112 History of Christianity	1
REL 113 Introduction to Old Testament OR one other course in religion	1
<i>Three credits from one of the following areas:</i>	3
Art History, English, History, Music History and Literature, Integrated Studies (ISA/ISB), Philosophy, Religion, Theatre.	
Senior Year Requirement (See Below)	1
Senior Year Requirement consists of satisfactory completion of a Humanities Senior Seminar or of comprehensive written and oral examinations offered by an	

inter-departmental committee of three faculty, including the student's advisor and faculty from two other departments involved in the Humanities program .

FACULTY

Co-directors:

William E. Duvall, Professor, History

Roger P. Hull, Professor, Art

Lane C. McGaughy, Professor, Religion

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

Course Descriptions

For course descriptions see appropriate departmental statements.

INTEGRATIVE STUDIES AREA

The Integrative Studies Area provides a curricular home for courses which move beyond the barriers of traditional disciplines 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 three different prefixes: ISA, ISB and FSTD.

The 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 departments. They also give explicit attention to the ethical issues and evaluative dimensions of topics of inquiry. This multi-perspective thinking prepares students to solve problems on the job and in other settings.

The FSTD (Foreign Study) designation is given to course credit earned through Willamette University-sponsored international education experiences, including regularly scheduled programs in England, France, Spain, Germany, Ecuador, and Ukraine. Titles and descriptions of these courses vary, and are available on request.

FACULTY

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

Coordinator:

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

COURSE DESCRIPTIONS

ISA 130 Cultural Awareness (1/2)

Focus is on cultural identity and on contemporary issues relating to the values and goals of diverse cultural groups. An emphasis also will be on examining and getting beyond prejudice and institutionalized racism. Supplementary readings, guest speakers, participation in campus cultural and intellectual life provide the format of the course. *Fall*. Staff

ISA 211 Human Creativity: The Fine Arts (1)

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

ISA 212 Introduction to East Asian Civilization (1)

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

ISA 250 Statistics (1)

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

ISA 332 Life/Story/Text (1)

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

ISA 342 Topics in Feminist Analysis (1)

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

ISA 353 Feminist Theory (1)

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

ISA 496 Seminar in American Studies (1)

An interdisciplinary course providing opportunity for American Studies majors to integrate material through reading commentaries on American life. Opportunities will be given for individual projects. Required for majors. *Spring*. 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 alternative means of senior evaluation by the student's major department. *Spring*. Staff

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

A writing-centered seminar course designed to explore the constitution of a world view and its relationship to the modern world. Interdisciplinary in focus, emphasizing critical discussion and critical writing, the course will draw upon the varying approaches to inquiry within the University. The course will provide an understanding of the sources of contemporary modes of thought, the ways we develop a concept of ourselves. Required of all entering freshmen. *Fall*. Staff

ISB 245 Feminism, Gender, and Society (1)

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

ISB 304 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. *Fall*. Bowersox

ISB 320 Personal Health (1)

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

ISB 321 Ethics in the American Tradition (1)

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

ISB 328 Seminar in Textual Interpretation (1)

This course 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 (i.e., a comparative study of contemporary symbolism in Anglo, Native American, and Eastern cultures) and at an individual level (i.e., one's own creative symbolism, especially in dreams). A major focus will be on how knowledge gleaned through these modes of inquiry can enhance the ability to make decisions that affect one's own and others' personal development. Prerequisite: Permission of instructor. *Alternate falls*. Fischer, Youngren

ISB 330 Religion and Science (1)

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

ISB 331 Liberation Theology and Social Change (1)

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

ISB 332 Mysticism and Creativity (1)

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

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 Body/Gender/Sex in World Religious Literature (1)

This course analyzes representations of the body, gender, and sex in the religious literature of some of the major non-western religious traditions. It explores how our understanding of sex and sexuality helps construct what it means to have identity in society. *Spring*. Staff

ISB 343 Field Studies in Chicago (1)

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

ISB 344 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 Falls*. 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 350 Mesoamerican Civilizations (1)

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

ISB 351 Origins of Western Rhetoric (1)

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

ISB 372 Intercultural Communication (1)

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

ISB 420 The Bible in the American Tradition (1)

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

ISB 421 Studies in Florence (1)

A post-session seminar in Florence, a city of fundamental importance in the history of great art and literature. On-site, interdisciplinary discussion of art and writing by Florentines or by foreigners in Florence. Offered every third year, from mid-May to mid-June (four weeks). Prerequisite: one university level credit in art history or literature. Open to freshmen. *Post-session*. Birnbaum, Hull

ISB 422 Modern Arts Seminar (1)

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

ISB 423 Literature of Natural Science

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

ISB 499 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. *Yearly*. Staff

INTERNATIONAL STUDIES

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

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

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

REQUIREMENTS FOR THE INTERNATIONAL STUDIES MAJOR (11 credits)**Core Courses - Required of all Majors (4 credits)**

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

Regional Focus: Europe (3 credits)

ECON 351	Comparative Economic Systems	1
HIST 116	Western Civilization: 17th Century to the Present	1
POLI 216	Politics of Advanced Industrial Society OR	
POLI 370	Europe and the International System	1

Cultural Emphasis (4 credits)**Britain**

ENGL 117	Topics in British Literature	1
ENGL 302	History of the English Language	1
ENGL 372	Modernism in Britain and America	1
HIST 349	History of Modern England OR	
HIST 353	Twentieth Century Europe	1

France

FREN 331	French Composition and Discussion	1
FREN 333	History of French Civilization	1
FREN 430	Introduction to French Thought	1
HIST 350	Modern France OR	
HIST 353	Twentieth Century Europe	1

Germany

GERM 331	German Composition and Discussion	1
GERM 333	Contemporary German Culture	1
GERM 430	History of German Thought	1
HIST 351	Germany from Bismarck to Hitler OR	
HIST 353	Twentieth Century Europe OR	
HIST 355	Germany Since 1945	1

Russia

RUSS 314	Introduction to Russian Literature	1
RUSS 331	Russian Composition and Discussion	1
RUSS 333	Russian Civilization and Culture	1
HIST 352	History of Modern Russia OR	
HIST 353	Twentieth Century Europe	1

Spain

SPAN 331	Spanish Composition and Discussion	1
SPAN 333	Hispanic Civilization	1

SPAN 430	History of Hispanic Thought	1
HIST 353	Twentieth Century Europe	1

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

ECON 352	The Economics of Developing Countries	1
HIST 116	Western Civilization: 17th Century to the Present	1
POLI 362	Latin American Politics OR	
POLI 375	Latin America and the International System	1
SPAN 331	Spanish Composition and Discussion	1
SPAN 333	Hispanic Civilization	1
SPAN 430	History of Hispanic Thought	1
HIST 332	Latin America from Independence to Recent Times OR	
HIST 342	Colonial Latin America OR	
ISB 350	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	Art and Culture of China	
ART 214	Art and Culture of Japan	
HIST 264	Political Culture of Modern China	
HIST 435	History of Postwar Japan	
JAPN 314	Japanese Literature in Translation	
JAPN 340	Topics in Modern Japanese Literature and Film	
REL 235	Religions of the East	

Three Japan courses or three China courses: 3

Japan

HIST 365	History of Modern Japan	1
JAPN 201	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 334	Intellectual Tradition of China	1
HIST 363	Mao's China 1949-1979	1

FACULTY

Gaetano DeLeonibus, Assistant Professor, French, Director

K.S. Ainsworth, Associate Professor, History

Suresht R. Bald, Professor, Politics

María Blanco-Arnejo, Associate Professor, Spanish

Robert C. Dash, Professor, Politics

Rebecca J. Dobkins, Assistant Professor, Anthropology

William E. Duvall, Professor, History

Peter Eilers, Professor, Earth Science

Ludwig M. Fischer, Professor, German

Christine A. Gentzkow, Associate Professor, German

Francoise A. Goeury-Richardson, Professor, French

Toshie N. Gordon, Instructor, Japanese

James S. Hanson, Professor, Economics

Stephen C. Hey, Professor, Sociology

Thomas H. Hibbard, Professor, Economics

Carol Ireson-Doolittle, Professor, Sociology

Ronald P. Loftus, Professor, Japanese and History

Michael Marks, Assistant Professor, Politics

Pamela Moro, Assistant Professor, Anthropology

Rosemary Morrison, Instructor, Japanese

Tatjana Pavlovic, Assistant Professor, Spanish

Magda Schay, Associate Professor, Russian

William Smaldone, Associate Professor, History

John F. Uggen, Associate Professor, Spanish

Patricia Varas, Associate Professor, Spanish

Jie Zhao, Assistant Professor, History

COURSE DESCRIPTIONS

For course descriptions, see appropriate departmental statements.

JAPANESE/CHINESE

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

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

The Japanese Studies major is structured to include: 1) a broad introduction to East Asian Civilization (1 cr); 2) the study of Japanese language through the fourth year (4 cr); 3) courses on Japanese literature, culture, and history (3 cr); 4) an elective concentration consisting of courses on history, religion, art, and culture of Japan and/or China (3 cr); and 5) a senior year experience (1 cr) 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	Modern Japanese Society & Culture	.....	1
JPNST 499	Senior Seminar in Japanese Studies	.....	1

Four credits from the following: 4

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

Two credits from the following: 2

JAPN 314	Japanese Literature in Translation
HIST 355	History of Traditional Japan

- HIST 365 Modern Japan
 HIST 435 Postwar Japan

Three credits from the following: 3

- ART 213 Art and Culture of China
 ART 214 Art and Culture of Japan
 CHIN 232, 332* Intermediate, Third Year Chinese
 HIST 264 Political Culture of Modern China
 HIST 334 Intellectual Traditions of China
 HIST 363 Mao's China
 JAPN 340 Topics in Modern Japanese Literature and Film
 JS 310 Political Institutions of Japan (TIU)
 JS 320 Contemporary Issues of Japanese Economy (TIU)
 JS 330 Japanese Management Style (TIU)
 JS 340 Japanese Social Behavior (TIU)
 JS 350 Fine and Theatrical Arts of Japan (TIU)
 REL 235 Religions of the East

* only one of these Chinese courses may be used.

REQUIREMENTS FOR THE JAPANESE MINOR (5 credits)

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

One credit from the following: 1

- JAPN 431 Japanese Reading and Composition II
 JAPN 490, 491 Reading and Conference
 An intermediate or advanced Japanese course at TIUA

FACULTY

Ronald P. Loftus, Professor, Chair

Toshie Gordon, Instructor

Rosemary Morrison, Instructor

COURSE DESCRIPTIONS

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

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

JAPN 201 Modern Japanese Society and Culture (1)

An introduction to modern Japan through its social institutions, beliefs, and cultural practices. Representative topics include: Marriage and family life, child-rearing, education, religion, the role of women, attitude towards work and leisure, organization of the workplace, and social issues such as crime and delinquency. *Alternate Springs*. Gordon, Loftus, Morrison

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

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

JAPN 314 Japanese Literature in Translation (1)

The course examines selected works in novels, essays, drama, and poetry from the classical and modern periods. Emphasis will be on 19th and 20th century novels, novellas and short stories. The works are viewed in their historical context so that the unique aspects of Japanese literature can be appreciated. Writing-centered. *Fall*. Loftus

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

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

JAPN 340 Topics in Japanese Literature and Film (1)

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

JAPN 350 The Novels of Mishima and Kawabata (1)

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

JAPN 430 Japanese Reading and Composition I (1)

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

JAPN 431 Japanese Reading and Composition II (1)

Emphasis on: vocabulary, reading, writing, and kanji expansion. Grammar will be reviewed through various short formal and informal writing assignments, and readings will be selected from a variety of materials including authentic texts. Prerequisite: JAPN 430 or consent of instructor. *Spring*. Gordon, 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, Gordon

JAPN 434 Conversational Japanese II (1)

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

JAPN 490 & 491 Reading and Conference (1/2 or 1)

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

JPNST 499 Senior Seminar in Japanese Studies (1)

Provides a framework for students to develop a research project or other equivalent activity in consultation with faculty. The objective of the Senior Year Experience will be to consolidate and integrate the student's knowledge of Japan and the field of Japanese Studies. *Spring*. Staff

CHINESE

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

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

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

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

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

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

LATIN AMERICAN STUDIES

Latin American Studies is an interdisciplinary program that combines subject matter and modes of inquiry from several academic disciplines to give the student a broad background encompassing the historical, political, social, and cultural aspects of the region. Students are encouraged to develop the analytical and evaluative skills that will enable them to gain a systematic understanding of the region. Majors demonstrate language proficiency in Spanish and are strongly encouraged to participate in a Willamette-sponsored program in Latin America.

The degree program in Latin American Studies affords the student a wide range of career opportunities in the United States and abroad. The rapid growth of the Latino population in the United States produces an increasing need for trained persons with a knowledge of the Latin American region to work in

teaching, government, the non-profit sector, journalism, business, and other fields. The major is also well-suited to students who wish to pursue graduate work in Latin American studies or other disciplines where a Latin American specialization would be helpful.

REQUIREMENTS FOR THE LATIN AMERICAN STUDIES MAJOR (11 credits)

This is a contract major, which must be agreed upon by the student and the program faculty by the end of the sophomore year. A service learning component is required for the major; it may be met by satisfactory completion of LAS 230 or, in some cases (subject to prior faculty approval), by a service learning component in an approved study-abroad program. A minimum of six credits must be earned in residency at Willamette University. Credits that students earn in a Willamette-sponsored Latin American program may be substituted for course requirements listed below subject to faculty approval. Credits to be earned abroad should be approved by the Latin American Studies faculty before the foreign study program begins.

LAS 230 Perspectives on Latin America and Latinos	1
SPAN 331 Spanish Composition and Discussion	1
<i>Eight credits (approved in writing) from the following</i>	<i>8</i>

Three courses from Group A:

HIST 332	Latin America From Independence to Recent Times
HIST 342	Colonial Latin America
POLI 362	Latin American Politics
POLI 375	Latin America and the International System

Two credits from Group B:

ISB 324	Women in International Perspective
ISB 331	Liberation Theology and Social Change
ISB 350	Mesoamerican Civilizations
SPAN 333	Hispanic Civilization

Two credits from Group C:

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

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

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

FACULTY

Robert C. Dash, Professor, Politics, Chair

K.S. Ainsworth, Associate Professor, History, and Director of Off-Campus Studies

Maria D. Blanco-Arnejo, Associate Professor, Spanish

Catherine A. Collins, Professor, Rhetoric and Media Studies

David Douglass, Associate Professor, Rhetoric and Media Studies

Peter Eilers, Professor, Geography and Environmental Science

Carol Ireson-Doolittle, Professor, Sociology

Jennifer Jopp, Instructor, History

Susan Kephart, Professor, Biology

D.Bertín Ortega-Aguilar, Assistant Professor, Spanish

Tatjana Pavlovic, Assistant Professor, Spanish

William Smaldone, Associate Professor, History

Michael Strelow, Professor, English

John Uggen, Associate Professor, Spanish

Patricia Varas, Associate Professor, Spanish

Charlie I. Wallace Jr., Associate Professor, Religion, and University Chaplain

COURSE DESCRIPTIONS

LAS 230 Perspectives on Latin America and Latinos (1)

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

LAS 497 Senior Thesis in Latin American Studies (1)

In the Senior Thesis, students are expected to integrate various components of the major program in the analysis of a topic of special interest. Topics must be proposed to and approved by the Latin American Studies faculty. The thesis will normally be written in English, but the incorporation of documentation and references in Spanish will be required. Also, a multi-page précis of the thesis in Spanish must accompany the thesis. The thesis is presented to a faculty examination committee upon its completion. Prerequisite: Senior standing in Latin American Studies. *Annually*. Staff.

MATHEMATICS

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

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

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

REQUIREMENTS FOR THE MATHEMATICS MAJOR

(8 credits in Mathematics numbered 200 or above, 1 credit in computer science)

CS 231	Introduction to Programming	1
MATH 251	Foundations of Higher Mathematics	1
MATH 253	Linear Algebra	1
Two additional credits in Mathematics numbered 200 or above		2

Three additional credits in Mathematics courses numbered 300 or above including a two-course sequence from the following

MATH 446/447	Advanced Calculus I/II	
MATH 456/457	Modern Algebra I/II	
MATH 466/467	Probability and Statistics I/II	
MATH 476/477	Modern Geometry I/II	
MATH 499	Seminar in Mathematics	1

REQUIREMENTS FOR THE MATHEMATICS MINOR (6 credits)

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

FACULTY

Stephen K. Prothero, Professor, Chair

R. Samuel Hall Jr., Professor

Jennifer Hooper, Assistant Professor

Richard Iltis, Professor

Mark R. Janeba, Associate Professor

Junpei Sekino, Professor

Frank Zizza, Associate Professor

COURSE DESCRIPTIONS

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

MATH 130 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.

Every semester. Staff

MATH 135 Preparation for Calculus (1)

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

MATH 139 Elements of Calculus (1)

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

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

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

MATH 249 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. *Every semester. Staff.*

MATH 251 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. This is a writing-centered course. Prerequisite: one year of college calculus credit. *Every semester.* Staff

MATH 253 Linear Algebra (1)

Systems of linear equations, matrices, vector spaces, and linear transformations. Prerequisite: MATH 251. *Every semester.* Staff.

MATH 256 Differential Equations (1)

Elementary differential equations; linear differential equations of second order; Laplace transformations; infinite series solutions; systems of linear differential equations. Prerequisite: MATH 249. Recommended: MATH 253. *Fall.* Staff.

MATH 263 Discrete Mathematics (1)

Introduction to basic techniques and modes of reasoning in combinatorial problem solving. Topics will be chosen from combinatorial mathematics, logic and Boolean algebra, difference equations, graph theory, and applied algebra. Prerequisite: MATH 142. *Spring.* Staff.

MATH 345 Complex Variables (1)

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

MATH 349 Numerical Analysis (1)

Application of numerical methods to the solution of mathematical problems. Numerical differentiation, integration, and the solution of differential equations. Prerequisite: MATH 251 plus MATH 253 or MATH 256 and experience in computer programming. *Alternate Springs.* Staff.

MATH 356 Number Theory (1)

An introduction to the theory of numbers to include such topics as divisibility, congruence, diophantine equations, quadratic reciprocity, the theory of prime numbers, and analytic number theory. Prerequisite: MATH 251. *Alternate Springs.* Staff.

MATH 366 Applied Mathematics: Optimization (1)

Formulation of problems in mathematical terms, solutions of the problems, interpretation and evaluation of the solutions. Topics will be chosen from

inventory problems, growth and survival models, linear programming, scheduling, Markov chains, game theory, and queuing problems. Prerequisite: MATH 253 or consent of instructor. *Alternate Falls*. Staff.

MATH 446-447 Advanced Calculus I & II (1 each)

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

MATH 456-457 Modern Algebra I & II (1 each)

Number systems, elementary number theory, groups, rings, fields, polynomials and applications. Additional topics may be chosen from linear algebra, multilinear algebra, Sylow theory, and Galois theory. Prerequisite: MATH 253 or consent of instructor. *MATH 456 once every three semesters and the year sequence once every four years*. Staff.

MATH 466-467 Probability & Statistics I & II (1 each)

Mathematical foundations of probability and statistical theory; application of derived formulae to the interpretation of data. Prerequisite: MATH 253 or consent of instructor. Staff.

MATH 476-477 Modern Geometry I & II (1 each)

A modern approach to geometry. Topics will be chosen from Euclidean, non-Euclidean, affine, projective, and differential geometry. Prerequisite: MATH 253 or consent of instructor. Staff

MATH 490 Independent Research (1/2)

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

MATH 491 Advanced Independent Study (1/2)

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

MATH 499 Seminar in Mathematics (1)

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

MUSIC

The purpose of the Willamette University Music Department is to educate students for careers in musical performance, music composition, music teaching, and music therapy within the broad spectrum of a liberal arts education. It also affords the general student an opportunity to study the literature of music in a way designed to develop basic musicianship, the ability to perform the literature well, and a set of principles and terms that lead to a fuller intellectual grasp of the art.

The Fine Arts Building houses the band, orchestra and choir rehearsal rooms, faculty studio-offices, 13 practice rooms, and the 1,250 seat G. Herbert Smith Auditorium. A new tracker-action organ is housed in the Cone Chapel located in Waller Hall. The music section of the University library contains a comprehensive and up-to-date collection of musical scores, books, microfilm, CDs, video tapes, and recordings. A number of orchestra and band instruments are available 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 by university ensembles, students, and faculty. It also offers a Distinguished Artists Series of guest artists who perform and present master classes on campus, as well as New Music at Willamette programs of twentieth century music organized by the Swindells Composer-in-Residence. All music events are open to the public and music majors are required to attend. In addition, the Music Department sponsors a weekly student recital to provide students with the opportunity to play before an audience of peers and to experience the repertoire of the various media and music history periods.

All music majors are encouraged to perform in these recitals and all performance majors are required to do so at least once each semester except for the first semester. Music students and faculty engage in extensive concert activities both

on and off campus. The major performing ensembles of the department tour regularly throughout the Northwest, California, and Canada.

Music Ensembles

Willamette music ensembles, which are open by audition to all students in the University regardless of major, include:

Chamber Choir

Chamber Music Ensembles

Chamber Winds

Jazz Combo

Male Ensemble Willamette

Musical Theatre Workshop

Salem Chamber Orchestra

University Jazz Ensemble

Willamette Singers (Vocal Jazz Ensemble)

Willamette University Band

Willamette University Women's Choir

Most music majors are required to participate in an ensemble every semester. For specific B.M. degree requirements, (Performance, Composition, Therapy, Education) or the B.A. degree, see the Music Student Handbook.

A music handbook, in which policies are outlined in a detailed manner, is distributed to all music students every year. Any student contemplating a major in music is strongly urged to read this handbook thoroughly. 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 original thought in music. Another significant component of the curriculum is investigation into the structure and meaning of music. A student in this program typically expects to continue toward a post-graduate professional degree in music composition or theory.

Bachelor of Music in Music Therapy

The music therapy program is a professional program open to students who demonstrate strong academic and musical skills, who are sensitive, caring individuals, and who possess high standards of professional ethics. The program involves using music to work with children and adults requiring special services due to emotional, learning, or physical disabilities. Willamette University is the only college in the Northwest offering an accredited music therapy program leading to registration with the National Association for Music Therapy (NAMT) and board certification. The program is available for incoming freshmen, transfers, or equivalency students who have previously earned a Bachelor's degree.

The degree is conferred after satisfactory completion of all coursework and a six-month full time internship in an NAMT approved clinical center.

Bachelor of Arts in Music

See the catalog section which describes the B.A. degree and its requirements. For this degree at least 20 credits other than music must be earned for graduation. Music requirements for this degree appear later in the music section.

Double Degrees in Music and Liberal Arts

In a rare case a student may wish to earn a liberal arts degree as well as a professional music degree from Willamette. It is important for such a student to consult the catalog section on double degrees and the Registrar's Office for information regarding the specific requirements which must be met to earn both degrees.

Instrumental Proficiency Requirement for Music Majors

No later than the end of the junior year all candidates for music degrees (other than performance) must demonstrate on some instrument, or in voice, a skill level equivalent to that normally expected after three or four years of advanced private study, depending upon the degree sought. A minimum of one year of college-level study on that instrument must precede the satisfaction of this requirement. (Performance majors see "Performance Related Requirements" section in the music handbook.) Proficiency requirements are satisfied by a performance for a faculty jury or in a student recital. See the music handbook for memory and repertoire requirements for each degree program. In addition, all music therapy and music education majors must satisfy a functional piano requirement. (See the music handbook for detailed instructions as to the methods available to satisfy the functional piano requirement.)

Senior Projects and Senior Recitals

During the senior year, each music major must satisfactorily complete a Senior Project, a Senior Seminar, or present a Senior Recital, depending upon the degree sought.

The various majors satisfy this requirement as follows: Performance Majors — a Senior Recital; Music Therapy Majors — a Senior Project; Composition Majors — a Senior Composition Project; Music Education Majors — Senior Seminar. Each student majoring in Music under the Bachelor of Arts program must register for the course MUSC 490 (1/2 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, professional degree candidates must also satisfy the university's General Education Program.

REQUIREMENTS FOR THE MUSIC MAJOR (minimum of 12 credits) (BACHELOR OF ARTS DEGREE)

MUSC 112	Introduction to Music Literature	1/2
The following may be waived based on music placement exams:		
MUSC 130A-B	Fundamentals of Music	1/2 - 1
MUSC 131, 133, 231, 233	Music Theory I, II, III, IV	2
MUSC 132, 134, 232, 234	Ear Training I, II, III, IV	2
MUSC 331	Style Analysis	1/2
<i>One course from the following:</i>		1/2
MUSC 233 Counterpoint		
MUSC 336 Elementary Music Composition		
MUSC 341	Music History: Ancient to 1700	1
MUSC 342	Music History: 1700 to Present	1
A Music History period course		1
Private Lessons		1 1/2
Music Ensembles		1 1/2
MUSC 490	Independent Study (Senior Project)	1/2

CORE REQUIREMENTS FOR THE BACHELOR OF MUSIC DEGREE

Core Courses (minimum of 10.5 credits)

MUSC 112	Introduction to Music Literature	1/2
MUSC 130A-B	Fundamentals of Music	1/2 - 1
MUSC 131, 133, 231, 233	Music Theory I, II, III, IV	2
MUSC 132, 134, 232, 234	Ear Training I, II, III, IV	2
MUSC 341	Music History: Ancient to 1700	1
MUSC 342	Music History: 1700 to the Present	1

Private Lessons	2
Music Ensembles	2
MUSC 130A-B and courses from the Music Theory and Ear Training Sequence may be waived or satisfied by transfer credit, based on music placement exams.	

BACHELOR OF MUSIC IN PERFORMANCE (other than voice)

ADDITIONAL REQUIREMENTS (minimum of 19 credits)

Additional Private Lessons	6
MUSC 331 Style Analysis	1/2

One course from the following:

MUSC 333 Counterpoint	
MUSC 236 Elementary Music Composition I	
A Music History period course	1
MUSC 496 Senior Recital	1/2

BACHELOR OF MUSIC IN PERFORMANCE (voice)

ADDITIONAL REQUIREMENTS (19-1/2 credits in music, 4 credits in language)

Additional Private Lessons	6
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One course from the following:

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	1
One year each in French and German	4
Two semesters of applied piano lessons	1/2
MUSC 496 Senior Recital	1/2

BACHELOR OF MUSIC, EMPHASIS IN MUSIC EDUCATION

ADDITIONAL REQUIREMENTS (minimum of 20 credits)

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

MUSC 431	Band Arranging/Orchestration	1/2
MUSC 491	Seminar in Music Education	1/2
	Successful completion of functional piano exam	

BACHELOR OF MUSIC IN MUSIC THERAPY

ADDITIONAL REQUIREMENTS (minimum of 27-1/2 credits)

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

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

BACHELOR OF MUSIC COMPOSITION

ADDITIONAL REQUIREMENTS (minimum of 19 credits)

Additional Private Lessons	2	
MUSC 236, 237	Elementary Music Composition I & II	1
MUSC 255	Basic Conducting	1/2
MUSC 331	Style Analysis	1/2
MUSC 333	Counterpoint	1/2
MUSC 335	Instrumentation	1/2
MUSC 336, 337	Intermediate Music Composition I & II	1
MUSC 431	Band Arranging I, Orchestration	1/2
A Music History Period Course	1	
Senior Composition Project	1	

Note: Variable credit is given for Music 170, 270, 370, and 470: Applied Instrumental and Vocal Instruction I, II, III and IV. Performance majors, who take one-hour lessons each week and are expected to practice a greater number of hours weekly, earn one credit. Non-performance majors who take one-hour lessons each week earn 1/2 credit. Those who take one-half hour lessons each week earn 1/4 credit.

REQUIREMENTS FOR THE MUSIC MINOR (7 credits)

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

2 or 3 credits from the following:	2 to 3
MUSC 131, 133, 231 - Music Theory I, II, III (1/2 each)	
MUSC 132, 134, 232 - Ear Training I, II, III (1/2 each)	

1 to 1.5 credit from the following: 1 to 1.5

- MUSC 112 Introduction to Music Literature (1/2)
- MUSC 118 Mozart: His Life, Times and Music (1)
- MUSC 212 Jazz in America (1)
- MUSC 215 Musical Languages of the Twentieth Century (1)
- MUSC 219 The Age of Beethoven (1)
- MUSC 341, 342 - Music History I, II (1 each)
- MUSC 445 Masterpieces of Chamber Music (1)
- MUSC 446 The Music of Wagner (1)
- and other Music History courses by petition

1 to 1.5 credit(s) in Private Lessons and/or Ensembles 1-1.5

One credit in Art 1

One credit in Theatre 1

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)

Melissa Brotons, Assistant Professor, (Music Therapy)

Jay Chen, Instructor (Trumpet)

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

Michael Curtis, Instructor (Clarinet, Saxophone and Bassoon)

Kevin Dietz, Instructor (String Bass)

John Doan, Assistant Professor (Guitar)

Jeanne Eikrem, Assistant Professor (Flute)

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

David Ingram, Instructor (Piano)

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

Paul Klemme, Instructor (Male Ensemble, Willamette)

Mary Lott, Instructor (Oboe)

Bruce M. McIntosh, Professor (Cello, Orchestra, Music Theory)

Valerie McIntosh, Assistant Professor (Voice, Diction, Musical Theatre Workshop)

Susan Miller, Instructor (Music Theory, Ear Training and Piano)

Terry Ostergaard, Instructor (Percussion)

Jeffrey Payne, Instructor (Piano)

John Peel, Professor, Composer-in-Residence, Swindells Scholar in Music
(Composition)

Patty Pickett-Cooper, Instructor, (Music Therapy)

Karl Raschkes, Instructor (Strings)

Thomas Rheingans, Instructor (Jazz Piano)

Sherill Roberts, Instructor (Cello)

Lisa Ross, Instructor (Choir)

Daniel S. Rouslin, Professor (Violin, Music Literature, Music Theory)

Myra J. Staum, Professor (Music Therapy)

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 Salem Chamber Orchestra (1/4)

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 031X Jazz Ensemble (1/4)

Music in various modern jazz ensemble styles will be studied through rehearsal and performance. Opportunities will be available for students to score for and rehearse the group. May be repeated for credit. *Every Semester*. Behnke

MUSC 032X-01 Chamber Winds (1/4)

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 (1/4)

Exploration of a wide variety of significant literature for wind ensemble, representing all styles and periods. A considerable amount of sight reading will be included, and a number of concerts of widely varied appeal will be presented. Open to all students through interview/audition. May be repeated for credit. *Every Semester*. Behnke.

MUSC 033X-01 University Women's Choir (1/4)

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 (1/4)

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.* Staff

MUSC 034X Musical Theatre Workshop (1/4)

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, Zeller

MUSC 036X Chamber Music (1/4)

The coaching and performing of major works from the chamber music literature, with emphasis on rehearsal technique and small ensemble skills. May be repeated for credit. Prerequisite: consent of instructor. *Every Semester.* Staff

MUSC 037X Willamette Singers (1/4)

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

MUSC 040X Chamber Choir (1/4)

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

MUSC 099X Seminar in the Art of Piano Accompanying (1/4)

The study of the art of piano accompanying. Emphasis on sight reading and the development of the listening 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 (1/2)

A historically-oriented examination of works of "Western" music from the Middle Ages to the present. Attention will be given to composers and their role in a changing society. Some works will be studied in detail. This course is designed primarily for music majors. It is offered to non-music majors who already possess some understanding of the basics of music. Prerequisite: ability to read music or MUSC 130. *Spring*. Rouslin

MUSC 117 The Art of Listening (1)

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

MUSC 118 Mozart: His Life, Times, and Music (1)

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

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

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 (1/2)

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 (1/2)

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 (1/2)

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 (1/2)

An overview of the current state of music education in the United States. National and international trends in music education. Today's school music programs, as part of the continuum of our American musical heritage. *Fall*. Stewart

MUSC 154 Brass Class (1/2)

This class has two primary goals for each student: 1) the acquisition of a basic performance ability on and understanding of brass instruments including the acoustics, history, unique characteristics, and other elements of each brass instrument; and 2) the acquisition of teaching techniques and resources for use in teaching brass for beginning brass classes of all ages and in a variety of settings, including elementary, junior high, middle and high schools, as well as in non-public school settings. *Alternate Springs*. Behnke

MUSC 155 Percussion Class (1/2)

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 Springs*. Behnke

MUSC 156 String Class (1/2)

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 Falls*. Rouslin

MUSC 157 Voice Class (1/2)

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 Springs. V. McIntosh*

MUSC 158 Woodwind Class (1/2)

This class has two primary goals for each student: 1) the acquisition of a basic performance ability on and understanding of woodwind instruments, especially flute and clarinet, including the acoustics, history, unique characteristics, and other elements of each woodwind instrument; and 2) the acquisition of teaching techniques and resources for use in teaching woodwind for beginning woodwind classes of all ages and in a variety of settings, including elementary, junior high, middle and high schools, as well as in non-public school settings. Limited to music majors. *Alternate Falls. Stewart*

MUSC 159 Guitar Class (1/4)

Development of applied guitar skills at the beginning level. Emphasis on techniques which can be applied in music therapy or music education. Preference given to music therapy and music education students. *Every Semester. Doan*

MUSC 170/270/370/470 Applied Instrumental and Vocal Instruction I, II, III and IV (1/4-1/2-1)

First through fourth year. Development of applied instrumental and vocal skills, starting with student's level of attainment. May be repeated for credit. Permission of the instructor. *Every Semester. Staff*

MUSC 190/290/390/490 Independent Study (1/2 or 1)

Independent study in a course of one's choice. To be used at the discretion of an individual professor in order to fulfill a student's graduation requirements or to satisfy a student's interests. Such an option will usually be open only to seniors. *Every Semester. Staff*

MUSC 212 Jazz in America (1)

This course will focus on the style and structure of American Jazz from "pre-jazz" elements including the field hollers and work songs of the African American slave to the present day eclecticism evident in music called jazz, including funk, fusion, and electronic jazz. The student will develop a working vocabulary and set of concepts that will lead to an understanding of music, particularly jazz music, and an ability to express technical and non-technical concepts based on listening with understanding to jazz music. *Fall. Behnke*

MUSC 214 Musics of the World (1)

The course will include the music of three or four selected cultures. Comparisons between these and music of America will be made, these comparisons to include musical form and scales, music in cultural rites, sociological impact, etc. Hands-on experiences, including folk dances, will be incorporated into the program of study. *Alternate Springs*. Stewart, R.

MUSC 215 Musical Languages of the Twentieth Century (1)

A survey of twentieth century concert music with an emphasis on understanding musical structure and meaning. Some ability to read music is preferred but not required. *Alternate Springs*. 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 (1/2)

The course will provide a continued study of chromatic harmony as well as an in-depth study of musical form including simple-sectional forms, baroque continuous forms (invention, fugue, ritornello). Prerequisite: Music 133 or consent of instructor. *Fall*. Rouslin

MUSC 232 Ear Training III (1/2)

The course will continue Ear Training II in melodic and harmonic dictation, keyboard harmony, performance of rhythmic patterns, and sightsinging with the addition of Neapolitan and augmented-sixth chords. Prerequisite: MUSC 134 or consent of instructor. *Fall*. Rouslin

MUSC 233 Theory IV (1/2)

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 (1/2)

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 (1/4)

A course which is required for, and limited to, music education and music therapy majors. Includes basic piano technique of scales and arpeggios as well as the development of sight reading ability and preparation for adequate functioning at the piano in an educational or therapeutic setting. Prerequisites: Completion of MUSC 133 and 134. *Every semester.* Hauff

MUSC 236/237 Elementary Music Composition I & II (1/2-1/2)

In this course students write pieces based on models from the classical period. Concepts of harmony, phrase structure, form, and articulation are developed in strict composition exercises. In consultation with the instructor, students also work on individual projects in free composition. A once-a-year concert or reading session is devoted to showcasing the students' work. Prerequisite: MUSC 233 Theory IV or consent of instructor. *Every Semester.* Peel

MUSC 239 Jazz Theory and Improvisation (1/2)

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 Falls.* Behnke

MUSC 255 Basic Conducting (1/2)

Basic techniques of choral and instrumental conducting. Techniques needed by music education majors and also to enhance any musician's participation in a baton-conducted ensemble. Emphasis on practical problems to gain experience. Prerequisite: MUSC 132 and consent of instructor. *Spring.* Behnke

MUSC 261 English Diction for Singers (1/4)**MUSC 262 Italian Diction for Singers (1/4)****MUSC 263 German Diction for Singers (1/4)****MUSC 264 French Diction for Singers (1/4)**

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

MUSC 331 Style Analysis (1/2)

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 (1/2)

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 (1/2)

Instrumentation is the study of the various families of instruments: strings, woodwinds, brass, and percussion. Ranges and idiomatic scoring problems of each instrument will be learned. Scoring for like and unlike instrumental combinations and scoring for small groups of instruments will be emphasized. *Alternate Falls*. Stewart

MUSC 336/337 Intermediate Music Composition I & II (1/2-1/2)

In this course the strict composition assignments employ chromatic harmony, serial procedures and larger formal designs. Contemporary orchestration techniques and notation are also introduced. Private lessons are devoted to a free composition project in consultation with the instructor. A once-a-year concert or reading session is devoted to showcasing the students' work. The course may be repeated once. Prerequisite: MUSC 237. *Every Semester*. Peel

MUSC 341 Music History: Ancient to 1700 (1)

The changes in Western music history from Gregorian Chant through the beginning of polyphony, French and Italian music of the 14th Century, English and Burgundian music at the close of the Middle Ages, and Renaissance music. Illustrations by means of class performances, score analysis, and recordings. *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 (1/2)

Vocal music and easy-to-play instruments suitable for young children will be explored. The processes for music development espoused by Carl Orff, Zoltan Kodaly, and Mary Helen Richards will be examined. Piano and guitar will be used in order that the student may accompany folk melodies and other children's songs. *Alternate springs*. Stewart

MUSC 352 Vocal Music Resources (1/2)

The course will include the study of choral literature, materials, principles, class procedures, ensembles, programming and performance, general administration, and objectives in school vocal music on the secondary school level. Directed observation of vocal public school music practice will be included in course activities. *Alternate Springs*. Stewart

MUSC 356 Instrumental Music Resources (1/2)

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 Springs*. 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 (1/2)

Scoring for large groups: band and/or orchestra. Knowledge of score and part writing will be demonstrated and performance of student scores will be done by the Willamette University Band/Chamber Winds and the Chamber Orchestra. *Alternate Springs*. Stewart

MUSC 435 Advanced Conducting (1/2)

The course follows and builds on expertise gained in Basic Conducting for the music education major. Advanced conducting technique, score preparation, rehearsal technique, and the artistic and musical performance of advanced choral and instrumental literature is the focus of the course. Prerequisite: Basic Conducting MUSC 255 *Alternate Falls*. 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 Springs*. 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 Springs*. Peel

MUSC 491 Seminar in Music Education (1/2)

A senior seminar for students completing the Emphasis in Music Education program. Contemporary issues and topics in music education will be discussed and individual projects assigned. *Spring*. Staff

MUSC 496 Senior Recital (1/2)

Preparation by all Bachelor of Music candidates in Performance, and by other suitable candidates, of representative works from all appropriate major stylistic periods. Required of all Performance Majors. *Every Semester*. Staff

MUSIC THERAPY**MUSC 151 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*. Staum

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*. Brotons/Staum

MUSC 253 Music in Recreation and Special Education (1)

Recreation and educational uses of music with normal and handicapped populations. Specific competencies are achieved on piano, recorder, guitar, autoharp, and other recreational instruments. Leadership and group management skills are practiced in class and in the preschool setting. No musical background necessary. Open to non-majors. *Spring*. Staum

MUSC 354 Psychology of Music I: 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 Falls*. Staum

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 Springs*. Staum

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 Falls*. Staum

MUSC 451 Music Therapy with Adults (1)

Study of psychotherapeutic/counseling techniques, and music therapy techniques with adult psychiatric, adult medical disorders, and geriatrics. Issues concerning the disorders and treatment methods utilized with adults in music therapy. Majors only. *Alternate Springs*. Staum

MUSC 452 Music Therapy Practicum (1/4-1/2)

Music therapy clinical work in community agencies with children, adolescents, and adults. Clinical contacts include areas such as: learning, emotionally and physically handicapped children; drug/alcohol dependent youth; adult psychiatric, medical rehabilitation, and geriatrics. Individual supervision. To be repeated four to six times for credit. Majors only. *Every Semester*. Brotons

MUSC 495 Music Therapy Internship (0)

A six-month full time clinical internship in an NAMT approved clinical center. Minimum of 1,040 hours after satisfactory completion of academic work. *Every Semester*. Brotons

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

Sally Markowitz, Professor, Chair

Louis F. Goble, Professor

Randall Havas, Assistant Professor

Thomas B. Talbott, Professor

COURSE DESCRIPTIONS**PHIL 110 Philosophical Problems (1)**

A general introduction to the problems and methods of philosophy with an emphasis on involving the student in actually doing philosophy, rather than in simply learning about it. Areas typically covered include metaphysics, epistemology, ethics, logic, and the philosophy of religion. *Every semester.* Staff

PHIL 140 Symbolic Logic (1)

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

PHIL 210 Philosophy of Religion (1)

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

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

Ancient and medieval philosophy from Thales through St. Thomas. The important ideas of leading philosophers and the movements they influenced. Emphasis

is upon metaphysics and the problems of knowledge. Prerequisite: PHIL 110.
Every Fall. Staff

PHIL 231 History of Philosophy: Modern (1)

Late medieval, renaissance, and modern philosophy through Kant; emphasis upon metaphysics and the problems of knowledge. Major thinkers and influence on schools of thought such as rationalism and empiricism stressed. The impact of developments in science is studied, but considerations of ethics and social philosophy are not. Prerequisite: PHIL 110. *Every Spring.* Staff

PHIL 232 History of Philosophy: Contemporary (1)

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

PHIL 235 Philosophical Ethics (1)

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

PHIL 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 falls.* Goble

PHIL 330 Social and Political Philosophy (1)

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

PHIL 332 Philosophy of Science (1)

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

PHIL 333 Metaphysics (1)

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

PHIL 336 Philosophy and Feminism (1)

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

Alternate falls. Markowitz

PHIL 343 Philosophy and the Arts (1)

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

PHIL 360 Philosophy of Mind (1)

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

PHIL 370 Philosophy of Language (1)

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

PHIL 388 Special Topics (1)

This course will be offered occasionally when circumstances warrant. Its content will be different with each offering. The course may study a particular philosopher or approach to philosophy, or it may examine a particular philosophical problem in depth; it may be historical, or it may have a contemporary perspective. Prerequisite: PHIL 110 or consent of instructor. *Spring.* Staff

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

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

PHIL 492 Philosophy Senior Seminar: Writing Philosophy (1)

This seminar will focus on the craft of philosophical writing, rather than a particular philosophical topic. In addition to analyzing the structure of exemplary short works of philosophy, students will criticize each other's work and revise their own short papers. Each student will then write and defend a major paper for the senior year experience in philosophy. Required of all senior philosophy majors; open to other qualified students with the instructor's consent. *Fall*. Staff

PHIL 496-499 Seminar I-IV (1)

Specific philosophical problem areas or interdepartmental projects with reference to the philosophies of important philosophers or philosophical movements. Presentation and defense of papers. Prerequisite: Three courses in the Philosophy Department or consent of the staff. *One per year*. Staff

PHYSICS

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

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

The physics department is located in Collins Hall. Individual research space is available, and all laboratories are equipped with a wide variety of instrumentation. Students at all levels use computers with sophisticated data acquisition and analysis software. 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	Introductory Physics I	1
PHYS 236	Introductory Physics II	1
PHYS 331	Modern Physics	1
PHYS 335	Thermal Physics	1
PHYS 339	Mechanics	1
Two additional courses in Physics		2
PHYS 496	Research Seminar (resident seniors only)	1
MATH 249	Multivariable Calculus	1
MATH 256	Differential Equations	1
One course in Computer Science		1

PHYS 496, Research Seminar, satisfies the senior year experience which must be completed by all resident seniors. Students intending to do graduate study in Physics should also take PHYS 342 (Wave Phenomena), PHYS 345 (Electromagnetism), and PHYS 453 (Quantum Mechanics). Such students should also consider further mathematical study in linear algebra and complex variables.

Students preparing for careers in engineering or applied science should also take Wave Phenomena and Electromagnetism plus one other course beyond the basic five. Students with other goals in mind may choose their additional three courses from among any of the other physics courses outside the basic five.

REQUIREMENTS FOR THE PHYSICS MINOR (5 credits)

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

FACULTY

Roberta A. Bigelow, Associate Professor, Chair

Daniel G. Montague, Professor

Maurice B. Stewart, Professor

COURSE DESCRIPTIONS

PHYS 210 Astronomy (1)

Descriptive astronomy of the celestial sphere. Megalithic astronomy. Astronomy of classical antiquity. The Copernican revolution. Brahe, Kepler, Galileo, and Newton. Spectroscopic methods of astronomy. Stellar physics and stellar evolution. The interstellar medium, star clusters, and our galaxy. Other galaxies, the expanding universe, quasars, and cosmology. *Fall*. Stewart

PHYS 215 Introductory Physics I (1)

Acceleration, mass, force, work, energy, momentum, angular momentum, temperature, and heat, as applied to the Newtonian kinematics and dynamics of a particle and of the plane motion of a rigid body, and to thermodynamics.

Prerequisite: calculus. *Every semester.* Staff

PHYS 236 Introductory Physics II (1)

The electric field, Coulomb's Law, Gauss' Law, electric potential, capacitance, electric current, electromotive force, Kirchoff's rules, the magnetic field, Ampere's Law, Faraday's Law, inductance, alternating current, electromagnetic waves, light, reflection and refraction, lenses, Huygen's principle, interference, diffraction, and polarization. Prerequisite: calculus. *Every semester.* Staff

PHYS 331 Modern Physics (1)

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

PHYS 335 Thermal Physics (1)

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

PHYS 339 Mechanics (1)

Vector kinematics of plane motion in Cartesian and polar form. Newtonian particle mechanics. Projectile motion in resisting media. Work, energy and conservative forces. The force of gravity, Kepler's Laws and planetary motion. Free and forced harmonic oscillations. Lagrange's equations. Prerequisites: PHYS 215, 236 and two courses in calculus. *Alternate years.* Stewart

PHYS 342 Wave Phenomena (1)

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

PHYS 345 Electromagnetism (1)

Classical electricity and magnetism including electric and magnetic fields, capacitance, inductance, dielectrics, induced electromotive force, and the development of Maxwell's equations and electromagnetic waves. Prerequisites: PHYS 215, 236 and two courses in calculus. *Alternate years.* Stewart

PHYS 348 Electronics (1)

DC and AC circuits, electrons in solids, transistors, power supplies, voltage and power amplifiers, oscillators, digital electronics, integrated circuits, and application of electronics. Prerequisites: PHYS 236 and calculus. *Alternate years.*

Bigelow

PHYS 439 Nuclear and Particle Physics (1)

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

PHYS 442 Condensed Matter Physics (1)

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

PHYS 453 Quantum Mechanics (1)

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

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

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

PHYS 496 Research Seminar (1)

Required senior year experience for all resident physics majors. The seminar portion deals with planning of and reporting on individual research projects selected by each student and directed by a departmental faculty member. *Fall.* Staff

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:
(9 credits in Politics, 1 in Economics)**

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

- *POLI 115 Colloquium: Individuality and Community
- *POLI 117 Colloquium: Resistance and Empowerment, Politics of the "Other"
- POLI 210 American Politics
- POLI 212 Political Philosophy
- POLI 214 International Politics
- POLI 216 Politics of Advanced Industrial Societies
- POLI 218 Political Change in the Third World

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

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

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

One course in Political Theory 1

- POLI 115 Colloquium: Individuality and Community
- POLI 117 Colloquium: Resistance and Empowerment, Politics of the "Other"
- POLI 212 Political Philosophy
- POLI 301 Liberalism and Its Critics
- POLI 303 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 American Politics
- POLI 307 American Political Thought

POLI 334	Law and Public Policy
POLI 337	Constitutional Law I
POLI 341	Environmental Policymaking: Politics & Process
POLI 343	Oregon and the Politics of the Pacific Northwest
POLI 346	Public Opinion and Voting
POLI 353	American Political Organizations
POLI 354	The American Presidency
POLI 355	The United States Senate
POLI 358	American Political Development I
POLI 372	American Foreign Policy
POLI 396	Internship in Government and Politics
POLI 398	Legislative Internship

One course in Comparative and International Politics 1

POLI 214	International Politics	
POLI 216	Politics of Advanced Industrial Societies	
POLI 218	Political Change in the Third World	
POLI 309	Politics and Literature	
POLI 326	Globalization and Equity	
POLI 362	Latin American Politics	
POLI 369	Women and Politics	
POLI 370	Europe and the International System	
POLI 372	American Foreign Policy	
POLI 373	International Security and Cooperation	
POLI 374	Asia and the International System	
POLI 375	Latin America and the International System	
POLI 378	Nations and the International System	
POLI 480	Senior Thesis	2
ECON 119	Principles of Economics	1

**At least five credits beyond the 100/200 levels must be taken at Willamette University or through Willamette-approved programs. However, no more than three credits toward the major may be earned through the Washington Semester Program, Willamette Study Abroad programs, or the United Nations Semester Program. No more than one credit may be earned toward the major through internship, and no more than 1/4 credit may be earned toward the major through POLI 061X Model United Nations.

REQUIREMENTS FOR THE POLITICS MINOR: (5 credits)

Two courses are required at the 100/200 levels from the following..... 2

- *POLI 115 Colloquium: Individuality and Community
- *POLI 117 Colloquium: Resistance and Empowerment, Politics of the "Other"
- POLI 210 American Politics

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

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

Three courses are required at the 300 level 3

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

FACULTY

Richard J. Ellis, Associate Professor, Chair

Suresht R. Bald, Professor

Sammy Basu, Assistant Professor

Robert C. Dash, Professor

Mark O. Hatfield, Fred Paulus Professor of Public Policy

Robert E. Hawkinson, Associate Professor

Michael Marks, Assistant Professor

COURSE DESCRIPTIONS

POLI 061X Model United Nations (1/4)

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

POLI 115 Colloquium: Individuality and Community (1)

This course examines 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. Satisfies writing-centered requirement. Open to freshmen. *Fall.* Basu

POLI 117 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. Satisfies writing-centered requirement. Open to freshmen. *Fall.* Bald

POLI 210 American Politics (1)

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

POLI 212 Political Philosophy (1)

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

POLI 214 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. Open to freshman. *Yearly*. Bald, Marks

POLI 216 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. Open to freshmen. *Spring*. Marks

POLI 218 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. Open to freshmen. *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(s): POLI 115 or 117 or 212, or consent of instructor.

Alternate years. Ellis

POLI 302 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 political process.

Prerequisite: POLI 210 or consent of instructor. *Spring.* Bowersox

POLI 303 Topics in Political Theory (1)

This course examines selected topics and themes in political theory, combining conceptual and normative analysis with applications to actual social and political institutions, processes and phenomena. Designation of specific topics will be made at the time of course offering. Prerequisite: POLI 115 or 117 or 212 or consent of instructor. *Yearly.* 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 115 or 117 or 212 or consent of instructor. *Yearly.* 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(s): POLI 115 or 117 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 115 or 117 or consent of instructor. *Alternate years.* Bald

POLI 326 Globalization and Equity (1)

This course introduces students to a significant and complex contemporary development — the compressed time/space transformation of global interaction in the realms of political economy and culture. Globalization at the end of the twentieth century is characterized by the greatly increased market-induced global movements of capital, production, technology, consumer goods, people, knowledge, information, and cultural forms. The course examines the effects of globalization on state autonomy, national sovereignty and public policy, political culture and democracy, and labor conditions and the emergent culture of consumerism. The course also investigates the increasing social polarization among and within countries and looks at patterns of adaptation and resistance by individuals and groups to processes of globalization. Students will acquaint themselves with methods of analysis that draw from the analytical framework of political economy. Prerequisite: At least one 200-level Politics course or consent of instructor. Not open to freshmen. *Yearly*. 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 and POLI 115 or 117 strongly recommended or consent of instructor. *Alternate years*. Bowersox

POLI 341 Environmental Policymaking: Politics & Process (1)

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

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

Comparative state politics of the Pacific Northwest with primary focus on Oregon and extensive use of state government resources in Salem. Topics include: historical institutional development and political culture, regional and sub-

regional politics, state-federal relations, local governments, selected public policy areas, politics and parties, interest groups and movements. Prerequisite: POLI 210. Not open to freshmen. *Alternate years*. Hawkinson

POLI 346 Public Opinion and Voting (1)

This course seeks to provide understanding of the methodology and analysis of public opinion surveys. Topics investigated typically include question wording effects, tolerance, racial attitudes, political ideology, and voting. Prerequisite(s): 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(s): 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. *Yearly*. Ellis

POLI 355 The United States Senate (1)

An examination of the role of the Senate in American politics and policymaking. Topics include elections, party leadership, floor voting, committees, and the impact of the Senate on public policy. Prerequisite(s): POLI 210. *Yearly*. Hatfield

POLI 358 American Political Development (1)

This course examines the development of American political culture and political institutions in the 19th and 20th centuries. Particular topics and questions vary from year to year. Prerequisite: POLI 210 or consent of instructor. *Alternate years*. Ellis

POLI 362 Latin American Politics (1)

This course examines a range of topics, selected countries and a series of important readings dealing with Latin American political reality. Among the topics included are: caudillismo, political parties and populism, the military, state and regime types, ideologies, change and revolution, and underdevelopment and development. Prerequisite: POLI 214 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: POLI 214, 216 or 218, or consent of instructor. *Alternate years.* Bald

POLI 370 Europe and the International System (1)

The course is designed to introduce students to politics and foreign policy in modern Europe. Special emphasis is placed on the evolving relationships among European countries in a rapidly changing international environment. Through lectures and discussions, students will explore the political, economic, and security relations among European states and Europe's interactions with the rest of the world. The course will also examine various theoretical approaches designed to explain the changing relationships among countries in post-Cold War Europe. Prerequisite: POLI 214 or 216 or consent of instructor. *Alternate years.* Marks

POLI 372 American Foreign Policy (1)

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

POLI 375 Latin America and the International System (1)

An examination of the history and changing nature of Latin America in the international system; consideration of regional arrangements; special emphasis is placed on the development of the inter-American security system and the region's developmental problems as they bear on its diplomatic relations. Focuses on the foreign policies of selected countries. Prerequisite(s): POLI 214 or 218 or LAS 230, or consent of instructor. Not open to freshmen. *Alternate years*. Dash

POLI 378 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(s): At least one 300 level comparative or international politics course, or consent of instructor. Not open to freshmen. Satisfies writing-centered requirement. *Fall*. Bald

POLI 390 Independent Study (variable credit)

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

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

Supervised internships in state and local government. Interns are placed only in positions which provide academic learning opportunities and the availability of such positions may be limited. A student is accepted for internship at the discretion of the instructor on the basis of demonstrated capabilities including research and writing skills. Minimum preparation for an internship is POLI 210 and sophomore status. Only one credit may be counted towards the Politics major. *Spring of even-numbered years*. Hawkinson

POLI 398 Legislative Internship (2 credits)

Supervised internships in the Oregon State Legislature. Interns are placed only in positions which provide academic learning opportunities and the availability of such positions may be limited. Students are admitted to the course by consent of the instructor and are selected on the basis of their demonstrated capabilities, including research and writing skills. Interns are expected to work at least 20 hours a week and meet periodically with the instructor. Minimum preparation for a legislative internship is POLI 210 and sophomore status. Only one credit may be counted towards the Politics major. *Spring of odd-numbered years*. Hawkinson

POLI 480 Senior Thesis (2 credits)

The Senior Thesis is the capstone experience in the Politics major. It involves the writing of a major research paper under the close supervision of a faculty member. The paper is subject to multiple stages of criticism and rewriting. This process is intended to deepen students' insights into different forms of inquiry, methods and literature, hone their skills of critical thinking, sharpen their abilities to analyze theory and test ideas through research, and ensure that their research designs and methodologies are effective and appropriate. Prerequisite: Three credits at the 300 level, two of which must be completed at Willamette. Satisfies writing-centered requirement. *Every semester.* Staff

PSYCHOLOGY

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

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

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

The majority of psychology majors ultimately pursue advanced degrees in psychology or in professional schools (e.g., business, education, law, medicine, social work, and theology). Some graduates choose to work in entry-level

positions in psychology and other human service fields before applying to graduate programs. Students who have successfully completed internships clearly improve their prospects for being hired in such positions. Students who have, in addition, gained experience in conducting research, either in conjunction with an internship or by writing a data-based thesis, have a considerable advantage when applying for Ph.D. programs in psychology.

REQUIREMENTS FOR THE PSYCHOLOGY MAJOR

(8 1/4 credits in psychology, 1 credit in statistics)

PSYC 110	Introduction to Psychology	1
PSYC 251	Research Methods and Analysis	1
PSYC 300	Internship/Thesis Orientation	1/4
ISA 250	Statistics	1
<i>One course in Biological and Psychophysical Processes</i>		<i>1</i>
PSYC 345	Biopsychology	
PSYC 351	Sensation and Perception	
PSYC 355	Cognitive Neuroscience	
<i>One course in Learning and Cognitive Processes</i>		<i>1</i>
PSYC 340	Psychology of Learning	
PSYC 346	Principles of Behavior Analysis	
PSYC 350	Cognitive Processes	
<i>One course in Developmental and Personality/Social Psychology</i>		<i>1</i>
PSYC 330	Developmental Psychology	
PSYC 332	Theories of Personality	
PSYC 336	Social Psychology	
<i>One course in Clinical and Applied Psychology</i>		<i>1</i>
PSYC 335	Clinical and Abnormal Psychology	
PSYC 337	Child Psychopathology	
PSYC 341	Personnel and Industrial Psychology	
PSYC 348	Health Psychology	
<i>One course or seminar at the 400 level</i>		<i>1</i>
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 251 Research Methods and Analysis	1
Three additional Psychology courses, selected in consultation with a faculty advisor in the Department of Psychology	3

FACULTY

Mary Ann Youngren, Professor, Chair

Meredyth Goldberg Edelson, Associate Professor

James R. Friedrich, Associate Professor

Susan M. Koger, Assistant Professor

Deborah Loers, Associate Professor and Director of Counseling

Loren K. McBride, Associate Professor

COURSE DESCRIPTIONS

PSYC 110 Introduction to Psychology (1)

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

PSYC 251 Research Methods and Analysis (1)

An examination of scientific method, design, procedure, measurement, and control in selected psychological areas. The use of apparatus (including micro-computers), statistical analysis, library search methods, and research writing. Laboratory, including human and/or animal subjects. A major independent research paper will be an outcome of this course. Writing-centered. Prerequisite: PSYCH 110, ISA 250 or comparable statistics course. *Every semester.* Koger, Staff

PSYC 300 Internship/Thesis Orientation (1/4)

This course is designed to assist students in planning their senior year experience. Professionals from various community agencies will be invited to discuss potential internship projects, and field trips will be scheduled to selected agencies. By the end of the course, the student is expected to have negotiated an internship contract with the instructor and an off-campus supervisor or a thesis proposal with a faculty member in the Psychology Department. Prerequisite: PSYC 251 and junior standing with a declared major in Psychology. *Spring.* Youngren

PSYC 330 Developmental Psychology (1)

Behavioral development of normal children prior to adolescence, emphasizing a topical organization rather than an ages and stages approach. Course is divided into two major areas: socialization processes (development of social behavior in infancy, the family, effects of peers, moral development and other topics) and cognitive development (learning and motivation, and the influence of Piaget).

Prerequisite: PSYC 110 or consent of instructor. *Fall*. McBride

PSYC 332 Theories of Personality (1)

An introduction to major theories of personality with emphasis on how the theorists' ideas evolved in the context of their life experiences and on current clinical applications. Theorists include Freud, Jung, Adler, Horney, Maslow, and Rogers. Prerequisite: PSYC 110 or consent of instructor. *Spring*. Youngren

PSYC 334 Exceptional Children in the Schools (1)

This course will explore some of the common childhood exceptionalities encountered by educators in the school system. These will be reviewed from educational, developmental, and psychological perspectives. Exceptionalities discussed include: learning disabilities, sensory impairments, and talented youth. Emphasis will be on identification and intervention in the schools and on applicable special education laws. Prerequisite: PSYC 110 or consent of instructor. *Alternate years*. Edelson

PSYC 335 Clinical and Abnormal Psychology (1)

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

PSYC 336 Social Psychology (1)

The study of individual thought and behavior in social contexts. Major content areas include the perception of oneself and others, social judgment and inference processes, attitude formation and change, conformity, altruism, aggression, prejudice, and interpersonal attraction. The course emphasizes theory and findings from experimental laboratory research. Prerequisite: PSYC 110 or consent of instructor. *Spring*. Friedrich

PSYC 337 Child Psychopathology (1)

This course will explore psychological disorders of childhood and adolescence. Models of psychopathology will be reviewed with respect to etiology and treatment of childhood disorders. Additionally, issues of assessment and diagnosis will be discussed. Prerequisite: PSYC 251 and 330 or consent of instructor.

Alternate years. Edelson

PSYC 340 Psychology of Learning (1)

A systematic introduction to the nature of the learning process emphasizing a topical/theoretical orientation. Major topics covered include the historical legacy of neo-behaviorism, classic and contemporary Pavlovian conditioning, techniques of instrumental learning, the nature of reinforcement, aversive learning, generalization and discrimination, and recent developments in the economy of learning. Attention will be given to interactions between learning and motivation. Prerequisite: PSYC 110 or consent of instructor. *Fall*. McBride

PSYC 341 Personnel and Industrial Psychology (1)

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

PSYC 345 Biopsychology (1)

Examination of the biological basis of animal behavior, through the study of neuroanatomy, psychopharmacology, and neurophysiology. Processes including movement, motivated behavior (e.g., eating and drinking), emotion, learning, and memory. Laboratory, including dissection and microscopic examination of nervous system tissue. No prior exposure to biology is assumed. Prerequisites: PSYCH 110 and 251 or consent of instructor. *Spring*. Koger

PSYC 346 Principles of Behavior Analysis (1)

This course will introduce students to contemporary behaviorism and consider the relative contributions of philosophy, anthropology, and evolutionary biology to the study of animal behavior. Research on non-human animals will be emphasized while we consider how the general principles can be applied to human behavior. Prerequisite: PSYC 110 or consent of instructor. *Alternate years*. Koger

PSYC 348 Health Psychology (1)

Health psychology is a relatively new field which tries to apply principles of psychology to traditional medical diseases and disorders. It brings together such areas as learning, personality and clinical psychology, social psychology, and cognitive processes, and proposes that health and wellness require a holism of mind, body, and the ecology within which the person lives. Prerequisite: PSYC 110 or consent of instructor. *Spring*. McBride

PSYC 350 Cognitive Processes (1)

This course will consider the subjects of attention, concept formation, pattern recognition, language, memory, artificial intelligence, creative thinking, problem solving, and other aspects of cognition. Prerequisite: PSYC 110 or consent of instructor. *Alternate years.* 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. *Alternate years.* Staff

PSYC 354 Psychology of Women (1)

This course will explore a variety of topics pertinent to the understanding of the uniqueness of women from a psychological/social scientific perspective. Topics will include the socialization of women, biological influences in psychology that make women unique, women's views of achievement and morality, sexism in psychological research methods, and differential rates of mental illness in women. Prerequisite: PSYC 110 or consent of instructor. *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 390 Independent Study (1/2-1)

Individual library and field research projects selected in consultation with Psychology faculty. These projects are intended for advanced students who wish to study a topic not normally available in the department curriculum. 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

251 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. *Every year*. Visiting psychologists and Staff

PSYC 433 Cognitive/Behavior Modification (1)

Introduction to principles of cognitive/behavior modification with primary emphasis on experiential learning of skills involved in treatment interventions. Prerequisites: PSYC 251 and 335 or consent of instructor. *Alternate years*. Youngren

PSYC 435 Psychological Tests and Measurements (1)

This course reviews psychometrics (issues of test development, reliability, and validity) and provides hands-on opportunities for students to learn to administer and score some of the more commonly used tests of intelligence and personality for adults and children. Prerequisites: PSYC 251 and 335 or consent of instructor. *Alternate years*. Edelson

PSYC 440 Techniques of Counseling (1)

Introduction to counseling approaches with primary focus on experiential learning of communication skills used in counseling individuals. Prerequisite: PSYC 332 or 335 or consent of instructor. *Alternate years*. Loers

PSYC 443 Psychology and Public Policy (1)

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

PSYC 450 History and Systems of Psychology (1)

This course will focus on the impact of the systems of psychology (early philosophical/methodological movements which tried to explain all areas of psychology) on the field. The five major systems (structuralism, functionalism, behaviorism, gestalt psychology, and psychoanalysis) will be studied in depth, followed by their impact on selected areas of psychology (perception, learning,

motivation, etc.). Attention will be given to their influence on contemporary psychology. Prerequisites: PSYC 110; juniors and seniors only. *Alternate years.* McBride

PSYC 455 Topics in Social Cognition

Work in social cognition explores the cognitive processes underlying the perception of oneself and others. This course will address current work in one or more of the following topic areas: attribution theory, attitude formation, and change processes; person perception; self-awareness and regulation; social categorizing and stereotyping; automaticity and control in social perception; heuristics and biases in social inference. Prerequisite: PSYC 336, PSYC 350, or consent of instructor. *Alternate years.* Friedrich

PSYC 460 Advanced Design and Statistics (1)

This course will cover advanced topics in research design and data analysis. Topics will include theory development and falsification logic, causal inference from correlational and experimental designs, basic principles of psychological measurement and scale construction, statistical power and effect size analysis, and an overview of selected statistical techniques such as factorial analysis of variance, multiple regression, factor analysis, and meta-analysis. Prerequisites: Psc 251 and ISA 250. *Alternate years.* Friedrich

PSYC 490 Thesis (1)

A library or laboratory/field project started generally during the last half of the junior year. The student will normally register for the course the first semester of the senior year. The work will be guided by one or more faculty members. A paper and oral presentation are required. Satisfactory completion of the thesis fulfills the senior year experience requirement for psychology majors. Prerequisites: PSYC 251 and 300. *Every semester.* Staff

RELIGION

Courses in Religion are designed to enrich the students' education by presenting an opportunity to investigate this important aspect of human life and culture in an objective manner, utilizing standard disciplines of academic learning. The Religion curriculum is designed to relate the phenomenon of religion to the totality of human existence. In our liberal arts context this means raising the consciousness of potentially every student to the pervasive and often hidden influence of religious ideas and value commitments in his or her personal life and cultural heritage.

It also means fostering and developing those critical and reflective habits of mind which enable a person to deal with religious phenomena in a mature,

intelligent, informed, sensitive, responsible, personally satisfying, and fulfilling way.

The departmental curriculum provides part of the core course requirements for the interdisciplinary major in Religious Studies, which is listed on page 209.

REQUIREMENTS FOR THE RELIGION MINOR (5 credits)

One course in The Contemporary Religious Situation 1

- REL 214 Religion in America
- REL 230 Modern European Christian Thought
- REL 333 Contemporary Religious Thought
- REL 344 Topics in Contemporary European Theology
- REL 345 Topics in American Theology

One course in The Western Religious Tradition 1

- REL 112 History of Christianity
- REL 113 Introduction to Old Testament Studies
- REL 114 Introduction to New Testament Studies
- REL 232 Paul and His Letters
- REL 234 Jesus and the Gospels
- REL 237 Introduction to Syro-Palestinian Archaeology
- REL 240 Old Testament Pentateuch
- REL 242 Old Testament Prophets
- REL 331 The Gospel of John
- REL 337 Archaeological Methodology
- REL 346 History of Western Monasticism

One course in World Religions and Religious Studies Methodology 1

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

One additional course from any of the above groups 1

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

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

FACULTY

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

Douglas R. McGaughey, Professor

David W. McCreery, Professor

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

Xijuan Joanna Zhou, Assistant Professor

COURSE DESCRIPTIONS

REL 112 History of Christianity (1)

A survey of Christianity from the close of the New Testament period to the present, tracing the evolution of its institutional forms and norms, the development of Christian thought, the variety of its national and cultural expressions, and its interrelation with the development and destiny of Western Civilization. An introduction to Western Civilization from the point of view of its great religious traditions. *Spring*. McGaughey, Wallace

REL 113 Introduction to Old Testament Studies (1)

An introduction to the history and literature of ancient Israel and to modern methods used in studying the Old Testament and the Apocrypha. The course has three basic aims: to reconstruct the history of ancient Israel on the basis of archaeological and form-critical methods, to survey the spectrum of literary forms in the Old Testament, and to identify the major theological themes and symbols used to express Israel's faith. *Fall*. McCreery

REL 114 Introduction to New Testament Studies (1)

An introduction to early Christian literature and to the methods of literary analysis used by New Testament scholars (e.g., form and redaction criticism and structuralism). The course is organized in terms of a typology of the forms of religious discourse in late antiquity, moving from oral forms (parables, sayings and sermons) to written forms bordering speech (letters and dialogues) to consciously-constructed pieces of literature (Gospels, theological essays and apocalypses). Some attention will also be given to the history and social world reflected in these texts. *Spring*. McGaughey

REL 115 Introduction to the Study of Religion (1)

An introduction to the study of religion as a humanistic discipline. Three dimensions of religion as an aspect of culture are addressed in the course: (1) the contrast between sacred and profane ways of viewing reality; (2) the problem of religious change and how the legacy of the past shapes contemporary beliefs; and (3) the major theological systems used to conceptualize the divine-human

relationship. These dimensions of the religious experience will be illustrated from a variety of religious traditions and students will be introduced to scholarly methods employed in the field. Recommended for Freshmen. *Fall*. McGaughey

REL 116 Introduction to Major Religious Texts (1)

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

REL 214 Religion in America (1)

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

REL 230 Modern European Christian Thought (1)

Major developments in Christian thought in Europe from the Enlightenment to Vatican II: Rationalism, Romanticism, the Oxford Movement, German Idealism, Neo-Orthodoxy, Christian Existentialism, Neo-Thomism, some contemporary trends. *Alternate years*. McGaughey

REL 232 Paul and His Letters (1)

A systematic study of the life and thought of Paul of Tarsus and his contributions to the development of early Christianity, as revealed through his letters and other New Testament writings. An analysis of Paul's legacy in Western Civilization. The methodology of modern scholarship will be used throughout. *Alternate years*. McGaughey

REL 234 Jesus and the Gospels (1)

A study of the synoptic Gospels with a view to (1) rediscovering the historical Jesus and his teachings, and (2) appreciating the theological insights and compositional techniques of each of the Gospels. Historical and religious background of the Gospels. Critical problems, parables, miracles, the resurrection, current interpretations. *Alternate years*. McGaughey

REL 235 Religions of the East (1)

A survey of the major religions of India, China, and Japan, emphasizing historical development of their various dimensions-experiential, theoretical, practical, and sociological. Hindu, Sikh, Jain, Buddhist, Taoist, Confucian, Shinto, and shamanistic traditions will be explored. *Alternate springs*. Wallace

REL 237 Introduction to Syro-Palestinian Archaeology (1)

An introduction to the history and current directions of archaeological research in the "Holy Land," concentrating on modern Jordan, Israel, and Syria. Particular emphasis will be placed on the relationship between archaeological research and biblical studies. This course is a prerequisite for Archaeological Methodology, REL 337. *Fall*. McCreery

REL 240 Old Testament Pentateuch (1)

A critical analysis of the first five books of the Bible: Genesis through Deuteronomy. The course will focus on modern literary analysis of the pentateuchal traditions and archaeological discoveries which are helping to clarify the historical and cultural context from which the first five books of the Bible emerged. Topics will include: the formation of the canon, biblical saga and history, and the origins of Israelite law. *Alternate springs*. McCreery

REL 242 Old Testament Prophets (1)

An examination of the nature of Ancient Near Eastern prophecy in general and the Israelite prophetic tradition in particular. Primary focus will be on the prophetic books of the Old Testament, examining their historical setting, cultural context, and theological message. The impact of the Old Testament prophetic tradition on the early Christian Church. New Testament and modern religious thought will also be addressed. *Alternate falls*. McCreery

REL 331 The Gospel of John (1/2)

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

REL 333 Contemporary Religious Thought (1)

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

REL 337 Archaeological Methodology (1)

An overview of the current state of archaeological research in the Middle East, concentrating on the techniques used in surveys, excavations, and the interpretation of archaeological material. The course is designed to introduce students to the more technical side of archaeological research and provide the background needed for participation in a middle eastern archaeological field project. Prerequisite: REL 237. *Spring*. McCreery

REL 341 Religions of the Ancient World (1)

A survey of Mesopotamian, Egyptian, Greek, and Hellenistic religious traditions from the beginnings of history to the end of the Roman Empire. These religions will be investigated both theologically (as unique expressions of the religious sensibility) and historically (their development and impact on the religions of ancient Israel and early Christianity). Special attention will be given to the problems of religious syncretism and change in each of the religions being studied. *Alternate years.* McCreery, McGaughey

REL 344 Topics in Contemporary European Theology (1)

An introduction to 20th century European theology. Definition of key theological issues in their historical context, as well as an investigation of the thought of individual thinkers. Particular attention given to post-metaphysical thought. *Alternate falls.* McGaughey

REL 345 Topics in American Theology (1)

An introduction to the major innovations and development in theology in America. Rather than a historical study of the function and role of religious groups in American society (see REL 214, Religion in America), this course exposes the student to the major theological issues of the American scene, e.g., Edwards, the Transcendentalists, the social Gospel Movement, Process Thought. *Alternate springs.* McGaughey

REL 346 History of Western Monasticism (1)

This course looks at the theological rationale, institutional development, social impact, and repetitive patterns of monasticism in Western Christianity from the 4th to the 16th centuries. *Alternate years.* McGaughey

REL 390 Independent Study (1/2-1)

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

REL 437 Archaeological Field Experience (1)

A 4-8 week field experience on an archaeological project in the Middle East. Students will serve as staff members on an archaeological excavation or survey, collecting, recording, and interpreting archaeological data under the supervision of the project director. In addition to the first-hand archaeological field experience, students will visit ancient sites in the region and receive briefings on various aspects of the modern political situation in the Middle East.

Prerequisites: REL 237, 337. *Post-session.* McCreery

REL 496 Senior Colloquium (1/2-1)

Investigation of a key problem or special theme of current interest, with papers presented by students, faculty, and guests, complemented by core readings. A different theme will be chosen each year by the executive committee and students in the Religious Studies program. Provides the graduating student with an opportunity to demonstrate competence in analysis and maturity in judgment. The Senior Evaluation will be in conjunction with this effort. *On demand.* Staff

REL 497 Metaphor, Symbol, and Narrative (1)

An investigation of theories of metaphor, symbol and narrative (myth) with two foci: 1) defining these elements of language; and 2) addressing the problem of referentiality and language (Does language refer to a world?). At issue is the role of narrative and figurative language both in terms of providing us with access to the world and challenging our current understandings of the world. *Alternate springs.* McGaughey

RELIGIOUS STUDIES

Religious Studies offers an interdisciplinary major program drawing upon all those courses in the undergraduate curriculum that reflect the religious dimension of life directly or indirectly. It provides the breadth and discipline of a liberal arts education and, as such, is a suitable background for those planning to enter general business careers, the professions and social work, as well as church-related vocations.

REQUIREMENTS FOR THE RELIGIOUS STUDIES MAJOR

The requirements of the program are described as the satisfaction of certain basic areas rather than a specified array of particular courses. Those areas are as follows: an introduction to the study of religion (one credit); grounding in biblical literature and history (two credits); a rudimentary acquaintance with philosophical thinking (one credit); acquaintance with the historical development of doctrine (one credit); the experience of reflecting on religious phenomena from outside a specifically Christian perspective (one credit); and an ability to trace the interrelations of religion and culture (one credit).

In addition the student is required to specialize in an individually tailored area of focus or of concentration. This is often done in conjunction with a double major (two credits).

The program is capped with required participation in a Senior Colloquium (REL 437, 496, 497, ISB 420 or ISA 497) in which the student can demonstrate competence in analysis and maturity of judgment with respect to a significant issue. The Senior Evaluation will be in conjunction with this effort.

Courses in addition to the Religion curriculum that are currently approved for the program include:

ART 213	Art and Culture of China
ART 214	Art and Culture of Japan
ART 216	Survey of Western Art: 1300-1750
ART 355	Italian Renaissance Art History
ART 356	Northern Renaissance and Baroque Art
ENGL 344	Milton
GREEK 131-132	Elementary Hellenistic Greek I & II
GREEK 231-232	Intermediate Hellenistic Greek I & II
HIST 358B	High Middle Ages (1/2)
HIST 359	The Renaissance and Reformation
ISB 330	Religion and Science
ISB 331	Liberation Theology and Social Change
ISB 332	Mysticism and Creativity
ISB 420	The Bible in the American Tradition
PHIL 110	Philosophical Problems
PHIL 210	Philosophy of Religion
PHIL 230-232	History of Philosophy
PHIL 235	Philosophical Ethics
SOC 333	Sociology of Religions

EXECUTIVE COMMITTEE

Lane C. McGaughy, Professor, Religion, Chair

Gerard F. Bowers, Professor, English

David W. McCreery, Professor, Religion

Douglas R. McGaughey, Professor, Religion

Thomas B. Talbott, Professor, Philosophy

Charles I. Wallace, Associate Professor, Religion

RHETORIC AND MEDIA STUDIES

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

Forensics

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

Internships

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

REQUIREMENTS FOR THE RHETORIC AND MEDIA STUDIES MAJOR (8.25 or 9 credits)

Oral proficiency: RHET 061X, 062X, or 150 with minimum grade of B	1/4 or 1
RHET 231 Classical Rhetoric	1
RHET 261 Rhetorical Criticism	1
<i>Two theory courses at the 300 level</i>	2
RHET 331 Argumentation Theory	
RHET 335 Dramatism	
RHET 341 Narrative Theory	
RHET 350 Topics	
RHET 372 Metaphor and Communication	
<i>Two criticism courses at the 300 level:</i>	2
RHET 320 Mass Media and Society	
RHET 327 Language and the American Tradition: Vietnam	
RHET 333 Political Communication	
RHET 350 Topics	
RHET 360 Rhetoric of War and Peace	
RHET 362 Media Framing	
RHET 370 Communication Ethics	
<i>One additional course from the above theory or criticism courses or from:</i> ...	1
RHET 160 Argumentation and Society	
RHET 232 Persuasion, Propaganda and the Mass Media	
RHET 242 Leadership and Group Communication	
RHET 355 Gender and Communication	
ISB 372 Intercultural Communication	
Senior year experience: RHET 496 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 with minimum grade of B ... 1/4 or 1	
RHET 231 Classical Rhetoric	1
RHET 261 Rhetorical Criticism	1
One 300 level theory course as in the major	1
One 300 level criticism course as in the major	1
One additional Rhetoric/Media Studies course as in the major	1

FACULTY

Catherine Collins, Professor, Chair

Jeanne E. Clark, Associate Professor

David Douglass, Associate Professor

Robert Trapp, Professor and Director of Forensics

COURSE DESCRIPTIONS**RHET 061X Intercollegiate Speaking (1/4)**

Preparation, practice, and competition in intercollegiate speaking. Students travel to tournaments on other campuses. Speaking events include but are not limited to oratory, expository, extempore and impromptu speaking, oral interpretation, and rhetorical criticism. *Every semester.* Trapp

RHET 062X Intercollegiate Debate (1/4)

Preparation, practice, and competition in debate. Students travel to tournaments on other campuses. Significant research is required. *Every semester.* Trapp

RHET 063X Oral Interpretation Activities (1/4)

Preparation, practice, and public performance of literature as an individual and in an ensemble. Students present reading hours in school and community settings. *On demand.* Clark

RHET 150 Public Speaking (1)

Effective communication in front of an audience. Discovery and development of ideas, organization of material, use of language and the modes of presentation. Classroom speeches of different types, short papers, examinations. *Every semester.* Staff

RHET 160 Argumentation and Society (1)

This course will investigate methods of constructing and evaluating public arguments. Using a case study method, the course will explore argument and the human condition, the process of identifying arguments and the role of evidence and reasoning in argument. A case study will be selected each semester

for argument analysis. Students will construct arguments on the semester topic and will analyze arguments made by actual participants in the public forum.

Fall. Trapp

RHET 231 Classical Rhetoric (1)

History and survey of principal theories of rhetoric including Plato, Aristotle, and Cicero. *Fall.* Collins

RHET 232 Persuasion, Propaganda and the Mass Media (1)

Political rhetoric and advertising serve as case studies for the use and influence of persuasion and propaganda in contemporary society. Special attention is paid to the role of the mass media in this process and to the ethics of persuasive and propagandistic techniques. *Every semester.* 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 video-tape review. *On demand.* Clark

RHET 261 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. 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.*

RHET 327 Language and the American Tradition (1)

Language has become a problem in the modern world; its expanding role as a means of global communication has, at the same time, accented the barriers to

human understanding posed by competing ideologies concealed within languages. As a result, power, rather than argument or persuasion, has become the normal means for achieving national and personal ends. This seminar addresses, through selected case studies, the relationship of language and power in the American tradition, and their impact on politics and ethics. The Vietnam War is offered as a case study alternate springs. Prerequisite RHET 261 or consent of instructor. *Alternate springs*. 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 Political Communication (1)

This course develops a rhetorical framework for understanding campaign communication, the symbolic nature of the Presidency, and the way groups and the media control political realities. Language is studied as a symbolic means of creating and projecting images and issues. This is a writing-centered course. 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 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. *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 Media Framing (1)

This course examines news accounts as they construct the meaning of the events they report. Students explore how reality is shaped when the media privileges a particular frame for the events; sketches familiar plotlines, characters, or ideologies; or gives authority to some voices and silences others. Finally, the course addresses the effect of media conventionalizing, in the symbolic complexes addressed and the formulaic stories they spawn, on both the range of interpretations and the range of topics that are publicly addressed. A writing-centered course. Prerequisites: RHET 261 or consent of instructor. Closed to freshmen. *Alternate years*. Collins

RHET 370 Communication Ethics (1)

This course is intended to shift our attention from the typical "real world" concern about persuasive effectiveness and refocus attention on the consequences of manipulating language. Accompanying an examination of the theoretical bases for ethical communication, we will examine case studies selected from among: social protest, evangelism, propaganda, advertising, and political campaigns. Prerequisites: RHET 261 or consent of instructor. Closed to freshmen. *Alternate years*. Clark

RHET 372 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. This is a writing-centered course. Prerequisites: RHET 231 or consent of instructor. *Alternate years*. Douglass

RHET 490 Independent Study (1)

Individual programs in which a student can study a topic not normally available in the department curriculum. A student could conduct critical or experimental research in the field or pursue a detailed program of study in a specific area of interest. Each independent study plan must have the approval of the Rhetoric and Media Studies faculty. *On demand.* Staff

RHET 496 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. This is a writing-centered course. Prerequisite 231, 261, and two additional theory courses. *Every Semester.* Staff

The following course also may be counted toward a Rhetoric and Media Studies major:

ISB 372 Intercultural Communications (1)**SOCIOLOGY AND ANTHROPOLOGY**

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

Career Opportunities in Sociology

Career opportunities in sociology are numerous but the most popular are teaching (high school and college), social service, business, and research. Sociology is also a useful major for students planning futures in such professions as law and medicine. Sociology also provides many distinctive ways of looking at the world so as to generate new ideas and assess the old. Finally, sociology offers a range of research and analytical techniques which can be applied to such specific areas as client satisfaction in a business firm, the provision of medical care, or the criminal justice system.

Career Opportunities in Anthropology

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

Facilities and equipment available to the department include classrooms, offices, and computers in Smullin Hall; an extensive artifact collection, and library holdings.

REQUIREMENTS FOR THE SOCIOLOGY MAJOR (8 credits)

SOC 110	Principles of Sociology	1
SOC 348	Social Research Design	1
SOC 349	Applied Social Research	1
SOC 350	Introduction to Sociological Theory	1
<i>One course in Social Structure</i>		<i>1</i>
SOC 230	Marriages and Families	
SOC 234	Crime, Delinquency and the Criminal Justice System	
SOC 239	Medical Sociology	
SOC 334	Inequality in Society	
SOC 336	Sociology of Education	
<i>One course in Social Process</i>		<i>1</i>
SOC 214	Racial and Ethnic Relations	
SOC 221	Gender Roles in Society	
SOC 222	The Environment and Society	
SOC 235	Social Change	
SOC 236	The Dynamics of American Society	
SOC 330	World Population Problems	
SOC 332	Urban Community	
<i>One course in Social Psychology</i>		<i>1</i>
SOC 232	Individual in Society: Social Psychology	
SOC 337	Childhood and Adolescence	
SOC 338	Adulthood and Aging	
<i>Senior Year Experience, chosen from:</i>		<i>1</i>
SOC 495	Internship in Sociology	

SOC 497 Thesis

SOC 499 Senior Seminar in Sociology and Anthropology

During the senior year, there may be opportunities in applied sociology (analytical application of the principles that have been acquired). Senior major students are eligible for independent programs of research, supervised field analysis (internships), or reading and conference (in-depth examination of a topic which was only touched on in a course, or for exploring an area which is not covered by an existing course).

REQUIREMENTS FOR THE SOCIOLOGY MINOR (5 credits)

SOC 110	Principles of Sociology	1
	One course in Social Structure (See Major listing above)	1
	One course in Social Process (See Major listing above)	1
	One course in Social Psychology (See Major listing above)	1
	<i>One course from the following:</i>	1
SOC 348	Social Research Design	
SOC 349	Applied Social Research	
SOC 350	Sociological Theory	

REQUIREMENTS FOR THE ANTHROPOLOGY MINOR (5 credits)

ANTH 111	Essentials of Anthropology OR	
ANTH 250	Controversies and issues in Cultural Anthropology	1
	<i>One area course from the following:</i>	1
ANTH 331	Native North American Cultures	
ANTH 333	Anthropology of Asia	
	<i>One topical course from the following:</i>	1
ANTH 211	Folklore	
ANTH 341	Anthropology of Art (closed to freshmen)	
ANTH 343	Anthropology of Music (closed to freshmen)	
ANTH 345	Gender Issues in Anthropology (closed to freshmen)	
ANTH 351	Indigenous Peoples, Human Rights, and the Environment (closed to freshmen)	
ANTH 353	Myth, Ritual, and Religion (closed to freshmen)	
ANTH 361	Ethnographic Methods	1
ANTH 371	Survey of Anthropological Theory	1

FACULTY

Stephen C. Hey, Professor, Chair

James B. Bjorkquist, Associate Professor

Rebecca J. Dobkins, Assistant Professor

Linda S. Heuser, Associate Professor

Carol Ireson-Doolittle, Professor

Pamela Moro, Assistant Professor

COURSE DESCRIPTIONS

SOC 110 Principles of Sociology (1)

This course presents the principles, basic concepts, and perspectives of sociological analyses. It will explore how people interact to create society, and how society is maintained and changed. *Every semester.* Staff

SOC 214 Racial and Ethnic Relations (1)

The aim of this course is to provide students with a strong background in the basic concepts and issues of minority/majority relations. Special attention will be paid to prejudice, discrimination, racism, and the changing patterns of race relations. Attention will also be given to the role of institutional inequality in shaping contemporary minority/majority relations. While significant amounts of cross-cultural materials are included, the primary focus of this course is minority/majority relations in the United States. *Fall.* Hey

SOC 221 Gender Roles in Society (1)

This course considers the impact on gender roles of social institutions such as the family and the economy, and social processes such as stratification and interpersonal interaction. Studies how people learn gender roles and how these roles are changing. *Spring.* Ireson-Doolittle

SOC 222 The Environment and Society (1)

This course will explore sociological aspects of environmental issues such as the rise of the environmental movement, the social mobilization of interest groups, food and population, energy, forest harvesting, pollution and sustainable development. Includes application of sociological concepts to risk assessment and environmental impact statements. *Fall.* Ireson-Doolittle

SOC 230 Marriages and Families (1)

This course explores changing aspects of marriage and family structures and relationships, including family life cycles, alternative forms of marriage, aging, divorce, remarriage, and reconstituted families. *Spring.* Staff

SOC 232 Individual in Society: Social Psychology (1)

Exploration of the interrelationships between society and individual. Consideration of the effects of the following social factors on individuals and their behavior: culture, social organization, social roles, socialization, and social interaction. Prerequisite: SOC 110. *Fall.* Heuser

SOC 233 Sport and Society (1)

Several facets of sports in America will be explored using historical, socio-cultural, and social-psychological perspectives. Sport in the international arena will also be examined. Topics will include: sport as leisure, as recreation, as business; the social organization of sport; the occupational organization of sport; sport and the schools; women and sport; race and sport; the mass media and sports; and fans. Writing-centered. *Spring*. Heuser

SOC 234 Crime, Delinquency, and the Criminal Justice System (1)

This course examines the nature of crime and delinquency, the persons and social situations involved in crime and delinquency, law enforcement agencies and the traditional and current methods of managing offenders. Prerequisite: SOC 110. *Fall*. Bjorkquist

SOC 235 Social Change (1)

The course investigates origins of social change patterns (e.g., revolution, reform, evolution). Classical and contemporary theories of social change, major social trends (e.g., industrialization, cybernation, urbanization, secularization). Prerequisite: SOC 110. *Alternate springs*. Staff

SOC 236 The Dynamics of American Society (1)

An assessment of the dynamics of American society, the American people, and their changing culture and character as these are reflected in their values, social processes, social structures, regions, and subcultures. *Fall*. Bjorkquist

SOC 239 Medical Sociology (1)

Study of the social causes and consequences of health and illness. Consideration will be given to topics such as epidemiology, social demography of health, illness as deviance, social effects of acute and chronic illnesses, socialization of health care providers, social policy and health care, and bioethics. *Spring*. Heuser

SOC 330 World Population Problems (1)

This course examines population problems in various societies of the world and reviews theories of population growth. It explores critical variables such as fertility, mortality, and migration and relates the population problem to factors that indicate the interdependent nature of the modern world. Prerequisite: SOC 110 or consent of instructor. *Spring*. Hey

SOC 332 Urban Community (1)

The aim of this course is to introduce students to the major theories, concepts, and issues of urban sociology and to explore the patterns and processes of urban life. Additional attention will be paid to selected social, economic, and political problems confronting major urban centers throughout the world. Prerequisite: SOC 110. *Alternate falls*. Bjorkquist, Hey

SOC 334 Inequality in Society (1)

The aim of this course is to provide students with a strong background in the basic concepts and theories of social stratification. It examines structured social inequality in modern society and is primarily concerned with three basic issues: how inequality is structured, how such structures are maintained, and the consequences that result from structured social inequality. Each of these issues is explored cross-culturally as well as from the American perspective. Prerequisite: SOC 110. *Spring*. Hey

SOC 336 Sociology of Education (1)

This course examines the school as a social organization. Among the topics considered are social class, power, and control in modern education; patterns of social relations within schools; classroom organization and procedures and their relation to learning; and the roles of teachers, students, administrators, and community influences in shaping educational processes. The historical and social forces shaping modern education are also explored. Prerequisite: SOC 110. *Fall*. Hey

SOC 337 Childhood and Adolescence (1)

A course which explores the process of socialization among children and adolescents. Topics will include how the society and culture structures this experience, historical changes in childrearing, people and organizations influencing socialization, issues affecting children and adolescents (e.g., child abuse, teen pregnancy). Variations in this process by social class, ethnic group, and gender will be explored. Prerequisite: SOC 110. *Alternate falls*. Ireson-Doolittle

SOC 338 Adulthood and Aging (1)

This course considers adulthood and aging in American society. The relationship of adults to the social structure and institutions of our contemporary society, the cultural bias about aging and older people, and the social psychological significance of aging for interpersonal dynamics will all be explored. Prerequisite: SOC 110. *Spring*. Bjorkquist

SOC 348 Social Research Design (1)

Overview of the theories of qualitative and quantitative social research. Covers the first steps in the research process including problem specification, research design, instrument preparation, and pre-testing. Involves possible participation in external research project. Includes lab period. Required for Sociology major. Prerequisites: Two sociology courses. Closed to Freshmen. *Fall*. Ireson-Doolittle, Heuser

SOC 349 Applied Social Research (1)

This course provides students with an overview of the theories and methods of qualitative and quantitative social research. Topics to be covered include: data collection, coding, computer application, statistical analysis, report preparation and report presentation. Students will gain familiarity with computers and statistical techniques by formulating and testing hypotheses generated from a prepared data set. *Spring*. Heuser

SOC 350 Introduction To Sociological Theory (1)

An in-depth exploration of sociological theory. The course examines the historical and social forces that gave rise to the discipline of sociology and classic sociological theory. The course emphasizes contemporary theory and emerging trends in sociological thinking. Prerequisite: SOC 110 and one other sociology course. *Fall*. Bjorkquist

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

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

SOC 490 Research and Independent Study (1/2 or 1 credit)

This course is intended only for the qualified advanced student with a solid preparation in the theory and methods of sociology who wishes to do an intensive research analysis or advanced independent study in an area not covered by an existing course in the department. *Every semester*. Staff

SOC 495 Internship in Sociology (1)

This course provides an opportunity for students to work in selected social service and other organizations supervised by on-site professionals. Opportunity to observe the operation of agencies and develop some skills in working with people. Students spend 12 to 15 hours a week interning and attend a periodic seminar. Prerequisite: Senior majors or consent of instructor. *Spring*. Staff

SOC 497 Thesis (1)

Comprehensive exploration of a particular topic. Senior thesis may take several forms including original qualitative or quantitative research, research using available data, or extensive overview of theory and research literature. The thesis course is conducted like an independent study course with the student working closely with one or more advisors. Thesis paper and oral presentation required. Satisfactory completion of this course fulfills the senior year experience requirement for sociology majors. Prerequisites: sociology major, senior status. *Spring*. Staff

SOC 499 Senior Seminar in Sociology and Anthropology (1)

Theory and research in sociology as it applies to general and specific areas of study. Particular emphasis is given to contemporary applications. Prerequisite: Senior majors or consent of instructor. *Spring*. Staff

ANTH 111 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. *Every semester*. Moro, Dobkins

ANTH 211 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 and analysis projects. *Spring*. Moro, Dobkins

ANTH 250 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. *Spring*. Dobkins

ANTH 331 Native North American Cultures (1)

This course will examine the native cultures of North America, with special emphasis on the Pacific Northwest. It will use both prehistoric and historic data to understand the variety of social and cultural systems found in North America. Prerequisite: SOC 111. *Alternate springs*. Bjorkquist

ANTH 333 Anthropology of Asia (1)

This course represents an application of the anthropological perspective (an emphasis on field-collected data, and the common patterns of culture and social life) to the study of the development and contemporary life of societies in Asia, including India, China, and Thailand. Specific topics include kinship and family structures, adaptations to the natural environment, political and economic

structures, religion, expressive culture and the arts, processes of urbanization and industrialization, and issues of social change in the late 20th century.

Spring. Moro

ANTH 341 Anthropology of Art (1)

This course focuses upon art as a dynamic process involving not only the human creation of objects, but the circulation of these objects within the various social, cultural, and historical contexts which give them meaning. Provides a foundation in the anthropological study of art, aesthetics, museums, and material culture.

Special attention will be given to the arts of Native North America, Africa, and Oceania. No prerequisites, though ANTH 111 or 250 or 331 or a background in Art is recommended. *Spring. Dobkins*

ANTH 343 Anthropology of Music (1)

This course considers music in social and cultural context, with attention to the functions, forms, and meanings of music as an aspect of human behavior.

Introduces techniques for the cross-cultural study of music. Examples are drawn from a number of musical traditions, primarily from the non-western world. No prerequisites, though ANTH 111 or 250 or training in Music is recommended.

Fall. Moro

ANTH 345 Gender Issues in Anthropology (1)

An examination of gender and sex cross-culturally and in evolutionary perspective, with emphasis on the non-industrialized world. Some of the topics we will consider include women and men in prehistory; notions of masculinity, femininity, and sexuality; the sexual divisions of labor and economic organization; women's involvement in ritual and religion; and impact of sociocultural change on gender issues. No prerequisites, though ANTH 111 or 250 or courses in Women's Studies are recommended. *Fall or Spring. Moro, Dobkins*

ANTH 351 Indigenous Peoples, Human Rights, and the Environment (1)

This course focuses upon environmental and human rights affecting indigenous peoples worldwide. Using the cross-cultural, comparative, and field-based perspectives that distinguish anthropology, this course examines some of the most pressing problems facing the world's indigenous peoples, explores strategies used by these groups in facing human rights and environmental violations, and offers students the opportunity to study about and take action on these issues.

Case studies of specific indigenous groups will be drawn from different world areas, including North and South America, Africa, Oceania, and Asia. Prerequisite: prior coursework in Anthropology and/or Environmental Science. *Alternate Springs. Dobkins*

ANTH 353 Myth, Ritual, and Religion (1)

Religion is found in some form in every culture, and the discipline of anthropology has been much concerned with exploring and understanding the global diversity of religious expression. This course introduces the cross-cultural study of myth, ritual, and religion through case studies drawn from around the world. Prior coursework in Anthropology or Religion recommended. *Fall*. Dobkins

ANTH 361 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. Prerequisite: ANTH 371, junior or senior standing, and consent of instructor. *Spring*. Moro, Dobkins

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. *Alternate Falls*. Dobkins

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.

SPAN 331	Spanish Composition and Discussion	1
SPAN 333	Hispanic Civilization	1

Three credits in Spanish literature, from the following: 3

SPAN 314	Introduction to Spanish Literature
SPAN 351	Literary Movements of the 19th Century
SPAN 413	Spanish-American Literature: Modernismo to Early 20th Century
SPAN 425	Latin American Lit I: Conquest to Modernismo
SPAN 426	Latin American Lit II: Modernismo to the Present
SPAN 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 441	Contemporary Novel and Short Story of Spain
SPAN 490, 491	Reading and Conference
SPAN 497	Research and Discussion of Selected Topics in Literature

Three additional credits in Spanish, numbered 300 or above 3

REQUIREMENTS FOR THE SPANISH MINOR (5 credits)

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

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

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

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

FACULTY

Maria Blanco-Arnejo, Associate Professor, Chair (fall)

Patricia Varas, Associate Professor, Chair (spring)

Bertin Ortega-Aguilar, Assistant Professor

Tatjana Pavlovic, Assistant Professor

John F. Uggen, Associate Professor

Alfonso Martínez-Baztán, Visiting Professor - Spain

Maria Delgado, Instructor

Marta Gavilanez, Instructor

Ester Quintana, Instructor

COURSE DESCRIPTIONS

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

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

SPAN 231 & 232 Intermediate Spanish I & II (1)

Continued development of basic skills with classroom and laboratory exercises. Readings in Spanish, including in the second semester selections in the students' special fields of interest. Prerequisite: Elementary Spanish or two years of high school Spanish or equivalent with satisfactory AP scores. 231, *Fall*; 232, *Spring*. Uggen, Staff

SPAN 314 Introduction to Spanish Literature (1)

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

SPAN 331 Spanish Composition and Discussion (1)

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

SPAN 332 Spanish Conversation and Culture (1)

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

SPAN 333 Hispanic Civilization (1)

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

SPAN 351 Literary Movements of the 19th Century (1)

Study of the major literary movements of 19th century Spain, including Romanticism, Realism and Naturalism. Close textual analysis of representative authors, with emphasis on the writings of Lara, Espronceda, Duque de Rivas, Bécquer, Pereda, Galdos, Valera, and Pardo Bazán. Prerequisite: SPAN 314 or consent of instructor. *Alternate springs.* Staff

SPAN 413 Spanish American Literature: Modernismo to Early 20th Century (1)

Main currents in Spanish American literature from el modernismo to the present. Emphasis on Latin American poetry and essays which reflect the literary and social aspects of the area. Conducted in Spanish. Written and oral exams. Prerequisite: SPAN 314 or consent of instructor. *Alternate years.* Staff

SPAN 425 Latin American Literature I: Conquest to Modernismo (1)

A study of representative works of Latin American literature from 1492 to 1900, including Inca Garcilaso, Sor Juana Inés de la Cruz, Fernández de Lizardi, Heredia, Gertrudis Gómez de Avellaneda, Echeverría, Sarmiento, Darío and Rodó. Conducted in Spanish. Written and oral exams. Prerequisite: SPAN 314 or consent of instructor. *Alternate falls.* Uggen, Varas

SPAN 426 Latin American Literature: Modernismo to the Present (1)

A study of representative works of Latin American Literature from 1900 to today, including Vicente Huidobro, Delmira Agustini, César Vallejo, Jorge Luis Borges, Pablo Neruda, Rosario Ferré, Rosario Castellanos, and Gabriel García Márquez. Conducted in Spanish. Prerequisite: SPAN 314 or Consent of Instructor. *Alternate springs.* Varas

SPAN 430 History of Hispanic Thought (1)

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

SPAN 431 Contemporary Novel and Short Story (1)

A study of representative prose fiction writers of Latin America, including Gallegos, Alegría, García Marqués, Carpentier, Asturias, Borges, Quiroga, and Cortázar. Conducted in Spanish. Written and oral exams. One term paper. Prerequisite: Consent of instructor. *Alternate years.* Blanco-Arnejo, Uggén

SPAN 432 20th Century Spanish Literature: Drama, Poetry, and Novel (1)

Study of 20th Century Spanish Literature, beginning with the Generación de 98. Includes the most important authors who analyze the philosophical, political, and social problems of modern Spain. Selections of drama, novel, poetry, and essay. Conducted in Spanish. Written and oral exams. Prerequisite: SPAN 314 or consent of instructor. *Alternate years.* Staff

SPAN 434 Literature of the Golden Age (1)

Study of the great writers of the 16th and 17th Centuries with emphasis on Cervantes, Lope de Vega, and 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 Falls.* Varas

SPAN 438 Contemporary Spanish Women Writers (1)

This course will study contemporary narrative texts by Spanish women such as Carmen Martín Gaité, Merce Rodoreda, Montserrat Roig, Ester Tusquets, Rosa Montero. We will examine the texts in their socio-historical context, focusing on the impact of the civil war, the fascist dictatorship and the unleashing ("destape") of cultural and political energies, including the development of Spanish feminism, in the post-French period on women's lives. Prerequisite: SPAN 331 or consent of instructor. *Alternate years.* Spring. Pavlovic

SPAN 441 Contemporary Novel and Short Story of Spain (1)

Study of the major literary movements and authors of novels and short stories in 20th century Spanish literature. Conducted in Spanish. Prerequisite: SPAN 314 or Consent of Instructor. *Alternate years.* Blanco-Arnejo, Pavlovic

SPAN 490-491 Reading and Conference (1/2 or 1)

To enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered at Willamette University.

Conducted in Spanish. Papers or exams may be required. Prerequisites: SPAN 331, Junior or Senior standing, G.P.A. of 3.0 or better, consent of instructor.

On demand. Staff

SPAN 497 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. *Spring.* Staff

THEATRE

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

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

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

CORE REQUIREMENTS FOR THE THEATRE MAJOR

(See Theatre emphasis for total number of credits needed)

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

THTR 355	Fundamentals of Scene Design	1
THTR 479	Directing I	1

Students must also complete 1/2 to 1 credit hour in senior year studies in their area of emphasis. Senior projects are approved by the theatre faculty and credit is earned through THTR 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	1/2
THTR 182	Fundamentals of Modern Dance OR	
THTR 184	Classical Ethnic Dance OR	
THTR 282	Modern Dance II	1/2
THTR 340	Acting Studio I	1
THTR 341	Acting Studio II	1

One credit from the following

ENGL 341	Shakespeare: The Comedies	
ENGL 342	Shakespeare: The Tragedies	
ISB 327	Language and the American Tradition	

One credit in Art or Music History

Design Emphasis: (14 credits)

Four credits from the following

THTR 165	Stagecraft II (1/2)	
THTR 233	Fundamentals of Costume Design	
THTR 240	Stage Make-up (1/2)	
THTR 356	Fundamentals of Stage Lighting	
THTR 357	Scene Design/Production Studio I	
THTR 358	Scene Design/Production Studio II	

Two credits from the following

ART 111	Drawing and Composition	
ART 112	Color and Composition	
ART 113	Fundamentals of Design	
ART 114	Structural Design	

One-half credit from the following

ART 240	Life Drawing (1/2)	
ART 242	Woodcuts and Collagraphs (1/2)	

One credit in Art or Music History

Performance Emphasis: (12 1/2 credits)

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

Three credits from the following 3

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

One upper level theatre class

One credit in Art or Music History

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

REQUIREMENTS FOR THE THEATRE MINOR: (5 credits)

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

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

FACULTY

Christopher L. Harris, Professor, Chair

Andrew Apter, Associate Professor

Steven David Martin, Assistant Professor

Clay Everett, Lighting Designer

Kristine Kearney, Costume Designer

Kim Christensen, Instructor, Dance

COURSE DESCRIPTIONS

THTR 010X Theatre Practicum (1/4-1/2)

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

THTR 020X Dance Practicum (1/4)

The major focus will be on the learning of specific dances. There will be additional attention to theatrical elements needed to support dance presentation or productions, including but not exclusive to participation in selected activities from the related areas of costume, light, sound, and makeup design. Prerequisite: Fall audition. *Spring.* Christensen

THTR 105X Ballroom Dance (1/4)

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

THTR 110 The Theatre: A Contemporary Introduction (1)

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

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

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

THTR 140 Acting I (1)

Course work in fundamental techniques of acting. The students will do intensive personal and social investigation through exercises in movement, voice training, and improvisation as a method of making contact with themselves and others as they explore an actor's training. *Fall*. Martin

THTR 141 Acting II (1)

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

THTR 150 Voice/Movement I (1/2)

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

THTR 151 Voice/Movement II (1/2)

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

THTR 155 Stagecraft I (1/2)

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

THTR 165 Stagecraft II (1/2)

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

THTR 180 Beginning Jazz Dance (1/2)

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

THTR 181 Fundamentals of Ballet (1/2)

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

THTR 182 Fundamentals of Modern Dance (1/2)

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

THTR 183 Intermediate Ballet (1/2)

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

THTR 184 Classical Ethnic Dance I (1/2)

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

THTR 185 Classical Ethnic Dance II (1/2)

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

THTR 213 Introduction to Dance (1)

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

THTR 218 Performance in the 20th Century (1)

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

THTR 233 Fundamentals of Costume Design (1)

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

THTR 234 Dance Composition (1)

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

THTR 240 Stage Makeup (1/2)

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

THTR 282 Modern Dance II (1/2)

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

THTR 283 Intermediate Jazz Dance (1/2)

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

THTR 330 Performance from Shakespeare through Modernism (1)

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

Alternate Springs. Apter

THTR 340 Acting Studio I (1)

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

Prerequisites: THTR 140, 141, and consent of the instructor. May be repeated once for credit. *Fall.* 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 (1/2)

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

THTR 355 Fundamentals of Scene Design (1)

A course to promote an understanding of the process of creating scenic designs. Through project assignments, class work will focus upon the reading and analysis of texts, the discovery and selection of dramatic images, and their translation into a three dimensional scenic form. *Fall.* Harris

THTR 356 Fundamentals of Stage Lighting (1)

The study of lighting design theory and its application to performance and performance spaces. The course will cover electricity, uses of instruments and control equipment, the principles and theory of light and color, textual analysis, enhancement of dramatic atmosphere and image. Prerequisite: THTR 155 or consent of instructor. *Alternate springs.* Everett

THTR 357 Scene Design/Production Studio I (1)

Advanced course allowing individual, in-depth exploration of various aspects of the theatrical design process. Incorporates, through both theoretical and practical projects, text and performance analysis, development of scenic, costume and/or lighting concepts, problems of technical execution. Prerequisites: THTR 355 and consent of instructor. *Spring*. Harris

THTR 358 Scene Design/Production Studio II (1)

Advanced design projects incorporating the skills developed in Design Studio I, with special emphasis on production period and style. The class will include production design work and assignments geared towards portfolio presentation. Prerequisites: THTR 357 and permission of instructor. *On Demand*. Harris

THTR 430 Special Topics in Performance Studies (1)

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

THTR 444 Arts Management

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

THTR 479 Directing I (1)

Fundamental historical, theoretical, and practical aspects of play direction. Analysis of directorial approaches, scripts, and conditions of presentation in various performance circumstances. Practical application of script analysis and rehearsal techniques. Prerequisite: Theatre core or consent of instructor. *Fall*. Apter

THTR 480 Directing II (1)

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

THTR 491 Special Studies in Theatre (1)

Special Studies in Theatre is designed to allow advanced students an opportunity to undertake a study of specific topics in theatre which are not offered in the regular curriculum. Prerequisite: Consent of instructor. *Every semester*. Staff

THTR 499 Senior Project (1/2 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
<i>One course from the following humanities courses</i>		<i>1</i>
ENGL 355	Feminist Criticism	
HIST 329	American Women's History	
PHIL 336	Philosophy and Feminism	
<i>One course from the following social science courses</i>		<i>1</i>
ANTH 345	Gender Issues in Anthropology	
ISB 324	Women in International Development	
POLI 369	Women and Politics	
PSYC 354	Psychology of Women	
<i>One additional course from those above or from the following</i>		<i>1</i>
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



FACULTY

Jessie Bell, Professor, PoE

Belinda DeLina, Assistant Professor, Art History

Meredith Goldberg-Edwards, Assistant Professor, PoE

Lucy Dwyer

Dolly Martinez

Yvonne Mack

Robbie Hill

Tyler Cook

Marissa Galt



SECTION III

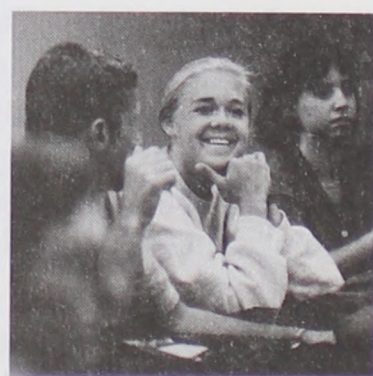
Academic Administration

Student Life

Admission

Tuition & Expenses

Financial Aid



ACADEMIC ADMINISTRATION

The mission of the Academic Administration division is to support faculty and students in their teaching, learning, and research endeavors. Departments also provide a number of services for administrative offices. Thirteen departments and service areas comprise the division: Office of Academic Administration, Mark O. Hatfield Library, University Registrar, Institutional Research and Planning Support, Financial Aid, Smith Auditorium Management, and Willamette Integrated Technology Services (WITS), which includes Instruction and Curriculum Support Services (Academic Technology), Administrative Technology, User Services, Software Engineering and Network Services, Technical Services, Media Production Services, and Telecommunications Services.

THE MARK O. HATFIELD LIBRARY

Opened in 1986, the Mark O. Hatfield Library serves as the library for the College of Liberal Arts, the School of Education and the Atkinson Graduate School of Management. The building is a gracious, modern, glass-walled structure that overlooks the Mill Race and Jackson Plaza, one of the main gathering places on campus. The library offers students and faculty a diverse, well-chosen collection of more than 260,000 volumes, over 1,400 current journal subscriptions and computer access to information and documents from around the world. The facility also houses an extensive collection of United States Government documents, many local, national and international newspapers, and the Mark O. Hatfield Archives.

A highly qualified staff of librarians and support personnel, committed to developing and maintaining strong collections and public services, supports the research needs of the Willamette community. A program of course-related instruction ensures that students not only find the information they need to satisfy course requirements, but also learn the search strategies needed to retrieve and critically evaluate information in a society that places increasing importance upon these skills. Librarians are also available at the reference desk and by appointment to help students with their research needs.

The book collection, developed over more than a century, provides strong support for undergraduate and some graduate research. The book stacks are open to all. The library's holdings also include a collection of musical scores and classical music on CD. A videotape collection of classic motion pictures and instructional films designed to support courses across the curriculum is available. These films may be borrowed by students for home viewing. An efficient interlibrary borrowing service utilizes a national computer network, an Ariel

teletype workstation, and a developed electronic document delivery system for locating and rapidly retrieving materials not available in the local collection.

The Hatfield library catalog is automated and includes records of all books and most other library holdings. Connected to the university computer network, the catalog is available 24 hours a day from office, home, or residence hall.

The library also participates in Orbis, a consortium of academic libraries in Oregon and Washington that share an online catalog. The Orbis catalog provides information on the nearly five million volumes held by the member libraries. Orbis automated borrowing allows students and faculty to initiate their on-line orders for books from the other member libraries and books are delivered within 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 primary purpose of the Office of Institutional Research and Planning Support is to support university planning activities, enrollment management studies, and assessment. The office is the primary source for current and historical data about student enrollments, demographics, and outcomes. Institutional research activities are responsive to the information and planning needs of the university community and also serve as a resource for any institutional analysis and self-study efforts. Institutional Research and Planning is also responsible for coordinating reporting to government agencies.

WILLAMETTE INTEGRATED TECHNOLOGY SERVICES

Willamette Integrated Technology Services (WITS) is a consortium of technology services whose primary aim is to enable the integration of technology into teaching and learning. The department provides facilities, equipment, and staff support for the use of educational technology, including computers, computer networks, multimedia, graphics, satellite downlink, and telecommunication capabilities.

The wide variety of facilities and resources made available by WITS includes a general access computer lab, an electronic classroom, the Writing Center, the multimedia workroom, 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. Equipment can be checked out by faculty and staff for instruction and other university activities.

All computer workstations are connected to the network, with access to a variety of application software, such as word processing, spreadsheet, and graphics. The general access lab is open to students 24 hours a day, seven days a week during the academic year and is staffed by knowledgeable lab assistants. Other facilities are available to students except during scheduled classes. In addition, all residence hall rooms are network ready. And for those without personal computers, there are networked microcomputer clusters in most residence halls, as well as several classroom buildings.

All faculty and administrative offices are connected to the campus-wide UNIX network, which is maintained and supported by WITS. All students may have an account on this network and can have access from any university-operated facility, including residence halls, or via modem. The university maintains 32 modem ports, capable of supporting PPP connections. The campus-wide network provides 24-hour access to the on-line catalog at the

Hatfield Library, the campus-wide information system, electronic mail service, and the Internet.

WITS offers a series of training workshops to students, faculty, and staff on the use of computers, application software, the campus network, the Internet, multimedia production and presentation, audio-visual production and equipment, and Web authoring. Staff consult with faculty and students about software application, uses of multimedia for teaching and presentations, computer-aided instructional methods, and general questions about any aspect of computing at Willamette, either as an individual consultation by appointment or at the Help Desk. WITS also assists faculty with computer-related curriculum development.

WITS also provides “for-fee” production service for video, transparencies, slides and prints, brochures, posters and other materials related to instruction and other campus activities. Arrangements may be made for walk-in use of equipment for this production.

Three other services of WITS — Administrative Computing, Telecommunication, and Technical Services — provide support and maintenance for the administrative information system, telephone/voice-mail system and university-owned technology equipment in campus offices.

STUDENT LIFE

The mission of Willamette University, simply stated, is “... to maintain a setting which encourages and sustains students and faculty in the practices of liberal education.” Liberal education is then defined as “...preparation for students to lead rich and rewarding lives, rejoicing in the diversity of the world and contributing to its welfare.” The Student Affairs staff are joined with the faculty and students in carrying out this mission; thus, they support and augment the learning opportunities that are so abundantly available in the academic community. Offices of Student Activities, Career Services, Athletics, Intramural and Sports Clubs, and Residence Life certainly contribute to this richness of experience. Similarly, the Offices of Disability Services, Multicultural Student Affairs, and International Student and Faculty Services help celebrate the diversity of our world. The University’s long-standing commitment to the welfare of the world — as reflected in its motto, “Not unto ourselves alone are we born” — is reflected in an active Community Outreach Program and the ministries of the University Chaplain. Again, such offices as the Health Center, Campus Safety, and Counseling help ensure the maintenance of a setting in which the goals of a liberal

education can be realized. These, then, are the elements of the Student Affairs Division which are focused on enhancing the liberal education experience at Willamette.

In order to support what the Carnegie Foundation has described as a “vital community of learning,” the Student Affairs staff seeks to incorporate the following “six principles of community: Purposefulness, Caring, Openness, Justice, Discipline, and Celebration.”

“Purposefulness,” refers to the University being a place where faculty, students, and Student Affairs staff share academic goals and work together to strengthen teaching and learning on campus.

“Openness” alludes to shared values of freedom of expression tempered by civility to one another. Student Affairs seeks to affirm an ethos of civility and openness for the entire campus.

“Justice” embraces the concept of a “just community” where, in the words of the Carnegie Foundation, “The sacredness of each person is honored and...diversity aggressively pursued.” Student Affairs seeks to honor and include all students.

The reference to “discipline” suggests the necessary aspect of a social contract that enables people in any community to live and interact effectively with one another. At Willamette, the University’s Standards of Conduct and related policies comprise such an agreement for there to be a “disciplined community.”

The University’s motto, “Non Nobis Solum Nati Sumas — Not Unto Ourselves Alone Are We Born,” epitomizes the ethos of caring that has been at the core of the University’s character since its founding.

And finally, the Willamette community is “celebrative.” From the pageantry of Opening Convocation, where faculty enter in full academic regalia, to the pomp and circumstance of graduation, Willamette seeks to celebrate the life of the mind and encourage a community of learners.

At Willamette the campus has traditionally embraced — and continues to uphold — these six principles of community. The Student Affairs Division seeks to aid and abet this compact for community in an intentional and developmental way.

ATHLETICS

The athletic program at Willamette University has been an important part of the institution’s total program for over one hundred years. The program is built on quality coaching, state of the art facilities, and a long-standing affiliation with 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 and foremost to support the academic mission of the University, which emphasizes mutual respect for all persons, acceptance and celebration of diversity, active participation in a learning environment, a commitment to service and community, and an acknowledgment of the ethical and spiritual dimensions of education.

Willamette's athletic emphasis is based upon the value of participation for student-athletes of both genders. Furthermore, it is the goal of the University that individuals and teams be challenged with the same intensity and purpose they encounter in the classroom, including opportunities for developing leadership, dealing with adversity, working within a team concept, making a commitment, and acquiring time management skills. Willamette believes strongly in providing each student with quality programs and opportunities for personal growth within the parameters of NCAA Division III competition.

Integrating the mandates established by Willamette University, the Northwest Conference of Independent Colleges (NCIC) and the NCAA, the Department of Athletics recognizes a dual commitment to serve both student-athletes and the University. Based upon the above philosophy, the Department is guided by the following objectives.

To employ coaches and other staff members who are capable of performing as professionals in an educational community where high standards of integrity and ethical behavior, as well as sportsmanship, are expected of its members. All employees of the department must strive to learn and follow all of the rules of NCAA Division III and the NCIC.

- To recruit student-athletes who are academically prepared for Willamette University.
- To recruit and retain a diverse group of student-athletes.
- To provide equal opportunities for men and women by developing and maintaining programs which enable student-athletes to achieve their maximum potential.
- To ensure all benefits, opportunities, and treatment afforded student-athletes of each gender are equivalent.
- To operate its athletic program in a manner that enhances the student-athletes' educational opportunities.
- To conduct its sports program at the highest level of intercollegiate athletic competition and seek to affiliate with institutions demonstrating a similar commitment to academic excellence and institutional integrity.

- To promote character development in student-athletes, including cooperation, teamwork, responsibility, and group loyalty.
- To educate student-athletes in good sportsmanship, competition, and winning.
- To maintain the best possible facilities in order to enhance fitness, to develop skill, and to provide a safe environment.

CAMPUS SAFETY

The University seeks to provide a safe and secure environment for members of the campus community. To achieve this objective, campus safety officers, residence hall staff, and other administrators are trained and available to assist members of the campus community. Campus Safety officers are on duty 24 hours a day to provide escorts, admission to classrooms and laboratories, and other safety and security services. Willamette University is an open campus, however, and not completely removed from the activity of the medium-sized city in which it is located. Students are urged to be cognizant of their own safety and security while on and off campus. In compliance with the Student Right-to-Know and Campus Security Act of 1990 and The Sexual Assault Victim's Bill of Rights of 1992, an annual *Report to the Willamette University Campus* is published and distributed campus-wide each year. This report includes both campus crime statistics and campus security policies and is available upon request from the Office of the Vice President for Student Affairs.

CAREER SERVICES

The Career Services Office assists students and alumni individually and collectively with career and life planning and works closely with faculty advisors when appropriate. Regularly scheduled workshops and programs are offered throughout the school year covering such issues as resumé writing, job search strategies, interviewing skills, choosing a major, and applying to graduate schools. Every two weeks the Center publishes *Opportunity Knocks*, a newsletter of current job listings advertised in regional newspapers, and distributes it free to all seniors.

The Career Resource Center (CRC) contains materials on careers, graduate/professional school programs, employers, internships, opportunities abroad, and job search advice. Part-time jobs, summer jobs, internships, and full-time opportunities are posted in the CRC regularly. SIGI+, a computerized career assistance tool, is housed in the CRC and is used regularly by students and alumni to help identify career plans and options.

Willamette University is a founding member of the Oregon Liberal Arts Placement Consortium (OLAPC), and the Oregon Graduate School Fair (OGSF). The former is a cooperative 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. Over 100 employers have participated in each of the past several years. The Oregon Graduate School Fair is held in the fall; invitations are extended throughout the country to top-ranking graduate programs. In 1996, at the first OGSF event, over 80 graduate schools and programs were represented. This fair will continue to grow in future years, allowing first-hand visiting opportunities for Willamette students and alumni.

Career Services works cooperatively with the Alumni Office and the Alumni Board to present annual programs such as "Mentor Day" and "Network for Success: Alumni Careers In" It also carries a regularly updated listing of alumni who form the Career Network, a service through which students and alumni can seek information and advice from one another.

The Master of Arts in Teaching (MAT) program's teacher placement function is an integral part of Career Services. All placement files, resumés, cover letters, and career advising and school recruiting visits are now handled by the Education Placement Specialist. The *MATline*, comprised 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 16,000 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 involving more than 200 students at a minimum of one hour each per week.

4. **The Service-Learning Integration Project** creates a stronger link between academics and service by assisting faculty in developing a curriculum which addresses real-world issues through service-learning pertaining to their disciplines.

5. **Exploration of Social Issues** gives students the opportunity to examine their community service, through newsletters, articles in other publications, forums, speakers, etc.

COUNSELING SERVICES

The Counseling Center staff offers psychological counseling to assist individual students, couples, and small groups to deal with personal crises, social and academic transitions, family relations, alcohol and other drug problems, and any issue of concern to the individual.

If problems are of a long-term nature or require medication, the staff of the Counseling Center will work with the individual to assess his/her needs and assist in locating the most appropriate available resources.

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.

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 Student Activities.

HEALTH CENTER

The University Health Center delivers health services for illnesses, minor injuries, and preventive care. In addition, the Health Center seeks to assist students, by patient education, to maintain good health and to learn to seek and utilize appropriate health care services at Willamette and in the community. Students with special health care needs should contact the Health Center early in the semester so that staff can assist in developing a plan of care.

Other services include medical care for men's and women's reproductive health, a self-help center with non-prescription medications and information, and assistance with referral to medical specialists in the Salem community.

Following requirements of the State of Oregon Health Division, all incoming students must show evidence of recent immunization for measles and tetanus. The Health History forms in the admission packet provide a way to verify compliance. These two requirements are for the health and safety of the entire University community.

Insurance

The University offers a Student Health Insurance Plan for medical service coverage including mental health. This is a \$10,000 maximum policy and is intended as a secondary insurance, meaning that other coverage must be utilized first, when available. Additionally, if you are covered by a Health Maintenance Organization (HMO) or a Preferred Provider Organization (PPO), you should check with them regarding out-of-area coverage and ascertain if you will be covered by them while at Willamette. Students should enroll in the Student Health Insurance Plan if they have no other health care coverage, as the Health Center is not able or intended to cover all medical needs students may have. Charges through the Health Center are also covered with this policy.

INTERNATIONAL STUDENT AND FACULTY SERVICES

This Office provides support services, advising, programming, and federal regulation information and advising for international students and faculty at Willamette. Additionally, it provides regulatory advising for students at the adjacent Tokyo International University of America. Advice on immigration issues, tutorial assistance, personal and cultural advising and programming are all coordinated through this office, as is the advising for the Willamette International Student Association (WISA). WISA activities include undergraduate international and U.S. students, students from Tokyo International University of America, and students from the College of Law, the School of Education, and the Atkinson Graduate School of Management. This office also acts as a resource for U.S. students who are interested in international matters, meeting with international students, and working collaboratively on international events. Major annual programs include a fall international dinner and a spring international festival. Other activities occur on a smaller scale throughout the year.

INTRAMURALS AND SPORTS CLUBS

An active program of intramurals and sports clubs is offered to provide opportunities for physical fitness, competitive game activity, and access to sports facilities and programs. Intramurals are available to men and women representing on-campus living units, graduate schools, faculty and staff, and Tokyo International University of America. Sports clubs are offered in women's and men's rugby, men's volleyball, ultimate frisbee and men's lacrosse. Intramural competitions held in 1996-97 included flag football, volleyball, golf, cross country, bowling, softball, basketball, chess, racquetball and soccer.

MULTICULTURAL STUDENT AFFAIRS

The Office of Multicultural Affairs (OMA) promotes multiculturalism throughout the campus community, delivering a variety of educational programs and services. The OMA provides specific assistance and consultation related to the academic and personal success of students; addresses multicultural and diversity issues and concerns of individuals and groups; and supports the ongoing development of multicultural student organizations. Specific organizations supported by this office include: Asian Society in Action; Black Law Student Association; Black Student Organization; Hawaii Club; Lesbian, Gay and Bisexual Alliance; Multicultural Law Student Association; Native American Student Alliance; Non-traditional Student Association; and Unidos Por Fin.

RELIGIOUS LIFE

True to its heritage as a United Methodist-related university, Willamette affirms the significance of religion in personal and social life, while at the same time rejecting narrow sectarianism. Consequently, it offers a variety of voluntary opportunities for growth in religious understanding, commitment, and action. The Office of the Chaplain organizes worship, speakers, forums, and discussion groups. It is also the University liaison with the various denominational and para-church groups on campus, among which are Intervarsity Christian Fellowship, Campus Ambassadors, Rejoice!, International Students Incorporated, Fellowship of Christian Athletes, Newman Club (Roman Catholic), Jewish Student Union, the Latter Day Saints Student Association, the Christian Science Organization, and the Christian Legal Society. Depending on enrollment and interest, other groups (e.g., Muslims and Buddhists) receive organizational support from the Office. The Chaplain also provides counseling for students making vocational decisions (particularly those interested in the ministry and other helping and social change professions), for couples preparing for marriage, and for those wrestling with religious issues.

RESIDENCE LIFE

Residence Life believes individual students achieve more complete and thorough progress toward the fulfillment of their potential through on-campus living than is accomplished without the benefit of this experience.

An in-residence staff of area coordinators and resident assistants facilitates activities within each residence and assumes many of the management responsibilities. Campus residences are designed to provide comfortable living accommodations for both undergraduate and graduate students. Since students' living environments offer a unique backdrop for a variety of out-of-classroom learning opportunities, many athletic, cultural, social, and educational programs are planned throughout the year.

Residence Life staff members design and promote campus-wide and community-specific programming using a wellness model encompassing the physical, social, emotional, spiritual, occupational, and intellectual wellness of each student.

Willamette offers 11 independent coed residence halls, five national fraternities, three national sororities, and two apartment buildings (for juniors, seniors and graduate students) on campus. Each residence features comfortable lounges and recreational facilities.

Willamette students in every residence have the opportunity of sharing rooms with the Japanese students who are part of a cultural exchange that brings a new class of visiting Tokyo International University of America students to the University each year. These international living arrangements are a distinctive part of Willamette University life, and they have become the basis of many deep and lasting international friendships.

Willamette's five theme residences also offer communities for students interested in community outreach, foreign language and international cultures, the celebration and preservation of the earth, wellness, a substance-free living community, and intensive study.

Willamette University's Residency Requirement states that all freshmen and sophomores are required to live in residence halls unless they are married, over 21, or living with parent(s). New students are assigned residence accommodations (after returning students) in priority order based on the date their Advance Deposits are received.

STUDENT ACTIVITIES AND UNIVERSITY CENTER

The Office of Student Activities and University Center plays a critical role in the liberal arts mission of the University by providing practical experiences to supplement what occurs in the classroom. Opportunities are offered for students to be decision-makers, leaders, and educators through active participation in the design, implementation, and evaluation of programs and services.

The Office works in cooperation with students, faculty, and staff on development of the following University programs: Opening Days, Parents and Family Weekend, celebrated speakers and performers, College Bowl, Honors and Awards Program, Understanding Gender Perspectives, coffeehouses, Greek programs, intramural activities, and outdoor programs. Student organization formation, university recognition, and program advising are also coordinated through the Student Activities Office.

Students interested in leadership positions or skill development are encouraged to visit the Student Activities Office to discuss opportunities.

The George Putnam 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, study rooms, 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.

THE ASSOCIATED STUDENTS OF WILLAMETTE UNIVERSITY

All undergraduate students taking more than 1.5 credits automatically hold membership in the ASWU. Committees of student government include the Activities Board, Elections Board, Finance Board, Publications Board, and Collegian Board.

Students in the College of Liberal Arts are eligible to hold ASWU office if they are in good academic and disciplinary standing and registered as regular students of the University. Students on academic or disciplinary probation may not hold an office or represent the University in any public manner. The required standard of work and conduct must be continued throughout the tenure of office or participation in a non-academic program.

Student Organizations

Willamette students have the opportunity to participate in many student clubs and organizations, ranging from multicultural clubs, student chapters of professional societies, and the Associated Students of Willamette University, to religious organizations, academic honoraries, and special interest groups. A complete listing of student organizations is provided annually in the *Student Handbook* which is distributed to all new undergraduates.

STANDARDS OF CONDUCT

To enable Willamette University to fulfill its purpose, it is the common responsibility of all persons associated with the University — students, faculty, administrators, alumni, and trustees — to endeavor to maintain and improve a

campus climate that generates enthusiasm for learning and respect for human dignity, to represent the University in the broader social community in a manner consistent with the principles and purposes of the University, and to respect University standards in the governance of their conduct. Standards of Conduct are applicable to all members of the University community including visitors and guests, and are designed to promote individual and group governance with dignity, decency, and maturity. In particular, such standards are directed toward social and living relationships pertinent to the University as a residential community. It is assumed that each individual recognizes his/her responsibility to the University community and that ultimately he/she can be held accountable by other members of the community for failure to assume those responsibilities.

Standards of Conduct and related rules having university-wide application are formulated by the joint action of students and faculty members in the University Student Affairs Committee. They are given authorization with the approval of the president of the University acting on behalf of the board of trustees. Standards of Conduct represent the best consensus that has been achieved through the active participation of the various constituent parts of the University community. As such, these are community expectations and neither legal prescriptions nor moral absolutes. Measures taken in regard to those who do not conform to these standards are not punishment for actions committed, but are sanctions for failure to fulfill responsibility.

The policies governing student conduct, judicial and appeal procedures, possible penalties for violations of the Standards of Conduct, and grievance procedures are included in the *Selected Policies Manual for Willamette University*. The *Manual* is distributed to new students at the beginning of each academic year to provide all members of the campus community with information governing campus conduct and judicial procedures.

ALUMNI ASSOCIATION

Students who have attended Willamette University for two years are considered members of the Alumni Association. Any person who has attended for less than two years is also welcome to participate in all the benefits of the Association.

The existence of the Association is a recognition on the part of the University and alumni that (1) interest in education does not end when a student leaves the campus; (2) the campus has played a significant role in the lives of those who have studied and lived there; (3) there are many benefits to alumni who participate in Alumni Association programs; and (4) the institution will derive important benefit from the continued interest of its former students.

Alumni throughout the country assist the Office of Admission by serving as liaisons between the University and high school students, counselors, and parents. A network of alumni also helps undergraduates in exploring careers and investigating job opportunities after graduation.

The association's activities and programs include, but are not limited to, the following: annual Alumni Citation 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 comprised of the officers, 21 directors, two members of the University faculty, and two current students. Three alumni serve on the University board of trustees as representatives of the association, and numerous other alumni are members of the board of trustees.

ADMISSION

Admission to Willamette University is selective. Each year 400 freshmen and 75 transfer students are enrolled for the fall semester from a group of approximately 2,000 applicants. As a selective institution, Willamette University does not operate on a rolling admission basis. Willamette reviews all applications as a group, selecting those students who show the greatest likelihood of benefiting from and contributing to the academic and extracurricular opportunities of the campus community.

Each application is reviewed for its individual merits, with consideration for diversity, as well as a balance of academic and personal strengths. A student body demonstrating high intellectual achievement, interesting personal qualities, social awareness and ethnic, religious, socioeconomic and geographic diversity is sought.

In keeping with Willamette's academic nature, academic transcripts receive the greatest consideration in the admission decision. Preference for freshman admission is given applicants who have completed a minimum of four years of college preparatory English, and three years each of foreign language, laboratory science, social studies or history, and mathematics. It is expected that students' work in academic subjects will include honors, Advanced Placement and accelerated courses where available in the secondary school curriculum.

The record of a transfer applicant is reviewed in much the same way as that of freshman applicants, except it is the college record which is given greatest emphasis.

Other factors such as creativity, leadership, work experience, significant travel, and exceptional talent in a particular field are also weighed in the admission decisions.

Although a personal interview is not required for admission, it is strongly encouraged.

Following are some important points regarding admission:

1. For maximum consideration for admission and financial aid, applications for admission should be filed by February 1 (freshman Early Decision applicants should have everything completed by November 1).

2. Admission decisions are mailed beginning approximately April 1 (Early Decision candidates will be notified beginning January 1).

3. Freshman applicants should take either the SAT I or ACT in the junior year or early in the senior year and arrange to have the scores sent to Willamette.

4. Late applications are considered on a space available basis.

5. Both freshman and transfer applications are also accepted for the spring semester which commences in January. Candidates for the spring semester should submit all application materials by November 1 and will be notified of the decision of the Committee on Admission by December 15.

6. Applications for Admission are provided in the Viewbook which is mailed to all prospective students beginning in September of each year. (See section on Alternative Application Forms/Formats).

7. All documents for admission to the University are permanently filed and cannot be returned to the student.

PROCEDURES

To apply for admission to freshman standing, the applicant must submit:

1. An Application for Admission and the Application Supplement accompanied by a \$35 non-refundable fee.

2. An official secondary school transcript showing grades from the freshman year through the first trimester or semester of the senior year.

3. The School Report Form (provided with the Application for Admission) completed by the secondary school guidance counselor or a teacher of an academic subject.

4. Standardized test results from the Scholastic Assessment Test (SAT I) or the American College Test (ACT).

To apply for admission as a transfer student, the applicant must submit:

1. An Application for Admission and the Application Supplement accompanied by a \$35 non-refundable fee.

2. Official transcript(s) of all previous college work.

3. An official secondary school transcript.

4. A Transfer Reference Form completed by an advisor or professor from the college the student currently attends (or most recently attended). If the majority of coursework was completed at a different institution than the one currently attended, a professor/advisor from the former institution should complete this form. If the applicant has been out of school for five years or more, please consult with the Office of Admission to determine an appropriate source of recommendation.

The names of all colleges previously attended must be listed on the application. Failure to do so constitutes cause for cancellation of the student's registration at Willamette. Transfer students must have demonstrated a strong record of academic achievement and be free from both academic and disciplinary action to be considered for admission.

In most cases, courses taken at accredited colleges will receive full credit if they are comparable to courses offered at Willamette. Courses with grades below a "C" will not receive credit. Six quarter hours or four semester hours of transfer credit equal one Willamette credit.

Although students admitted with an Associate of Arts degree from an accredited Oregon community college will be automatically granted 15 Willamette credits (junior standing) upon entrance, satisfaction of specific general requirements and major requirements will be determined on the basis of a course-by-course evaluation of the transcript(s).

Once a student has accumulated a total of 15 Willamette credits (60 semester or 90 quarter hours), including any transfer work, no further credit from a two-year college will be accepted toward the degree, although such courses do remain part of the official record.

EARLY DECISION

The Early Decision 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 wish to enroll at Willamette University. Well-prepared students who have made a critical appraisal of the colleges in which they are interested and decided Willamette is their first choice may apply for admission under the Early Decision Plan.

Willamette's Early Decision Plan is what is commonly referred to as a "first choice" plan. This means that Early Decision applicants to Willamette may file back-up applications to other colleges. However, if a student is admitted to Willamette under the Early Decision plan, the student is required to withdraw other applications and submit the non-refundable Advance Deposit to Willamette. If it is determined that the student has submitted an Early Decision application to more than one college, or that the student has failed to withdraw other Regular Decision applications appropriately, Willamette may cancel the

student's Early Decision application and withdraw that student from consideration for admission.

For those students prepared to make the commitment of an Early Decision application to Willamette, there are two distinct advantages. First, these students will be notified about both admission and scholarship decisions earlier. Second, Early Decision applicants, in paying their Advance Deposits earlier, have priority registration and housing assignments.

Early Decision 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 February 1. 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. All merit scholarship selections for Early Decision applicants will also be made earlier and announced in the letters of admission.

Early Decision candidates submit the same credentials as students seeking Regular Admission, except their transcripts need only include grades from the freshman through junior years. Early Decision admission is reserved for candidates with records of achievement and aptitude which are above average compared to the university's overall applicant group. Students not admitted on the Early Decision Program are asked to add senior year fall grades to their files and are then reconsidered as Regular Admission candidates.

ALTERNATIVE APPLICATION FORMS

While most applicants will use the application forms provided in the Willamette Viewbook, Willamette also participates in the Common Application program and encourages the use of this form which is available from secondary school counseling offices or upon request from the Willamette University Office of Admission. Approximately one-third of each year's applicants apply using the Common Application, and it is evaluated exactly as the University's own form.

HONORS AT ENTRANCE

Some entering freshmen with distinctive backgrounds are awarded Honors at Entrance by Willamette University. Criteria used in selecting students to be so honored include scholarship, extracurricular achievements, citizenship, and other indications of potential for outstanding contributions in college. Only those whose course selection, grades, and test scores place them in the top 15 percent of the entering class will be considered for this recognition.

ADVANCED PLACEMENT

Willamette University encourages student participation in the Advanced Placement Program sponsored by the College Board. All AP scores of “4” and “5” will be granted a minimum of one credit (4 semester hours). For a current listing of Advanced Placement course equivalencies contact the Registrar’s Office.

INTERNATIONAL BACCALAUREATE

The University also encourages participation in the International Baccalaureate Program as offered in many schools overseas and, increasingly, in the U.S. Willamette University will grant one credit (one credit = four semester hours) of lower division credit for each Higher Level examination passed with a score of 5, 6 or 7. Willamette will also grant one credit of elective lower division credit for the Theory of Knowledge if a student has received the IB diploma. A maximum of six credits may be granted. IB credit may be applied to major and minor programs with the approval of the academic departments concerned. Students can, therefore, earn nearly one year of university credit for IB work.

HOME SCHOOLED STUDENTS

Willamette welcomes applications from students who have been home schooled. In order to assess the home schooled applicant’s preparation and readiness for a rigorous academic program, additional descriptive information regarding the program of study, texts used, frequency of study, etc. is often requested by the Committee on Admission. In addition, home schooled students should arrange for an interview with a member of the Committee on Admission in advance of the application deadline.

EARLY ADMISSION

Some outstanding students may be admitted to the University prior to graduation from high school, providing the Committee on Admission believes they will benefit from early college enrollment. Early Admission candidates must have the full endorsement of their secondary school before their applications will be considered.

SPECIAL AND PART-TIME STUDENTS

Students may apply to the University on non-degree and/or part-time bases. Application procedures vary with individual circumstances for these special students, who are requested to contact the Office of Admission for the appropriate forms.

GENERAL EDUCATION DIPLOMA (GED)

Willamette University recognizes the G.E.D. as the equivalent of a standard high school diploma for purposes of admission, providing a student has received

an average score of 60 or higher and no individual score lower than 55. Students applying as freshmen with G.E.D. results must also submit results from either the SAT I or the ACT.

TUIITION 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.

1997-98 EXPENSES

Tuition	\$20,200
Student Body Fees	\$90
Room and Board *	\$5,280
Books (estimated)	\$400
Personal Expenses (estimated average)	\$800
Total	\$26,770
Health Insurance** (optional)	\$ 220

*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 non-refundable fee charged to cover the cost of processing and evaluating the Application for Admission. Submitted with the application.

Advance Deposit \$ 200

A non-refundable deposit submitted by admitted students and due by the May 1 National Candidate Reply Date. This ensures an entering student's position in the class and on housing and registration lists. This deposit is credited toward the student's first semester bill.

ROOM AND BOARD CHARGES

The on-campus board program has been designed with flexibility to meet the unique needs of each student. The board program has two parts. Part I consists of "all you can eat" Board Plan dinners Sunday through Friday and

brunch on Saturday. Part II is a Board Plan Credit (BPC) program which offers four different BPC amount options. BPC meals are breakfast and lunch Monday through Friday, dinner Saturday and brunch Sunday. Food at these meals is offered on an "a la carte" basis.

Meals are served throughout the school year in three locations: Goudy Commons; Kaneko Hall; and the Bearcat Cavern in the University Center (M-F, breakfast and lunch only). No meal service is provided during Thanksgiving break and winter and spring vacations.

The room and board fees include four different meal plan choices. Costs for 1997-98 are as follows:

Multiple occupancy room and Plan A (\$300 of BPC credit per semester):
cost \$5,180

Multiple occupancy room and Plan B (\$360 of BPC credit per semester):
cost \$5,280

Multiple occupancy room and Plan C (\$450 of BPC credit per semester):
cost \$5,380

Multiple occupancy room and Plan D (\$570 of BPC credit per semester):
cost \$5,480

Single occupancy rooms are an additional \$700 per year.

Willamette University's Residency Requirement states that all freshmen and sophomores are required to live in residence halls unless they are married, over 21, or living with parent(s). Freshmen and sophomores who meet these criteria and who plan to live off campus need to provide supporting documentation to the Office of Residence Life *before* making arrangements to live off campus.

All students contract for rooms for the full academic year. Room and board charges are payable by the semester in advance. No refund is allowed for meals missed. If a student withdraws from the University, the student is responsible for room and meals through the date of withdrawal.

PAYMENT

Tuition and charges for room and meals are payable in full by the start of each semester and are paid to the Business Office. If a student fails to complete fee payment through the Business Office by 4 p.m. of the day designated to pay fees each semester, a late fee of \$25 will be charged.

The University also makes available deferred payment agreements through an off-campus agency that allows for a payment plan over a 10-month period. The University considers the off-campus agency plan to be an inexpensive, effective way for families to spread their payments over a longer period of time. Please contact the student accounts office (503-370-6120) for more information about deferred payments.

A student who fails to make deferred payments promptly may be barred from class attendance and will be assessed the \$25 late payment fee. Students may not take examinations, receive grades, or be given a transcript of credits until all University accounts have been paid in full. Also, a one percent per month finance charge will be assessed on tuition account balances that do not have an approved deferred payment plan established.

FINANCING OPTIONS

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

The 10-Month Payment Plan

This plan offers parents a program through which educational expenses for the year can be spread out over 10 monthly payments. The 10-month payment option is administered by American Tuition Plans, and has a \$50 application fee (participation is on an annual basis). Under this plan you estimate the amount of "net expenses" for the year and submit an application to ATP. Payments begin July 1 and end April 1.

Option 4

Option 4 is an affordable, installment-type private education loan offering competitive rates and flexible repayment terms. You may borrow up to \$15,000 annually. Approval is based on creditworthiness. Families may take up to 15 years to repay and there are no prepayment penalties.

WITHDRAWALS

Students are admitted to Willamette with the understanding they will remain until the end of the semester unless unforeseen circumstances necessitate their withdrawal or unless they are dismissed or suspended.

If a student decides to withdraw fully from the University, or from individual courses which causes the student to fall from full-time to part-time status, the following refunds of tuition will be allowed:

Within the First Week	90%
During Weeks Two through Four	50%
During Weeks Five through Eight	25%
After Eight Weeks	0

Students withdrawing during their first semester at Willamette will be refunded tuition in compliance with Federal Regulations, Section 584B. Student body fees will be refunded based on the tuition refund percentage. Health

insurance will not be refunded and financial aid will be prorated according to regulatory guidelines.

In the case of withdrawal from Willamette, students are responsible for room and meals through the date of withdrawal or departure (whichever is later) on a prorated basis of 105 days per semester.

A medical withdrawal may be requested when a student has a documented medical or psychological condition preventing completion of the semester, or requiring a reduction of the course load. The Registrar's Office has detailed information regarding medical withdrawal requests.

All refunds of tuition are effective from the last day of class attendance.

A student who is suspended or expelled from the University is responsible for room and meals through the date of departure and forfeits all tuition and fees and academic credit for the semester.

FINANCIAL AID

Affordability is a large consideration when selecting a college. However, a high quality education and opportunities for personal growth such as Willamette offers are equally important considerations. As the primary beneficiary of the investment in a college education, the student, and, by extension, the student's family, is expected to assume primary responsibility for financing educational expenses. Of course, many families cannot afford the entire cost of college. Financial aid, therefore, is designed to assist in bridging the gap between what the student can afford and what it will cost to attend Willamette. Although most financial aid is administered on the basis of financial need, there are also several generous merit programs available where need is not a consideration.

DETERMINING FINANCIAL NEED

Willamette University uses data collected from the Free Application for Federal Student Aid (FAFSA) and the Financial Aid PROFILE of the College Scholarship Service (CSS) to calculate the expected family contribution for each financial aid applicant and determine eligibility for both government and university aid funds. Both parent and student contributions are determined using federal formulas and University policies. The combination of parent and student contributions results in the Expected Family Contribution (EFC). The EFC is compared to the total annual costs at Willamette University, which include tuition, fees, room, board, and estimated amounts for books, personal, and travel expenses. For those students with an EFC less than Willamette's costs,

financial need exists. If the EFC exceeds the student's annual educational expenses, the student is ineligible for need-based assistance.

The need analysis formula considers parental income and assets, as well as such factors as size of the family, age of the parent(s), and the number of children attending college. Also considered are necessary family expenditures such as taxes and standard cost of living. The formula does not consider discretionary expenses, e.g., consumer indebtedness, in its calculation of parental contribution. In addition to the parent contribution, students are expected to contribute toward their college expenses from current income, savings, and any other personal resources such as trust funds. Students are expected to contribute a higher percentage of their personal assets than are parents, as the students are the ones who will benefit most directly from the education.

APPLICATION PROCEDURES

- 1. Apply for admission.** No student will be awarded financial aid prior to being admitted to the University. Entering students who have submitted all admission and financial aid materials by February 1 will be given maximum consideration for financial aid.
- 2. Complete the CSS Financial Aid PROFILE.** Completing the PROFILE is a two-step process. Applicants must first register for the PROFILE service and then submit the customized PROFILE packet. Entering students can obtain the PROFILE registration worksheet from high school guidance counselors, college financial aid offices, or from the Offices of Admission or Financial Aid at Willamette University. Entering students are required to file the PROFILE to be considered for need-based assistance; the PROFILE is not required for enrolled students who wish to renew their financial aid award.
- 3. File the FAFSA.** Applicants for need-based aid must file the FAFSA (Free Application for Federal Student Aid). The FAFSA should be submitted to the Federal Student Aid Processors as soon after the first of January as possible, but no later than February 1 for entering students, and no later than March 1 for returning students. Applicants who file their FAFSAs after these dates will be awarded financial aid on a first-come, first-served basis.

NEED-BASED FINANCIAL AID AWARDS

The majority of University grants and scholarships are awarded to students with demonstrated need. Although need is an eligibility factor, these scholarships and grants are awarded primarily in recognition of academic achievement and leadership, based on the information students provide in their Applications for Admission. The FAFSA and the PROFILE are the only applications required to be considered for these awards.

Financial aid awards for entering students who have submitted all application and financial aid materials by published deadlines will be sent within one week of the letters of admission. Early Decision awards, therefore, will be mailed

by the middle of January and awards for Regular Decision applicants will be mailed by April 15. Renewal awards for returning students will be mailed beginning June 1.

In recent years, Willamette has had more eligible students than could be fully funded. When this occurs, some students are placed on a Financial Aid Waitlist and not notified of their financial aid status until after the National Candidate Reply Date of May 1. Others are offered a financial aid award which includes a "gap," i.e., funds which do not equal the student's calculated need.

Financial aid is generally awarded as a "package." That is, the student will receive both "cash" (grants and scholarships) and "self-help" (campus employment and student loans). Grants and scholarships do not have to be repaid. Campus employment consists of a part-time job for which students are paid monthly based on the hours worked. Student loans, of course, must be repaid.

To accept a financial aid award, a student must return a signed copy of the Notice of Award by the date indicated on the Notice. Entering students must also submit the \$200 Advance Deposit. An award is not considered accepted unless the student has also confirmed his/her attendance with the non-refundable Advance Deposit. Early Decision candidates must submit these items within two weeks of their notification of the admission and financial aid decisions. Regular 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.

Merit selections are announced in the letters of admission. Confirmation of the award, including actual scholarship amounts and criteria for renewal, are sent separately in the Notice of Award from the Office of Financial Aid. In order to recognize as many outstanding students as possible, applicants will be selected

for only one Willamette academic scholarship. Students may receive both an academic award and a talent scholarship.

RENEWAL

In order to receive financial assistance (including institutional grants and scholarships) each academic year, a student must submit the Free Application for Federal Student Aid (FAFSA) by March 1 each year. Students who file their renewal FAFSAs late risk being placed on a waitlist for financial aid and possibly losing some or all of their university grant or scholarship funds.

For students entering Willamette as freshmen, need-based Willamette University grants and scholarships are available for four years as long as the student maintains full-time student status (minimum 3 credits each semester) and makes satisfactory academic progress as determined by the Academic Status Committee of the University. All academic merit scholarships have specific renewal criteria which are outlined in the initial written confirmation of the award sent to the student. Generally, the amount of a student's grant/scholarship will remain the same for the student's four years of eligibility; however, there are a limited number of endowed and restricted scholarships available to juniors and seniors based upon faculty recommendation and/or student application.

For students transferring to Willamette from another institution, the Office of Financial Aid will notify the student of the number of semesters of aid eligibility available once the Office of the Registrar has evaluated the credits which will transfer to Willamette.

Students placed on academic probation by the Academic Status Committee are ineligible for financial aid. Appeals to this policy will be reviewed by the Director of Financial Aid.

Federal and State awards are contingent upon the availability of governmental funding. Willamette University does not guarantee replacement of reduced governmental aid.

SOURCES OF FINANCIAL AID

From Federal Funds:

Eligibility for the following sources of financial aid is determined by a standardized analysis of the information submitted on the FAFSA.

Pell Grant

Pell Grants are awarded to students with the lowest Expected Family Contributions (EFC).

Supplemental Educational Opportunity Grant (SEOG)

This grant is awarded to students with exceptional financial need — that is, students with the lowest Expected Family Contributions who also receive Federal Pell Grants.

Federal Work-Study (FWS)

Students with financial need generally work an average of 10 hours per week and earn approximately \$1,500 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 5 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, but will never exceed 8.25 percent.

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.teleport.com/~osscc>.

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 renewable with a 3.2 cumulative g.p.a. from 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 renewable with a 3.2 cumulative g.p.a. from Willamette.

Willamette University Scholarships for National Merit, National Hispanic and National Achievement Scholars:

Selection of Semifinalists in these programs is made by the National Merit Scholarship Corporation based on PSAT results from the junior year in high school. Finalist status is determined by a committee of educators selected by the National Merit Scholarship Corporation which reviews additional application credentials submitted by the Semifinalists. NOTE: National Merit Scholars must list Willamette University as their First Choice institution with the National Merit Scholarship Corporation no later than early April. Awards are renewable with a 3.2 cumulative g.p.a. from Willamette.

Willamette University Scholarships for National Merit and National Achievement Commended Scholars:

Commended Scholars are also selected by the National Merit Scholarship Corporation on the basis of junior year PSAT scores. All Commended Students will receive this award unless they are selected for another, larger Willamette University academic scholarship. Awards are renewable with a 3.2 g.p.a. from 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 Brown Ford Scholarships for students from Douglas County schools (including transfers from Umpqua Community College) — this scholarship also includes an opportunity for summer employment in Douglas County; the Ancil Payne Scholarship for students from The Dalles (Oregon) High School; the Mel Goode Scholarship for students from South and West Albany (Oregon) High Schools — for 1998 the award will go to a South Albany student; the Hazel Newhouse Scholarship for students from Gresham (Oregon) High School; the Robert F. Smith Scholarship for students from Harney County (Oregon); the Winterscheid Scholarship for students from the Greater Puget Sound area in Washington; and the Olympic Scholarship for graduates of Clallum or Jefferson County (Washington) high schools.

Music Scholarship Awards:

Any student who intends to participate in a performing ensemble at Willamette, regardless of intended major, may audition for a music award. These scholarships are renewable, based on continued ensemble participation.

Forensics Talent Awards:

Students who have demonstrated outstanding achievement in debate and forensics activities in high school are eligible for consideration. Students must plan to continue their participation in Willamette's forensics program. Awards are renewable. To apply, students must submit a letter of application listing all forensics experiences, years of participation, and all awards, prizes, and recognitions achieved. In addition, students must submit a written recommendation from their forensics coach.

Theatre Talent Awards:

Students must have demonstrated outstanding achievement in theatre activities during high school and must plan significant participation in Willamette's theatre program. Awards are renewable. To apply, students must submit a letter of application describing their interest in Willamette's theatre program and indicate which specialty (acting, directing, or design/technical) is of primary interest. The Department of Theatre also conducts on-campus auditions.

For returning students:

Through the generosity of various groups and friends, Willamette offers a number of scholarships, prizes and awards for achievement in the different fields of college endeavor. These awards recognize scholarship as well as leadership and character, and many provide funding for Willamette's need-based grant programs.

A complete list of prizes, awards, and all endowed scholarships available through Willamette University, follows. Those for which entering students will be considered are marked with an asterisk(*).

Scholarships

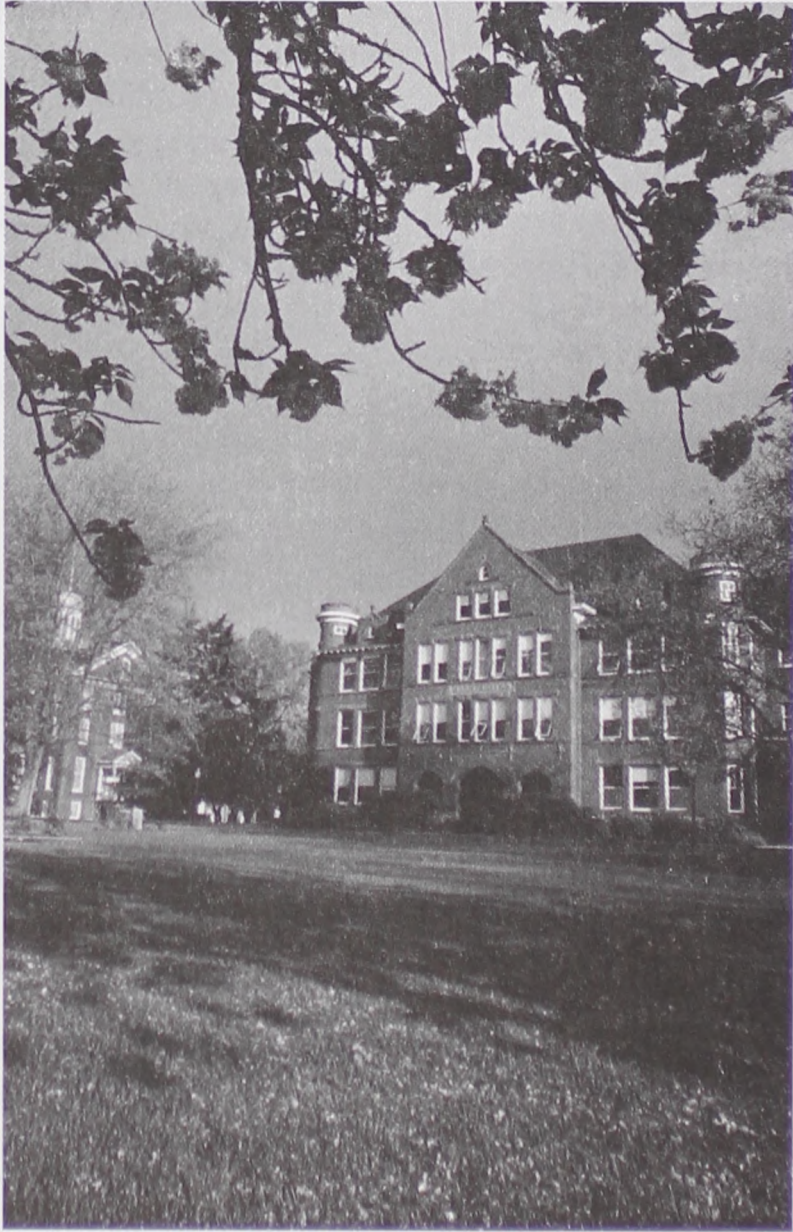
- Marion Bacon Allen
 Ruth Buche Allen (History)
 Charles D. Allis (Economics)
 *Alumni Honors
 Philip C. Armstrong (Biology)
 Vera M. Armstrong
 Myrtle L. Atkinson Foundation
 Edgar F. Averill
 Elizabeth Baker and Lavina Wheeler
 Kenneth Batchelder Memorial
 (Computer Science; Sigma Chi)
 Annie M. Barrett
 Bishop Bruce R. Baxter
 Bruce R. Baxter
 Ruth Bedford
 Howard C. and Mae C. Belton
 Lester J. and Ida May Bennett
 (Ministry or Sociology)
 Walter Blake
 Lelia S. Bortzmeyer
 (Methodist Ministry)
 Andrew G. Bottin
 Charles and Barbara Bowles
 Julius J. and Joanna Brauer
 Violet Burlingham Mu Phi Epsilon
 (Music)
 Ellen J. Chamberlain
 and Julia L. Schultz (Music)
 Claude E. Chandler, M.D. and Martin
 W. Grefnes (Pre-Medicine)
 Ben B. Cheney Foundation
 *Chevron Merit Award
 Class of 1932
 Class of 1933
 Class of 1940
 Class of 1966
 Gilbert J. Clausman (Music)
 Jack R. Clumeck
 Beuford S. Cole
 Mary L. Collins
 William D. and Phina Collins
 (Ministry or Religion Education)
 Edwin and June Cone (Senior)
 Covert Family (Music)
 A. Gale Currey
 Denison
 Mary L. Denton (Piano)
 Max and Susan deSully
 Mary A. and Martin Dietz
 Paul Duell (Chemistry)
 Margaret Klund Earnheart
 Erickson Family
 *Mary Eyre (Salem)
 Allan Ferrin
 *Hallie Brown Ford
 Mabel H. Fraer
 Richard K. Frederick (Music)
 Louis Gates
 Margaret L. Gates (MAT)
 M. Clare Geddes
 *Mel Goode (Albany)
 *Elmer and Grace Goudy
 Grabenhorst Memorial
 John D. Gray (Economics)
 Robert Gregg
 Richard S. Hall (Mathematics)
 Mark O. Hatfield (Politics)
 Timothy C. Hawkins
 Harold Hauk
 Hearst Foundation
 Louise Findley Heint
 Hisey
 Lloyd and Grace Tyler Hockett
 Bernice J. Hoffman (Foreign Study)
 Shannon Hogue (Speech)

- Home
 Alice Hopkins
 Joyce Horn and Elda Branson
 (Music)
 Esther Huffman (Art)
 Norman Huffman (Religion)
 Isaac Hunt
 Elizabeth Hovelburg Jaqua
 Leonard D. Jaqua
 Masie Johnson
 Jesse and Alice Jones
 T.C. Jory (Mathematics)
 Cleve Keas
 Spec Keene
 Richard E. Kerr
 Peter and Bonnie Scott Kremer
 Dr. Sceva Bright and Lillian Goodall
 Laughlin
 M. Evelyn Lawrence
 W.C. and M.E.W. Lawrence
 Marguerite Lawson
 David O. and Julia B. Lear
 Margaret and Dwight Lear
 Charles H. Leavitt
 Robert H. Lillig
 Theodore Loder
 Bill Long
 Howie Long
 Dr. R. Ivan Lovell (History)
 Chester A. Luther (Mathematics)
 Helen Yeomans Luther
 (Foreign Languages)
 Charles E. McCulloch
 Henry F. McLauchlan (Pre-Nursing)
 J.N. McCurdy
 James Newton McCurdy (Ministry)
 Meier and Frank Corporation
 P.F. and Fran Miller
 Ferne and Brooks Moore
 Mary Putnam Mort
 Charles and Valona Moser
 Dan Mosee
 Mulligan Fund
 *National Achievement Finalists
 *National Achievement Commended
 Students
 *National Hispanic Finalists
 *National Merit Commended
 Students
 *National Merit Finalists
 *Hazel Newhouse (Gresham)
 Dr. George Allen Odgers
 *Olympic
 Operation Mid-Point
 Robert H. Pace
 Bob Packwood (Politics)
 Mary Parkinson (Ministry)
 Ancil Payne (The Dalles)
 Morton E. and Jessie G. Peck
 (Biology)
 Harry F. and Z. Irene Pemberton
 Maude Peterson
 Richard P. Petrie (Economics)
 Dorothy Ann Perkins (Music)
 James H. Polhemus
 Russel and Alice Pratt
 Presser Foundation (Music)
 Robert Purbrick (Physics)
 Ralph Purvine (Pre-med)
 Katie Redmond Memorial
 Reynolds Trust Fund of The United
 Methodist Church
 Ernest C. and Myrta A. Richards
 Bernice Rise (English)
 Nellie Lavina Roberts
 Leta O. Roehl (German)
 Howard and Mary Runkel
 Wilson Henry Scott
 Sigma Tau Memorial
 Edmund Arthur and Helen Cavitt
 Smith (Politics)
 *G. Herbert Smith Presidential
 Marie C. Smith
 William B. Smullin
 Sorority Scholarship

Lestle J. Sparks
 Bruce Spaulding
 Martha Springer
 H. Stancliff
 Edward O. Jr. and Dorothy Alexander
 Stadter
 M. Emma Stannus (Music)
 Charles Leonard Starr
 Dr. Laban A. Steeves
 Sarah Hunt Steeves
 G & D Summers
 Irene Gerlinger Swindells (Music)
 Muriel Steeves Tate
 Ernst and Selma Thoman
 Michal Ann Thomas
 Vernon Victor and Augusta M.
 Thompson (Biology)
 Clorinda Topping (Music)
 Town and Gown (Music)
 Max D. and Rose E. Tucker
 The United Methodist Church
 Alma Rhorer Vinson
 Florian Von Eschen (Chemistry)
 Glen C. Wade (Music)
 Helena Willett Wallace (Music)
 Nancy Black Wallace (Music)
 *Taul Watanabe
 (Japanese-American descent)
 E. Jerry Whipple
 Whipple Family
 Loren & Muriel Winterscheid
 WU Half Century
 Dr. Robert and Pauline Wulf
 Yocom International Study
 William Wallace Youngson

Prizes and Awards

Joseph H. Albert
 Paul H. Doney (Rhetoric & Media
 Studies/Forensics)
 Chester F. Luther
 (Mathematics Senior)
 Frederick L. Rose
 Dona Adams Rothwell
 Sidney Schlesinger (Politics)
 T.E.D. Shay (Economics)
 Rex A. Turner
 Colonel Percy Willis



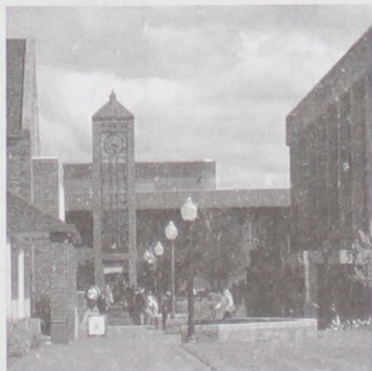
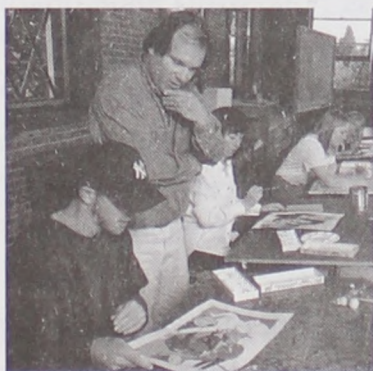
SECTION IV

Faculty and Administration

Calendar

Campus Map

Index



FACULTY AND ADMINISTRATION

Note: Faculty members joined Willamette University during the year following their names; they assumed the current position in the year at the end of the entry.

ACTIVE FULL-TIME FACULTY

Robert M. Ackerman, 1996, B.A., Colgate University; J.D., Harvard University. Professor of Law and Dean of the College of Law, 1996.

K. S. Ainsworth, 1995, B.A., California State University, Fullerton; Ph.D., Duke University. Associate Professor of History and Director of Off-Campus Studies, 1995.

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

Karen B. Arabas, 1996, B.A., Wesleyan University; M.A., George Washington University; Ph.D., The Pennsylvania State University. Assistant Professor of Geography and Environmental Science, 1996.

Robert C. Art, 1981, B.A., Beloit College; M.A., University of Wisconsin; J.D., DePaul University; LL.M., Columbia University. Professor of Law, 1988.

Suresht R. Bald, 1981, B.A., M.A., Delhi University, India; Ph.D., Harvard University. Professor of Politics, 1991. (Sabbatical Leave Fall 1997).

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

C. Russell Beaton, 1971, B.A., Willamette University; M.A., Ph.D., Claremont University Center Graduate School. Professor of Economics, 1976.

Martin K. Behnke, 1979, B.A., M.A., San Jose State University; Ph.D., University of Colorado. Professor of Music, 1987.

Eleanor von Auw Berry, 1994, B.A., M.A., Ph.D., University of Toronto, Canada. Assistant Professor of English and Director of Writing Center 1995.

Richard Biffle, 1991, B.A., University of California, Riverside; M.A., Eastern Michigan University; Ph.D., University of New Mexico. Associate Professor of Education and Director of the School of Education, 1996.

Roberta A. Bigelow, 1986, B.A., Macalester College; Ph.D., University of Wisconsin. Associate Professor of Physics, 1992.

Richard Birke, 1994, B.A., Tulane University; J.D., New England School of Law; L.L.M., Harvard University. Assistant Professor of Law and Director of the Center for Dispute Resolution, 1994.

Adele L. Birnbaum, 1963, A.B., University of Illinois; M.A., Bryn Mawr College. Professor of English, 1990.

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

Maria D. Blanco-Arnejo, 1992, B.A., University of Santiago de Compostela, Spain; Ph.D., University of Colorado. Associate Professor of Spanish, 1997.

Gerard F. Bowers, 1971, B.A., City College of New York; M.A., Ph.D., Harvard University. Professor of English, 1981.

Joseph 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.

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

Christina P. Brink, 1984, B.A., Willamette University; Ph.D., Duke University. Professor of Chemistry, 1996.

Melissa Brotons, 1988, B.S., University of Barcelona, Spain; M.M., Florida State University. Assistant Professor of Music, 1993.

Cheryl K. Brown, 1982, B.S., Western Oregon University; M.A.T., Lewis and Clark College. Assistant Professor of Education, 1994. (Sabbatical Leave 1997-98)

Claudia E. Burton, 1971, B.A., Oberlin College; M.A.T., Johns Hopkins University; J.D., University of California, Los Angeles. Professor of Law, 1977.

Russell J. Cagle, 1985, B.S., University of Montana; M.A., San Diego State University; Ph.D., Oregon State University. Associate Professor of Exercise Science, 1993. (Sabbatical Leave 1997-98).

David L. Cameron, 1990, B.S., Massachusetts Institute of Technology; J.D., Northwestern University. Professor of Law, 1995.

Frances H. Chapple, 1966, B.Sc., Ph.D., University of Bristol, England. Professor of Chemistry, 1979.

Vincent 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.

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. (Sabbatical Leave Spring 1998).

David C. Cox, 1995, B.S., M.S., Oregon State University; Ph.D., Ohio State University. Associate Professor of Education, 1995.

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. Clinical Professor of Law and Director of Clinical Law Programs, 1990.

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.

Brian T. Davis, 1997, B.S., Michigan Technological University; M.S., University of Michigan. Instructor of Computer Science, 1997.

Gaetano DeLeonibus, 1993, B.A., City University of New York, Hunter College; M.A., Ph.D., Princeton University. Assistant Professor of French, 1996.

Rebecca J. Dobkins, 1996, B.A., University of Massachusetts; M.A., Ph.D., University of California, Berkeley. Assistant Professor of Anthropology, 1996.

Michael U. Dothan, 1997, B.Sc., M.Sc., Institute of Technology, Israel; Ph.D., Harvard University. Guy F. Atkinson Professor of Economics and Finance, 1997.

David A. Douglass, 1990, B.A., M.A., California State University, Fresno; Ph.D., Pennsylvania State University. Associate Professor of Rhetoric and Media Studies, 1996. (Sabbatical Leave 1997-98).

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. (Sabbatical Leave 1997-98).

Meredyth G. 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.

Debra A. Edwards, 1997, B.S., M.A., Southern Illinois University; Ph.D., Arizona State University. Assistant Professor of Sociology, 1997.

H. Peter Eilers, 1982, B.A., M.A., San Jose State University; Ph.D., Oregon State University. Professor of Geography and Environmental Science, 1990. (Sabbatical Leave Spring 1998 and Fall 98).

Ellen M. Eisenberg, 1990, B.A., Carleton College; Ph.D., University of Pennsylvania. Associate Professor of History, 1995. (Sabbatical Leave 1997-98).

Richard J. Ellis, 1990, B.A., University of California, Santa Cruz; M.A., Ph.D., University of California, Berkeley. Associate Professor of Politics, 1995.

Clay Everett, 1997, B.A., California State University, Stanislaus; M.F.A., Humboldt State University. Technical Director for Theatre, 1997.

Ludwig M. Fischer, 1980, B.A., University of Regensburg, Germany; M.A., Ph.D., University of Colorado. Professor of German, 1995.

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

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

Virginia W. Furtwangler, 1996, B.A., College of Rochelle; M.A., Catholic University of America; Ph.D., Cornell University. Hallie Brown Ford Professor of English and Writer-in-Residence, 1996.

Bruce L. Gates, 1974, B.S.E., Princeton University; Ph.D., University of Pittsburgh. Professor of Quantitative Methods and Public Management, 1981. (Sabbatical Leave 1997-98).

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. (Sabbatical Leave Fall 1997).

Jerry Gray, 1990, B.S., Santa Clara University; Ph.D., University of Utah. Associate Professor of Economics, 1995. (Sabbatical Leave 1997-98).

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CALENDAR

FALL SEMESTER, 1997

- August 28 Residence halls open for new students. Orientation begins.
- September 2 CLASSES BEGIN AT 8:00 a.m. Registration for returning students who did not complete Advance Class Selection.
- September 15 Last day to add first half and full semester courses. Last day to drop first half and full semester courses without a grade of "W."
- September 22 Last day to choose Credit/No Credit grading option for first half semester courses.
- October 3 Last day to withdraw from first half semester courses.
- October 13 Last day to choose Credit/No Credit grading option for full semester courses.
- October 22 End of first half semester courses.
- October 23 Beginning of second half semester courses.
- October 24 Mid-Semester Day — no classes.
- November 7 Last day to add second half semester courses. Last day to drop second half semester courses without a grade of "W."
- November 7 Last day to withdraw from full semester courses.
- November 14 Last day to choose Credit/No Credit grading option for second half semester courses.
- November 20 Academic Advising for Spring Semester 1998 begins.
- November 21 Last day to withdraw from second half semester courses.
- November 26 Thanksgiving Vacation begins at 5:00 p.m.
- December 1 Thanksgiving Vacation ends at 8:00 a.m.
- December 6 Advance Course Selection for Spring Semester 1998.
- December 12 Classes end.
- December 13-14 Study days.
- December 15 Fall Semester final examinations begin.
- December 17 Study day.
- December 20 Fall Semester final examinations end. Holiday Break begins.

SPRING SEMESTER, 1998

- January 19 Registration for new students.
- January 20 CLASSES BEGIN AT 8:00 a.m. Registration for returning students who did not complete Advance Class Selection.
- February 1 One hundred fifty-sixth anniversary of the founding of the University.
- February 2 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 9 Last day to choose Credit/No Credit grading option for first half semester courses.
- February 20 Last day to withdraw from first half semester courses.
- March 2 Last day to choose Credit/No Credit grading option for full semester courses.
- March 10 End of first half semester courses.
- March 11 Beginning of second half semester courses.
- March 20 Spring Vacation begins at 5:00 p.m.
- March 30 Spring Vacation ends at 8:00 a.m.
- March 31 Last day to add second half semester courses. Last day to drop second half semester courses without a grade of "W."
- April 3 Last day to withdraw from full semester courses.
- April 8 Last day to choose Credit/No Credit grading option for second half semester courses.
- April 13 Academic Advising for Fall Semester 1998 begins.
- April 17 Last day to withdraw from second half semester courses.
- April 25 Advance Course Selection for Fall Semester 1998.
- May 5 Classes end.
- May 6-7 Study days.
- May 8 Spring Semester final examinations begin.
- May 10 Study day.
- May 13 Spring Semester Final Examinations end.
- May 17 Baccalaureate and Commencement.

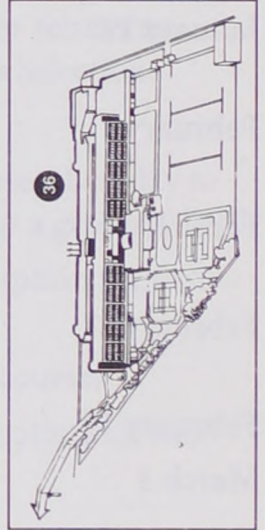
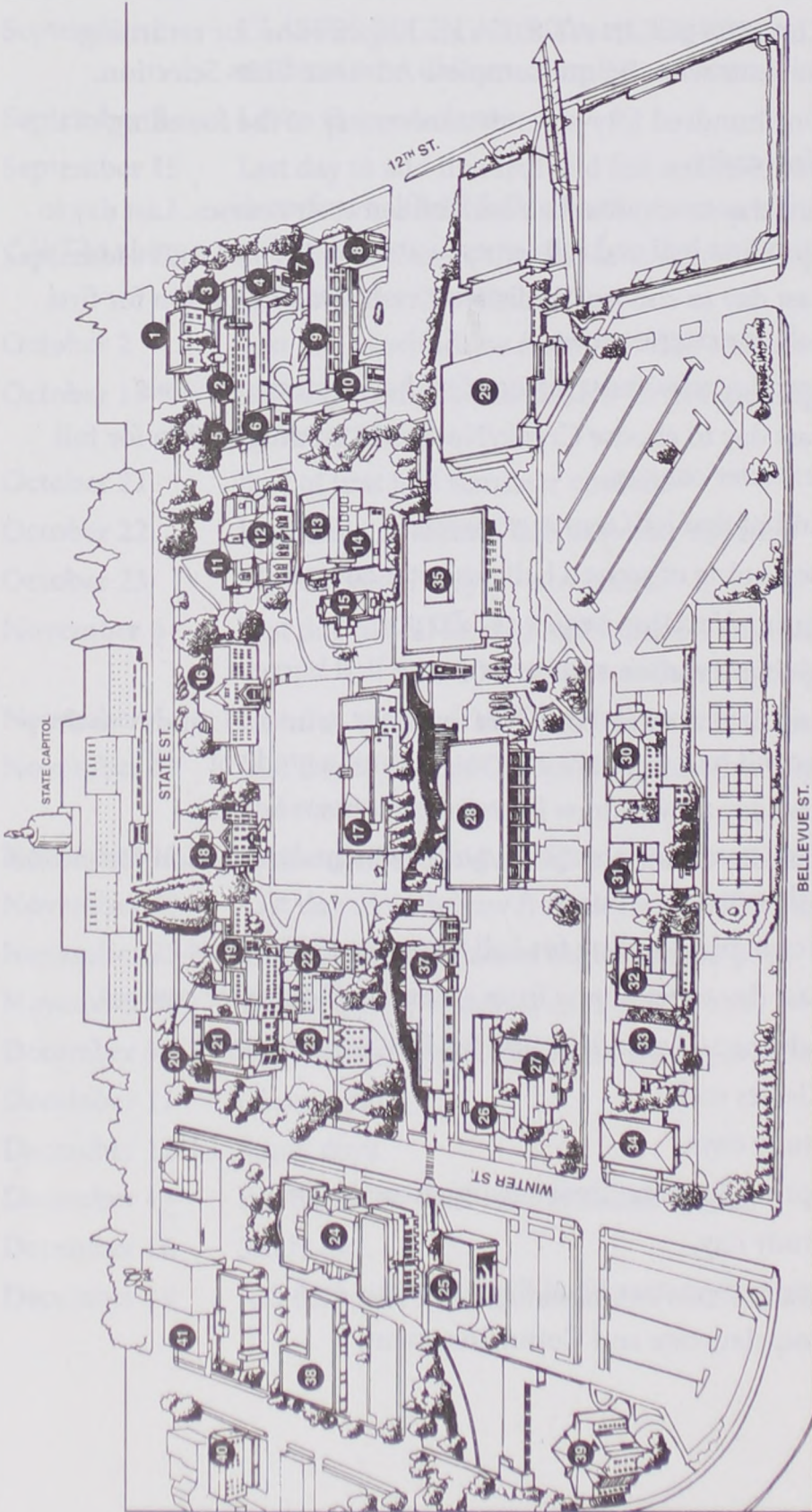
FALL SEMESTER, 1998

- August 27** Residence halls open for new students. Orientation begins.
September 1 CLASSES BEGIN AT 8:00 a.m. Registration for returning students who did not complete Advance Class Selection.
September 7 Labor Day, no classes.
September 15 Last day to add first half and full semester courses. Last day to drop first half and full semester courses without a grade of "W."
September 22 Last day to choose Credit/No Credit grading option for first half semester courses.
October 2 Last day to withdraw from first half semester courses.
October 13 Last day to choose Credit/No Credit grading option for full semester courses.
October 21 End of first half semester courses.
October 22 Beginning of second half semester courses.
October 23 Mid-Semester Day — no classes.
November 6 Last day to add second half semester courses. Last day to drop second half semester courses without a grade of "W."
November 6 Last day to withdraw from full semester courses.
November 13 Last day to choose Credit/No Credit grading option for second half semester courses.
November 19 Academic Advising for Spring Semester 1999 begins.
November 20 Last day to withdraw from second half semester courses.
November 25 Thanksgiving Vacation begins at 5:00 p.m.
November 30 Thanksgiving Vacation ends at 8:00 a.m.
December 5 Advance Course Selection for Spring Semester 1999.
December 11 Classes end.
December 12-13 Study days.
December 14 Fall Semester final examinations begin.
December 16 Study day.
December 19 Fall Semester final examinations end. Holiday Break begins.

SPRING SEMESTER, 1999

- January 18** Registration for new students.
January 19 CLASSES BEGIN AT 8:00 a.m. Registration for returning students who did not complete Advance Class Selection.
February 1 One hundred fifty-seventh anniversary of the founding of the University.
February 1 Last day to add first half and full semester courses. Last day to drop first half and full semester courses without a grade of "W."
February 8 Last day to choose Credit/No Credit grading option for first half semester courses.
February 19 Last day to withdraw from first half semester courses.
March 1 Last day to choose Credit/No Credit grading option for full semester courses.
March 9 End of first half semester courses.
March 10 Beginning of second half semester courses.
March 19 Spring Vacation begins at 5:00 p.m.
March 29 Spring Vacation ends at 8:00 a.m.
March 30 Last day to add second half semester courses. Last day to drop second half semester courses without a grade of "W."
April 2 Last day to withdraw from full semester courses.
April 7 Last day to choose Credit/No Credit grading option for second half semester courses.
April 12 Academic Advising for Fall Semester 1999 begins.
April 16 Last day to withdraw from second half semester courses.
April 24 Advance Course Selection for Fall Semester 1999.
May 4 Classes end.
May 5-6 Study days.
May 7 Spring Semester final examinations begin.
May 9 Study day.
May 12 Spring Semester Final Examinations end.
May 16 Baccalaureate and Commencement.

CAMPUS MAP



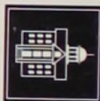
- 1. Gatke Hall** 1937, named in honor of Willamette historian and professor Robert M. Gatke, 1968.
- 2. Baxter Hall** 1948, 115 residents, named in honor of Dr. Bruce R. Baxter, president of Willamette from 1934-40; Bishop Health Center and counseling.
- 3. Phi Delta Theta** national fraternity 1947, 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** 1962, 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. Smullin Hall** 1988, named for Oregon and California broadcasting executive William B. Smullin '29, departments of politics, economics, psychology, sociology, rhetoric and media Studies.
- 12. Walton Hall** 1967, department of foreign languages, named in honor of the late financier William S. Walton.
- 13. Willamette Playhouse** 1923, converted from gymnasium use in 1974 for theatre productions, renovated 1978, theatre department.
- 14. Maintenance Shops** 1946 & 1969.
- 15. Site of proposed music recital hall.**
- 16. Eaton Hall** 1909, departments of history, religion, English, philosophy, renovated 1982, a gift of A. E. Eaton.
- 17. Smith Auditorium and Fine Arts Building** 1955, 1250-seat auditorium, music department, named in 1970 in honor of President G. Herbert Smith who served Willamette from 1942-69.
- 18. Waller Hall** 1867, Cone Chapel, oldest building on campus, named in honor of the Rev. Alvan Waller. Offices of the President, university relations, alumni relations, news and publications, word processing, and business affairs. Remodeled 1989.
- 19. E.S. Collins Science Center** 1941, with addition in 1962, departments of earth science, physics, mathematics and computer science. Gift of lumberman Everell S. Collins. Renovated 1981 and 1996.
- 20. Art Building** 1905, renovated for art gallery and department of art, 1977.
- 21. F.W. Olin Science Center** 1996, biology and chemistry.
- 22. 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.
- 23. Lausanne Hall** 1920, 120 residents, named for the sailing ship that brought many of the early pioneers to the Oregon Country. Renovated 1985.
- 24. Truman Wesley Collins Legal Center** 1967, College of Law, Center for Dispute Resolution, named in honor of alumnus, lumberman, and former trustee chairman Truman Wesley Collins. Renovated and expanded, 1992.
- 25. Seeley G. Mudd Building** 1975, Atkinson Graduate School of Management, remodeled 1995.
- 26. York House** 1959, named in honor of Emily J. York, Willamette's first graduate in 1859. 24 residents.
- 27. Lee House** 1959, graduate housing for 24 residents, named in honor of Lucy Anna Lee, only daughter of founder Jason Lee.
- 28. Putnam University Center** 1970, student offices, coffee shops, registrar, financial aid, mail services, bookstore and information desk. Named in honor of Oregon journalist George Putnam. Renovated and expanded 1995.
- 29. Lestle J. Sparks Physical Education and Recreation Center** 1974, containing the Edwin E. and June Woldt Cone Field House, Chester Hinkle Gymnasium, natatorium, handball and racquetball courts. Renovated and expanded 1995.
- 30. Willamette International Studies House (WISH)** 1965, 37 residents; Office of Admission, remodeled 1995.
- 31. Alpha Chi Omega** national sorority 1967, 48 residents.
- 32. Delta Gamma** national sorority 1967, 48 residents.
- 33. Pi Beta Phi** national sorority 1963, 47 residents.
- 34. Shepard House** 1963, 46 residents, named in honor of the first teacher in the Oregon Institute.
- 35. Mark O. Hatfield Library** 1986, named for Oregon's senior senator, a Willamette alumnus, teacher, administrator and life trustee.
- 36. Tokyo International University of America** 1989, branch campus of Tokyo International University in Japan; Kaneko Hall residence for TIUA and Willamette students, 200 residents.
- 37. Goudy Commons**, 1992, named for benefactors of Willamette Grace and Elmer Goudy.
- 38. School of Education** (Executive Building), acquired 1995.
- 39. University Apartments**
- 40. Hazeldorf Apartments**
- 41. Art Museum**, Opening Fall 1998.

INDEX

- Academic Advising 22
- Academic Calendar 296
- Academic Dismissal 31
- Academic Grants and Awards 43
- Academic Petitions 32
- Academic Policies 22
- Academic Probation 30
- Academic Progress 30
- Accreditation 10
- Administration and Faculty 276
- Admission 256
- Advanced Placement 260
- Alumni Association 255
- American Studies 48
- Anthropology 216
- Art 49
- ASWU (Associated Students of
Willamette University) 254
- Athletics 246
- Atkinson Graduate School of
Management 41
- Biology 60
- Board of Trustees 293
- Bookstore 253
- Business Economics 68
- Calendar 296
- Campus Map 300
- Campus Safety (Office of) 248
- Career Services 248
- Center for Dispute Resolution 42
- Chemistry 69
- Chinese 151
- Class Attendance Policy 25
- Classical Studies 74
- College of Law 42
- Combined Degree Programs 33
- Community Outreach Program ... 249
- Comparative Literature 76
- Computer Science 78
- Conduct, Standards of 254
- Costs 261
- Counseling Services 250
- Course Descriptions 48
- Course Numbering 31
- Credit/No Credit 29
- Dance (See Theatre) 230
- Disability Services 250
- Early Decision 258
- Earth Science 82
- East Asian Studies 85
- Economics and Business
Economics 86
- Education (teacher preparation) ... 93
- Emeriti Faculty/Administration ... 287
- Endowed Chairs 287
- Engineering 34
- English 101
- Environmental Science 110
- Exercise Science 114
- Faculty and Administration 276

- Final Examination Policy 24
- Financial Aid 264
- Foreign Language Requirement 19
- Foreign Languages 121
- Foreign Study 35
- Forensics 211
- Forestry 35
- Fraternities 250
- French/Italian 121
- Freshman Seminar 16
- General Education Program 15
- Geography (See Earth Science) 82
- Geology (See Earth Science) 82
- German/Russian 125
- Grading Policy 25
- Graduate Study Opportunities 41
- Graduation Requirements 12
- Greek Organizations 250
- Health Insurance 251
- Health Center 251
- History 130
- Honors Policies 23
- Humanities 139
- Institutional Research 244
- Integrative Studies Area 140
- International Student Services 251
- International Studies 147
- Internships 38
- Intramural Athletics 252
- Japanese/Chinese 151
- Japanese Studies 151
- Language Requirement 19
- Latin American Studies 155
- Law, College of 42
- Liberal Arts, College of 10
- Library 242
- Majors Offered 13
- Management, Atkinson Graduate
School of 41
- Map of Campus 300
- Master of Arts in Teaching
(M.A.T.) Program 43
- Mathematics 158
- Minors Offered 14
- Mission Statement 11
- Modes of Inquiry 20
- Multicultural Student Affairs 252
- Music 162
- Music Education 162
- Music Therapy 162
- Off-Campus Study 35
- Payments 262
- Philosophy 179
- Physics 183
- Plagiarism Policy 27
- Politics 186
- Psychology 196
- Quantitative/Analytical Reasoning
Courses 18
- Refunds 264
- Registration 23
- Religion 203
- Religious Life 252
- Religious Studies 209
- Residence Life 253

Rhetoric & Media Studies	210
Room and Board	261
Russian	125
Scholarships	266
School of Education	43
Sociology	216
Sororities	250
Spanish	225
Special Interest Programs	32
Standards of Conduct	254
Student Life	245
Athletics	246
Campus Safety	248
Conduct	254
Career Services	248
Health Center	251
International Student Services ..	251
Multicultural Student Affairs ...	252
Religious Life	252
Residence Life	253
Transcripts	31
Transfer (Student Admission)	257
Theatre	230
Trustees	293
Tuition and Expenses	261
Undergraduate Research Grants	39
University Center	253
University Registrar	243
Willamette Integrated	
Technology Services	244
Women's Studies	239
Work-study	264
Writing-Centered Courses	16



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