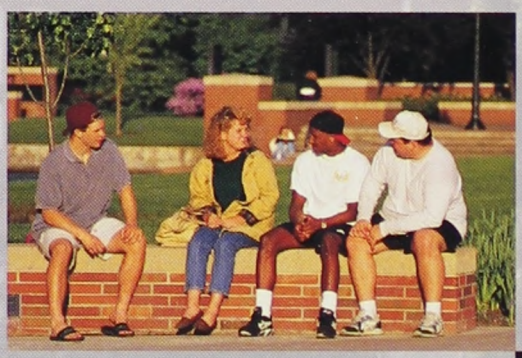
WILLAMETTE UNIVERSITY





1996-1997 COLLEGE OF LIBERAL ARTS CATALOG

WILLAMETTE UNIVERSITY

College of
Liberal Arts

Catalog

1996-1997

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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 is committed to 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 Christopher D. Call, assistant to the president, Willamette University, Salem, Oregon 97301.

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

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

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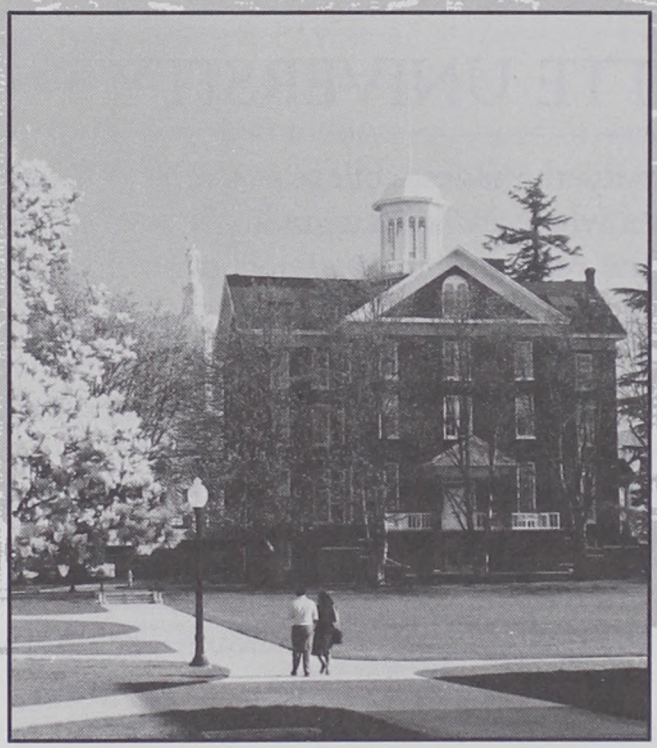
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SECTION I

Introduction to the Catalog
Introduction to Willamette University
College of Liberal Arts
General Education Program
Programs of Special Interest

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 which includes a graduate program in teaching, the College of Law, and the Atkinson Graduate School of Management.

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 12 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 1994 had a solid subject g.p.a. of 3.6 and 1,100+ combined SAT scores. Four hundred freshmen were enrolled from a group of over 2,000 applicants. About 75 percent of students receive financial aid. 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 1994 was 1701; total University enrollment was over 2,400.

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 40 buildings on 57 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 and the Geo. 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 in each of the colleges.

During the past decade, over $40 million has been invested in campus facilities. Renovations and additional buildings affect every academic department on campus. Residence halls, administrative 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 (planned completion, summer 1996); the $1.1 million addition of fitness facilities to Sparks Center, the $4.1 million University Apartments and the $2.3 million renovation of Putnam University Center during the summer of 1995.

Sparks Center is an outstanding athletic and physical education facility. 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 competitive men's and women's athletic teams, an extensive intramural sports program, an outstanding speakers series, and numerous other activities and events.

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.

Approximately 75 percent of undergraduates live on campus.

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 and growing 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 four hours away and Oregon's beautiful, rugged coast is about an hour's drive away. Across the Cascade mountain range lies the high desert land of eastern Oregon.

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.

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 B.A. and B.S. degrees, the former requiring foreign language proficiency and the latter, 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 Geo. 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 Master of Arts in Teaching program provides 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-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 following baccalaureate degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. In order to earn a degree, a candidate must satisfy the Mathematics proficiency requirement, and successfully complete General Education, Writing Program, specific degree, and major 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. Earn no more than 10 credits in a single subject field toward the 31 credits required for graduation. Internship credits are exempted from this limitation.

3. Satisfactorily complete the Writing Program. Beginning in 1995-96, all entering students will become part of the writing culture at Willamette through a series of four writing-centered courses taken throughout their college careers. The program 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 three 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. Writing-centered courses 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. Transfer students should consult with the Director of the Writing Center to discuss an appropriate adaptation of the Program.

In addition to course work, the Writing Center will support 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.

4. Demonstrate mathematics proficiency, defined as the acquisition and demonstration of those mathematical skills and aptitudes which allow interpretation and use of the mathematics one encounters in everyday life.

Students may demonstrate mathematics proficiency in one of the following ways: 1) submit a score of 600 or better on the Mathematics SAT I, or 26 or better on the Mathematics ACT; 2) score a passing grade on the proficiency test administered by the Mathematics Department: 3) pass MATH 130, Techniques of Mathematics, with a grade of C-or better; 4) pass a calculus course (MATH 139, 140, 141 or 249) with a grade of C- or better; or 5) submit an equivalent transfer course for evaluation by the Mathematics Department.

5. Fulfill the General Education Program requirements.

Established in 1981, the General Education Program is designed to provide breadth in the liberal arts curriculum. The division of requirements between discipline-based inquiry (5 credits) and integration of knowledge (2 credits) allows students a substantial number of choices within a framework ensuring some experience in the various areas of liberal learning.

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

Part A: Discipline-based Areas of Inquiry (5 credits)

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

Fine Arts: Course criteria: to develop critical insight into the creative process as practiced in the fine arts; to consider how the fine arts heighten awareness of moral and aesthetic questions; and to create an awareness of the capacity of the fine arts to reflect and to initiate change in the fundamental assumptions of civilizations past and present. Courses which meet the Fine Arts requirement (See appropriate major program statements for course titles and descriptions, prerequisites, and other pertinent information):

ART 111-114, 213-217
ENGLISH 210, 211
INTEGRATIVE STUDIES 211
MUSIC 112, 114, 117, 118, 212, 215, 219
THEATRE 110, 112, 213, 217, 218

Humanities: Course criteria: to provide training in the analytical methods of disciplines which study civilization and culture from the viewpoint of the humanities; to present critical perspectives about cultural assumptions and experiences through examination of major philosophies, religions, historical developments and cultural achievements of civilizations; and to develop student capacities for making effective personal decisions through consideration of value choices and moral issues which civilizations have faced. Courses which meet the Humanities requirement (See appropriate major program statements for course titles and descriptions, prerequisites, and other pertinent information):

HISTORY 115-118, 210-211

PHILOSOPHY 110, 210

RELIGION 112, 113, 115, 214

Literature: Course criteria: to provide training in analysis of literary works; to examine the creative and aesthetic dimensions of cultures as reflected in their great texts and to consider how literature heightens awareness of moral and aesthetic questions. The literature faculty have normally required that all Part A courses in Literature include study in the three major genres of poetry, fiction, and drama. Courses which meet the Literature requirement (See appropriate major program statements for course titles and descriptions, prerequisites, and other pertinent information):

ENGLISH 116-118, 219

FRENCH 314

GERMAN 314

JAPANESE 314

RUSSIAN 314

RELIGION 114, 116

SPANISH 314, 413

Natural Science: Course criteria: to provide training in the processes of scientific validation and proof; to examine major scientific discoveries, historical developments, and theories which have influenced perceptions of nature; to explore the role of scientific knowledge and imagination in the evolution of society; and to consider the use and applications of science in society, and the value implications of how we choose to use scientific discoveries. Courses which meet the Natural Science requirement (See appropriate major program statements for course titles and descriptions, prerequisities, and other pertinent information):

BIOLOGY 110

CHEMISTRY 110, 115, 116

EARTH SCIENCE 110, 112

PHYSICS 210, 215

Social Science: Course criteria: to provide training in the analytical methods of the social or behavioral sciences; to develop increased capabilities for effective and responsible citizenship through analysis of the social, political and economic processes by which societies function; and to consider the value questions which are inherent in issues involving tensions between individual freedom and social responsibility. Courses which meet the Social Science requirement (See appropriate major program statements for course titles and descriptions, prerequisities, and other pertinent information):

ECONOMICS 119

POLITICS 115-117, 210, 212, 214, 216, 218

PSYCHOLOGY 110

SOCIOLOGY 110, 111, 214

Part B - Integration and Use of Knowledge (2 credits)

The integration and use of knowledge courses, as their name implies, are designed to cross disciplinary lines and to deal with knowledge drawn from diverse perspectives, in order that students may have experience in perceiving relationships and in applying the results of inquiry and analysis to personal and societal problems. Courses focus on the process of integrating and using knowledge to develop critical thinking, informed judgement, and sensitivity to the complexities of contemporary personal and civic life.

Course criteria: to develop appreciation for the interrelatedness of knowledge from a variety of liberal arts disciplines; and to focus on the process of integrating and using knowledge in making value judgements and ethical decisions. Freshmen satisfy half of this requirement by earning a passing grade in ISB 123, World Views, a required course for all freshmen. Students successfully completing a full semester in one of Willamette University's foreign study programs will be considered to have fulfilled one credit of the two Part B credits required. All students must earn at least one Part B credit at the 300- or 400-level. Courses which meet the Integration and Use of Knowledge (Part B) requirements (See Integrative Studies and the program in Environmental Science for course titles and descriptions, prerequisites, and other pertinent information):

ENVIRONMENTAL SCIENCE 220, 320

INTEGRATIVE STUDIES 123
(World Views, required of all new freshmen)

All other courses with "ISB" prefix

6. Meet the requirements for Specific Baccalaureate Degrees

Bachelor of Arts

Candidates for the Bachelor of Arts degree must satisfactorily complete foreign language study at the second-year college level. This requirement may

be met in one of the following ways: 1) submit a score of 4 or 5 in one of the College Board written languages Advanced Placement Tests for any language other than English; 2) complete at the fourth semester college level or higher a foreign language course offered by the Department of Foreign Languages and Literatures, or submit an equivalent course from another accredited institution; 3) Pass a comprehensive examination at the fourth semester college level for a written language other than English, administered by the Department of Foreign Languages and Literatures (if the language is taught at Willamette), or otherwise by a suitable nationally standardized exam (40th percentile to be considered passing); or 4) International students with a native language other than English may submit that language to the Registrar's Office.

Bachelor of Science

Candidates for the Bachelor of Science degree must satisfactorily complete a total of two credits (one each) from two of the following four categories: 1) Calculus (MATH 139, 141, 142, or 249); 2) Computer Science (CS 130, 231, or 241); 3) Logic/Linguistics (PHIL 140, or ENGL 250 *and* 251); or 4) Statistics (MATH 138, 466, 467, ECON 230, ISA 250, or SOC 349).

Bachelor of Music

see pages 165-167

7. Satisfactorily complete an approved major program, including the Senior Year Experience and the specific requisites for either a B.A. or a B.S. degree, or the professional B.M. degree. The following *majors* leading to the degree Bachelor of Arts or Bachelor of Science have been approved by the faculty:

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

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:

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

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

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 are necessary.

f. All University graduation requirements as well as requirements for each degree (including major requirements) must be met.

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 satisfies the General Education Program, and the degree proficiency requirements, and introduces the student to the broad liberal arts spectrum. This will prepare students for concentration on a major and acquaint them with a wide variety of possible majors. All members of the undergraduate faculty, regardless of their individual areas of specialization, are prepared to 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 distribute electives in complementary fields. This balance between a broad educational experience in the first two years and a more specialized experience in the last two years provides Willamette graduates with a solid liberal arts background, which constitutes excellent preparation both for 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. 31) should contact the specific program advisor as soon as possible, too.

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.

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 distinction 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. 290). 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, pre-registration is held for returning students. Academic advising takes place in the two weeks prior to the pre-registration, and students then make their course selections 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 a Drop/Add card. Drop/Add cards may be obtained from the Registrar's Office and require signatures from the academic advisor and the professor of the affected course. 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 Registrar's Office prior to course selection/registration if they need accommodations on the day of registration. The Registrar will also arrange to relocate scheduled classes to more accessible rooms, as necessary.

The normal program at Willamette includes four credits per semester. Each credit is equivalent to four semester hours or six quarter hours. A student may register for up to 4.5 credits without extra charge. A student is considered full-time if registered for 3.0 or more credits.

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

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 the 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. If the Registrar does not receive a new final grade from the instructor by the I grade deadline, the contingency grade will be retained as the final grade. The contingency grade will be used in the computation of the GPA until such a time as a new grade is recorded, but will not be used in determinations of academic status.

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. If the Registrar does not receive a new final grade from the instructor by the T grade deadline, the contingency grade will be retained as the final grade. The contingency grade will be used in the computation of the GPA until such a time as a new grade is recorded, but will not be used in determinations of academic status.

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.

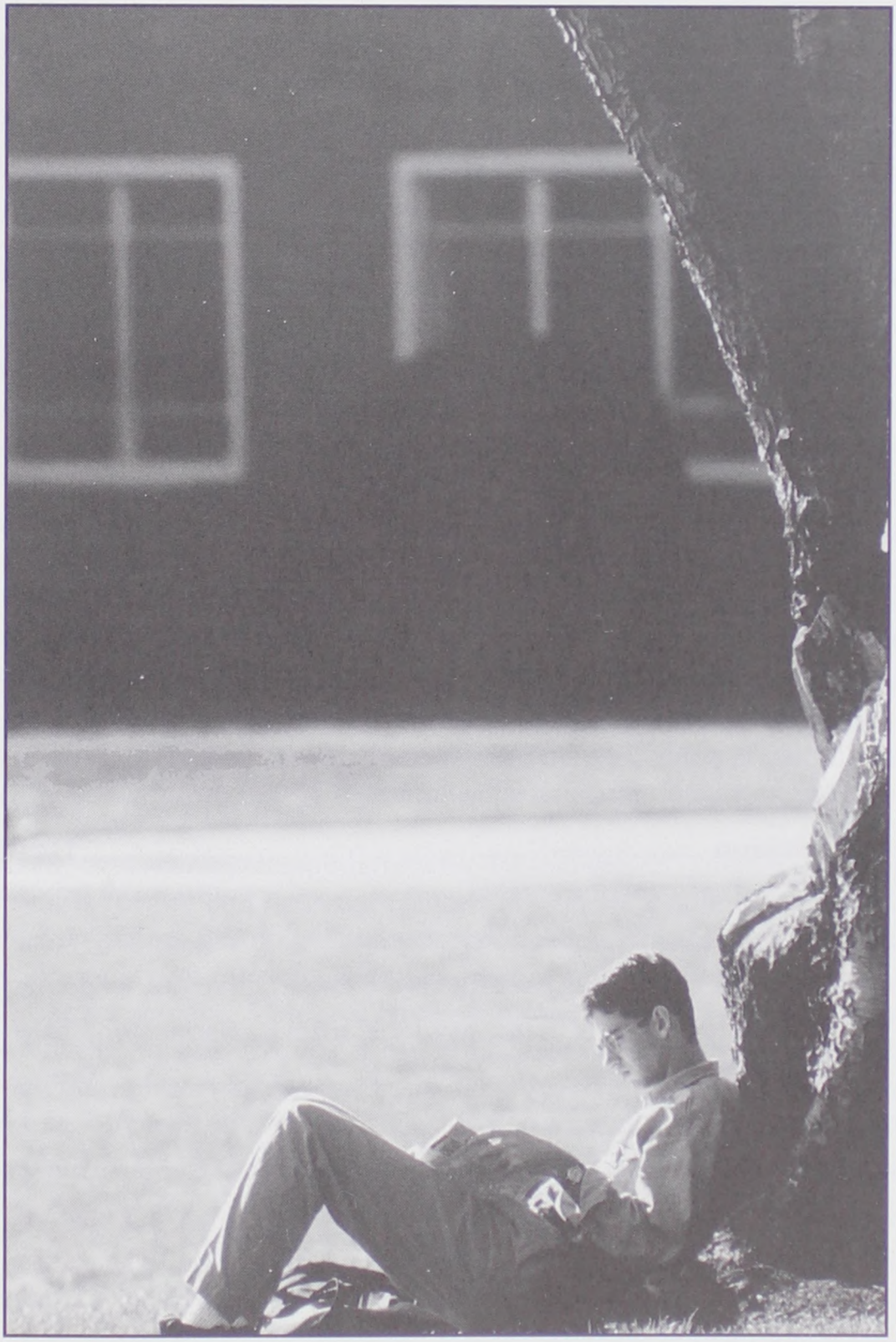
Students placed on probation should see their academic advisors as soon as possible in order to review their curricular, co-curricular, and extra-curricular activities.

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

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

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

001-019 Remedial courses or courses which receive no college credit.

020X-099X Exercise science, forensics, Model United Nations and music activities courses. No extra fees charged if addition of one of these courses constitutes an overload. *Note also that credit may be earned for only one exercise science activity course in any given semester.*

100-299 Courses generally suitable for freshmen and sophomores.

300-495 Courses generally suitable for juniors and seniors.

496-499 Senior year experiences.

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
Math Proficiency credit	Registrar and Mathematics Department chair
Part A area requirements	Area faculty representative on Academic Council (name available from Registrar's or Deans' Office)
Part B requirements	Associate Dean
Special Majors	Academic Programs Committee (c/o Deans' Office)
Writing Program requirements	Director and Writing Center Advisory Board
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, proficiency in mathematics, 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, completion of the language requirement for the Bachelor of Arts degree and completion of the mathematics/computer science/ statistics/logic/linguistics requirement for the Bachelor of Science degree. 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, the World Views Seminar explores the constitution of a particular view of the world. Critical discussion and writing are emphasized in this interdisciplinary course taught by faculty from humanities, literature, fine arts, natural science and social science. 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.

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 in offering a 3-2 Program, through which a student can earn a Bachelor's degree in an undergraduate major and a Master of Management degree in a five year period.

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 baccalaureate degree upon completion of the first year of study in the Graduate School of Management, students in this program must have satisfied all of the College of Liberal Arts graduation requirements. The students are then ready to complete the second, and final, year of the Atkinson program and receive the Master of Management degree.

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 MM degree (normally up to, and often including, the first course in calculus); 6. has completed introductory courses in economics, political science, and either psychology or sociology; and 7. completes the application process of the Atkinson 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 or Bachelor of Science from Willamette and a Bachelor of Science from the participating engineering

school. A six-year combined program results in a Bachelor of Arts or Science degree from Willamette and a Master's degree in engineering from Columbia.

After three years in residence at Willamette, during which time the student satisfies most requirements for a Bachelor of Arts or Bachelor of Science 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 or Bachelor of Science degree from Willamette University.

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

Computer Science

This degree program is designed to provide an undergraduate degree from Willamette University and a Master's Degree in Computer Science from the Oregon Graduate 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.

Forestry

Willamette University has an agreement with Duke University School of Forestry which enables students who plan to follow a career in forestry to enroll at Willamette University for three years and to attend Duke University for two years. At the end of the five-year period, two degrees are awarded — the

bachelor's degree from Willamette and the Master of Science in Forestry 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 foreign study programs are located in England, France, Spain, Germany, Ecuador, Japan, China, and Ukraine. Students may also study at other accredited institutions in any country of the world and receive credit.

Willamette programs

Students on Willamette programs receive Willamette credits and grades for the courses they take, and they are allowed to apply their Willamette financial aid to the cost of the program. Our programs almost always include homestays. Most often Willamette students study with other American students in courses designed especially for them by foreign faculty members. Whether or not these courses fulfill a Willamette major requirement is determined by the particular Willamette department involved. Willamette programs also include many group excursions throughout the country of study.

Admission to Willamette-sponsored foreign study programs is a competitive process. To qualify, students must meet criteria set by the appropriate Selection Committee and submit two letters of recommendation. Selection criteria are not designed to prevent students from studying abroad, but rather have been developed 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 Willamette programs varies slightly from program to program, depending upon the number of meals provided. Generally, the cost of a term

abroad equals the cost of a term at Willamette, since program costs are based on Willamette tuition, fees, room and board. Airfare is an additional expense, except in the case of year-long programs.

Students are required to participate in pre-departure orientation sessions. These meetings are designed to prepare students for life abroad, as well as to heighten their powers of observation. Students are encouraged to attend "Welcome Home!" sessions upon their return, to help in their re-adaptation to American culture.

Non-Willamette programs

Students may also participate in programs sponsored by other institutions. In this case, the credit received for study abroad is recorded as generic transfer credit without specific grades. Additionally, students may apply their federal financial aid to the cost of these programs, but not their Willamette institutional aid. When participating in non-Willamette programs, students take a leave of absence from Willamette and pay the required program costs themselves.

Non-Willamette programs may be both enclave programs like our own (in which American students generally study together in classes specially designed for them), or fully integrated programs in which students attend foreign universities and take classes as local students do. As in the case of Willamette programs, whether or not a specific course fulfills a Willamette major requirement is up to the department concerned.

Selection to non-Willamette programs is decided by the sponsoring institution.

Further information about foreign study programs is available in the Office of Off-Campus Studies.

In the 1995-1996 period, the following Willamette University-sponsored foreign study programs will be available.

Japan: Fall and Spring semesters, 1995, 1996, 1997. Homestays. Year-long study also available. *One year of Japanese required.*

Since 1965, Willamette University has enjoyed an increasingly warm sister college relation with Tokyo International University in Kawagoe City, about an hour north of Tokyo by train. Once known for its sweet potato products, Kawagoe still contains some of the finest, traditional merchant establishments in continuous commercial use in Japan.

A private institution begun as a college of commerce, TIU originally developed its Japan Studies Program exclusively for Willamette students. The JSP now attracts students from throughout the United States and Europe. Willamette students receive two credits for one semester of language study at JSP. Additionally, courses taught in English are offered in Japanese history,

politics, ethnography, sociology, art, economics, and management by TIU and guest faculty, of national reputation in Japan. The fall semester includes an excursion to the Kansai region (Kyoto and its environs). Homestays provide for cultural immersion in contemporary Japanese society.

In May 1989, TIU opened the Tokyo International University of America campus (TIUA) adjacent to Willamette, thus bringing Japan to Willamette and increasing the linkages between our two institutions. More than 100 TIU students come to TIUA every February for a year and each has a Willamette roommate, thus creating the opportunity for learning and friendships between students of both cultures. Back at TIU, JSP students from Willamette have a welcoming "host society" of Japanese students familiar with American culture and receptive to Americans on their campus.

It is these extensive opportunities for Japanese-American student interaction that give this program its distinctiveness and superior quality.

China: Fall semester, 1995, 1996, 1997.
Chinese language study highly recommended but not required. (Students with previous Chinese language study are given priority.) Dormitory living.

Based at the Central University for Nationalities in Beijing, this is an intensive language program sponsored by the Oregon State System of Higher Education. During this 15-week program students receive 12 weeks (18 hours per week) of intensive language instruction at the beginning, intermediate and advanced levels. These language courses are taught by Chinese instructors. Two Willamette credits are granted for the language instruction. Additionally, students take a course in English called "Chinese Culture and Chinese National Minorities" taught by the American faculty member who accompanies the students, lives on campus, and serves as Resident Director. This course is worth one credit.

Excursions are conducted to various sites in and around Beijing, such as the Great Wall, the Ming Tombs, and the Forbidden City. A three-week study tour to two minority regions in China rarely visited by Westerners is included, and occurs during the middle of the term.

Students live in dormitories at a university whose population is largely made up of non-Han minorities in China. Classes include foreign students from throughout Asia, including Korea and Japan.

France: Fall and Spring semesters in Paris, Nantes and Dijon, 1995, 1996, 1997.
Year-long options available in Paris and Nantes. Homestays. Internships possible. *Two years of college-level French required with a 3.0 GPA in French, plus French language study in the semester prior to departure.*

Administered by the Institute of European Studies and taught in French, the programs feature, in addition to French language study, classes on French

history, culture, art, literature and politics at the IES center in Paris, Nantes, or Dijon. Depending upon their French language abilities, students may also supplement their studies by taking courses at a French university or a Grande Ecole.

The programs in France differ in site and emphasis, though all offer strong language instruction and internships. Paris, the political and high culture capital of France, offers its bounty — and its distractions. Nantes, a port city of 500,000 on the Loire River 35 miles from the Atlantic Ocean, provides the greatest opportunity for language and cultural immersion, as it is the only American program in town.

Dijon, the historic and cultural capital of Burgundy, specializes in a one-semester study of European business management practices and international economics. Through a partnership with Ecole Superieure de Commerce de Dijon, (ESCD), one of the top 20 business schools in France, the IES program in Dijon allows American students the opportunity to study with the future leaders of the French economy. Business courses at the IES Center are taught in English. French is required for study at the ESCD.

England: Watford, Spring semester 1995, 1996, 1997. London, Fall and Spring semesters, 1995, 1996, 1997. Homestays.

Willamette's programs in England are the creation of the Independent Liberal Arts Colleges Abroad (ILACA), a group of private liberal arts colleges in the Pacific Northwest. They are administered by the American Heritage Association (AHA).

Willamette students study in England at an American Heritage Association site along with students from other ILACA colleges. An ILACA faculty member accompanies each group and offers one course. The other courses are taught by British faculty and typically include courses on British politics, history, art, literature, theatre, and religion. Students live with British families and travel on frequent ILACA excursions throughout England. Access to British students is limited.

The London program offers the riches of central London, where the AHA site is located. Students frequently live with British families on the outskirts of London, however, and may even find themselves living rather close to the Watford tube stop.

Watford is a suburb of London. It is a very congenial setting for Willamette students, many of whom find its small town qualities — most students can walk from their homes to the instructional site — combined with the easy access to London, make Watford an ideal site.

Spain: Spring semester in Oviedo. 1995, 1996, 1997. Homestays.
Two years of Spanish required.

Like the programs in England, Oviedo is an ILACA program. Willamette students study along with other students from Pacific Northwest colleges in classes developed especially for them in Spanish by Spanish faculty. An American faculty member accompanies the group and offers one course. The site of the program is the University of Oviedo.

Located in northwestern Spain, Oviedo provides a site in the provinces where American students can immerse themselves in the local culture and not be confused with tourists. Students live with Spanish families, go on frequent excursions, have Oviedo University students as Spanish language partners, and can take advantage of the facilities at the University of Oviedo.

Ecuador: Fall semester 1995, 1996, 1997. Spring term and year-long study available. Homestays.
Two years of Spanish required.

Willamette's newest program is located in Quito at the Universidad San Francisco de Quito. In addition to Spanish language courses, as well as courses taught in Spanish which have been specifically designed and taught for foreign students, the program at USFQ offers the opportunity to take a full range of university courses, many taught by some of the finest professors in Ecuador.

A relatively new university, USFQ has a particularly strong science faculty (the Rector and Vice Rector both hold PhDs in nuclear physics from Notre Dame University in the U.S.) and boasts a Rain Forest Study program in biology. Highly computerized and host to nearly 100 foreign students, USFQ is becoming the preferred site for foreign study in Ecuador.

Willamette's program includes trips to Oriente province and its rain forest, to Otavalo, and to the Galapagos Islands. A Willamette faculty member accompanies the students.

Germany: Year-long study in Munich, 1995, 1996, 1997. Dormitory.
Two years of German required.

The product of a consortium agreement between Willamette, Reed, and Lewis and Clark the Munich Program students study at the site's center in Munich, as well as at the Ludwig Maximillian University. All courses are taught in German, including courses in the German language, literature, culture, and civilization. After six weeks of intensive language instruction to prepare students for university level work, students may also enroll in regular courses at Ludwig Maximillian University (in addition to the courses offered by the Munich staff.) Organized excursions throughout Germany occur during the orientation and the school year. A two-month semester break in March and April is usually spent in further study in Berlin, or on a UNESCO-sponsored foreign travel project, or on a travel/research project of the student's own design.

Ukraine: Spring semester, 1995, 1996, 1997 in Simferopol. Homestays.
Two years of Russian required.

Based on sister university relations established between Willamette and Simferopol State University in 1987, this Russian language program results from one of the first permanent exchange agreements between an American private college and a Ukrainian institution of higher learning. Every fall students from Simferopol, accompanied by a faculty member, come to study at Willamette; every spring, Willamette students and a faculty member spend a term at Simferopol.

Courses are taught in Russian. Students earn four language credits from courses in the Russian language, literature, culture and history. Excursions to Kiev, Odessa, and a final week in Moscow and St. Petersburg are provided. For at least part of the term students live with host families.

Located on the Crimean Peninsula, Simferopol is located at a historically significant crossroad. Variously ruled by Cimmerians, Scythians, Greeks, Romans, Huns, Goths, the Byzantine Empire, Venetians, Genoese, Mongols, Tatars, Ottoman Turks, Russians, the Crimea is now part of Ukraine. Incorporated into the Russian Empire by Catherine the Great in 1783, the Crimea was transferred from the Russian to the Ukrainian Soviet Socialist Republic by Nikita Khrushchev in the 1950s. Today its population remains predominantly Russian (some of whom seek re-unification with Russia), with the added presence of returning Tatars once expelled from their homelands by Josef Stalin. Not far from Black Sea resort towns such as Yalta, Simferopol is the administrative capital of the Crimea.

Post-Sessions

Professors at Willamette frequently offer month-long, off-campus programs following the end of the school year. Students may earn variable academic credit during a post-session, but participation is not limited to Willamette students. Often other faculty members and individuals from the community participate.

In the past, these programs have been held in such locations as Australia and the American Southwestern deserts (environmental studies); Chicago (American architecture); Florence, Italy (art history and literature); Greece (rhetoric); and Ecuador (culture and biology).

Domestic Off-Campus Programs

Washington, D.C.: *Fall and Spring semesters 1995, 1996, 1997.*

Willamette students may participate in American University's Washington Semester, located at their Tenley Campus in Washington, D.C., and receive up to four Willamette credits. Approximately 450 students from throughout the United States take part, with an increasing number from Willamette.

Students enroll in specialized programs of study with various emphases: American Politics; International Business and Trade; Journalism; Art and Museum Management; Justice, Peace and Conflict Resolution; Economics; and so forth. Each emphasis area is composed of a two-credit seminar, in which students are exposed to a wide range of locally based professionals and academics; a one-credit internship; and a one-credit research paper. Students needing to continue language study, or desirous of a course at American University, may enroll in an evening class in place of the research paper. Normal admission requirements include second semester sophomore standing. Program costs are higher than a term at Willamette, but additional financial aid is available through American University.

United Nations, *Fall semester 1995, 1996, 1997.*

Willamette students may also participate in Drew University's United Nations Semester.

Located in Madison, New Jersey, close to New York City, Drew University is a liberal arts college much like Willamette. Students live on the Drew campus and attend classes and seminars both there and, twice a week, at the United Nations headquarters in New York. The program includes supervised research projects on the topics of student choice. Internships are available for dedicated students. The prerequisite is second semester sophomore standing and a background in relevant courses.

Internships

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

Interns are regularly placed with agencies of the Oregon state government and the Salem city government; with the Oregon State Legislature; and in such facilities as the Oregon School for the Blind, the Oregon State Hospital, and the Salem public schools. Majors in 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 Deans' 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. 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 Deans' Office within 30 days of completion of the project. **7.** Proposals should be submitted to the College of Liberal Arts Deans' Office (155 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 Deans' 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 Deans' Office. A file of all past successful grant applications is available for review in the Deans' Office.

GRADUATE/PROFESSIONAL STUDY OPPORTUNITIES

Master of Arts in Teaching (M.A.T.)

Teacher education at Willamette is structured around a 10-month, fifth-year program which culminates in a Master of Arts in Teaching degree. The program and its requirements are described fully under the Education section, beginning on page 93.

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 22-1/2 credits. Ordinarily, however, a student planning to enter dental school will complete all the requirements for the Bachelor of Arts or Bachelor of Science 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. 46).

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

Medicine

A student planning on admission to medical school should consult Professor Thorsett of the Biology Department, the pre-medical advisor, and admission requirements of the medical schools of his/her choice. The following are suggested as minimum preparation for admittance 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 Thorsett of the Department of Biology.

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.

COLLEGE OF LAW

The Willamette University College of Law was established in 1883, the first in the Pacific Northwest. In 1967, the College of Law moved into the Truman Wesley Collins Legal Center 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 Politics Department offers four courses directly concerned with the law: Law and Public Policy (POLI 334), Constitutional Law I and II (POLI 337 & 339) and Seminar in Law and Constitutional Policy (POLI 308). The Economics Department offers Business Law (ECON 338). The Psychology Department 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. Nancy Norton, Pre-Law Advisor (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.

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.)

ATKINSON GRADUATE SCHOOL OF MANAGEMENT

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

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.

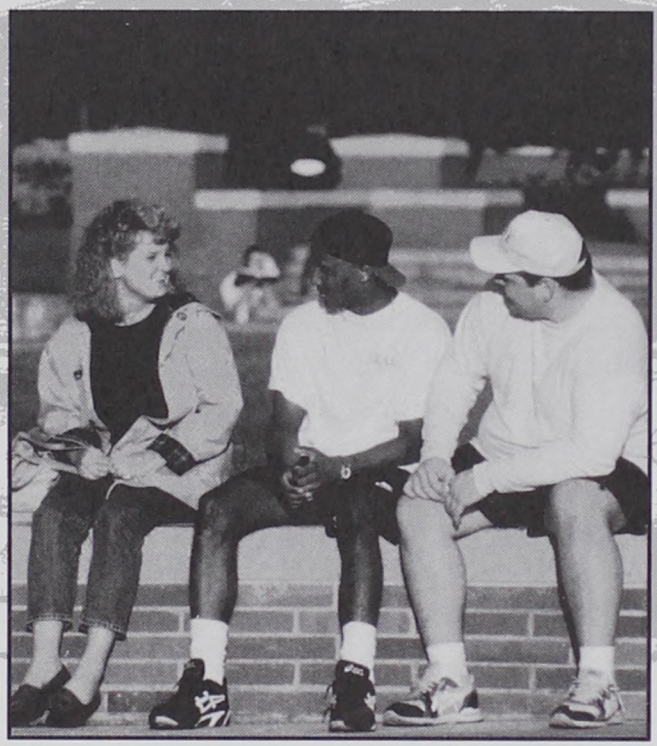
Recognizing that a core of basic skills is essential for effective management, the Atkinson School has a highly integrated system of required first year courses in economics, organizational behavior, government, human resources, quantitative methods, finance, accounting and marketing. Core courses provide 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, Geo. H. Atkinson Graduate School of Management, Willamette University, Salem, Oregon 97301, or calling (503) 370-6167, or e-mail joneill@willamette.edu.



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 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 one of the academic disciplines chosen by the student from contributing disciplines, such as: Art, Economics, Environmental Science, History, English, 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 consistant 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)

FACULTY

Michael Strelow, Professor of English, Chair
Suresht Bald, Professor of Politics
Adele Birnbaum, Professor of English
James Bjorkquist, Associate Professor of Sociology
Catherine Collins, Professor of Rhetoric and Media Studies
Ellen Eisenberg, Assistant Professor of History
Richard Ellis, Assistant Professor of Politics
Walter Gerson, Professor of Sociology
Robert Hawkinson, Associate Professor of Politics
Steven Hey, Associate Professor of Sociology
Roger Hull, Professor of Art
John Koprowski, Assistant Professor of Biology
Carol Long, Professor of English
George McCowen, Professor of History
Douglas McGaughey, Associate Professor of Religion
Kenneth Nolley, Professor of English
Charles Wallace, Associate Professor of Religion
and others.

ART

The Art Program encompasses the closely related disciplines of art history and studio art. Both emphasize the rich diversity of human experience and expression. Art courses may be taken singly to complement a number of other major programs, or as part of the art major, with a concentration in art history, studio art or both combined. Art history offerings include a variety of courses in American, Chinese, European and Japanese art; the departmental collections in these areas provide special opportunities both for class research projects and for individual study. Studio offerings include courses in fundamental principles of design, and more specialized work in different media, including ceramics, painting, photography, printmaking and sculpture. All Art Department courses, as part of the broad liberal arts tradition, foster the development of analytic skills, engagement with ideas and the exploration of social and personal values.

Students majoring in Art have found their study a desirable background for careers in such fields as college and high school teaching, professional art, museum work, advertising, radio and television communications, fashion and jewelry design, architecture and art criticism. As a liberal arts major, Art can also provide a good point of departure for careers in law, business or government.

The Mark and Janeth Hogue Sponenburgh Collection, housed in the Art Department's gallery storage and research room, includes a wide range of over 200 works of American, Chinese, Egyptian, European, Indian and Japanese art. Other departmental collections include Japanese prints and American drawings. Together with exhibitions of contemporary art in the department-run Hallie Brown Ford Gallery, these collections, and the traditional Japanese Garden adjacent to the Art Building, offer many opportunities for a variety of practical experiences with different cultural traditions, media and forms of art.

The Art Building is located on the northwest corner of the campus at State and Winter streets. Built in 1905 as a medical school and later used as the science building and then the College of Music, the building was completely renovated in 1977 for use by the Art Department. Additional remodeling was done in 1985 and 1991. The building now includes a large art history lecture room; an art history seminar room and adjacent library/study area; 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.

Courses in the Art Department that fulfill the General Education Requirement are:

ART 111	Drawing and Composition (Part A, Fine Arts)
ART 112	Color and Composition (Part A, Fine Arts)
ART 113	Fundamentals of Design (Part A, Fine Arts)
ART 114	Structural Design (Part A, Fine Arts)
ART 213	Art and Culture of China (Part A, Fine Arts)
ART 214	Art and Culture of Japan (Part A, Fine Arts)
ART 215	Survey of Western Art: Prehistoric Through Gothic (Part A, Fine Arts)
ART 216	Survey of Western Art: 1300-1750 (Part A, Fine Arts)
ART 217	Survey of Western Art: 1750-1900 (Part A, Fine Arts)

REQUIREMENTS FOR THE ART MAJOR

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

Art Studio Emphasis

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 231	Etching II
ART 242	Woodcuts and Collagraphs
ART 243	Monoprinting

Additional required courses:

ART 114	Structural Design	1
ART 216	Survey of Western Art: 1300-1750	1
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 1/2
AT 250 Sculpture I 1/2
ART 357 Twentieth Century Art 1
Art Studio or Art History Elective* 1
ART 496 Senior Seminar and Thesis 1/2

Art History Emphasis

ART 215 Survey of Western Art: Prehistoric Through Gothic 1
ART 216 Survey of Western Art: 1300-1750 1
Elective Credits in Art History* 3 1/2
Elective Credits in Art Studio or Art History* 1/2
Elective Credits in Art Studio** 1 1/2
ART 496 Senior Seminar and Thesis 1/2

Integrated Studio/Art History Emphasis

One credit from the following: *1*

ART 111 Drawing and Composition
ART 112 Color and Composition
ART 113 Fundamentals of Design

ART 114 Structural Design 1
ART 213 Art/Culture:China **OR**
ART 214 Art/Culture: Japan 1
ART 215 Survey of Western Art: Prehistoric Through Gothic **OR**
ART 216 Survey of Western Art: 1300-1750 1
Elective Credits in Art History* 1 1/2
Elective Credits in Art Studio** 2
ART 496 Senior Seminar and Thesis 1/2

*ART 111, 112 and 113 ***cannot be used as elective courses.*** Art History elective courses should be chosen with care, in consultation with the Art History faculty.

** At least one credit ***must*** be selected from the following: ART 131 (Etching I); ART 235 (Painting); ART 236 (Contemporary Painting Techniques and Concepts); ART 242 (Woodcuts and Collagraphs); ART 245 (Ceramics I); ART 250 (Sculpture I).

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

REQUIREMENTS FOR THE ART MINOR

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

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

James B. Thompson, Associate Professor, Chair

Robert H. Hess, Professor

Roger P. Hull, Professor

Mary Ann Johns, Professor

Ann M. Nicgorski, Assistant Professor

COURSE DESCRIPTIONS

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 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 archeological 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. *Spring.* 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 present day. 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 to the present day. *Fall.* Hull

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 Man. 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 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. *Spring.* 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). *Spring.* 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 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 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 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 in the more traditional sense of biology are offered to give a firm understanding of the phylogenetic affinities, qualitative features and interactions of living things. Third, the historical and ethical dimensions of biology are interwoven in the fabric of all courses to provide a sense of perspective and to impart the impact biological discovery has had on our understanding of what it is to be human in a complex world of differing views and expectations.

The Biology program emphasizes active participation and hands-on learning in classroom, laboratory and field settings. Students have the opportunity to use the latest technologies including transmission and scanning electron microscopy, ultracentrifugation, scintillation counting, protein electrophoresis and DNA manipulations. Students who major in Biology may do collaborative research with the faculty or independent research. 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 biological information to problems they encounter.

The courses offered by the Biology Department which will satisfy General Education Requirements are:

BIOL 110 Principles of Biology (Part A, Natural Science, for non-majors)

REQUIREMENTS FOR THE BIOLOGY MAJOR:

(8 credits in Biology, 3 credits in Chemistry, 1 credit in Physical Science/ Mathematics)

BIOL 130 Cell Biology and Genetics 1
BIOL 140 Organismal Biology 1

*One credit in **Population Biology**, from the following* *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 in a course stressing whole organisms from the following *1*

BIOL 250 Microbiology

Additional courses to be added

*One credit in **Research Methods**, from the following* *1*

BIOL 350 Molecular Genetics
BIOL 351 Animal Physiology
BIOL 352 Plant Systematics and Evolution
BIOL 353 Behavioral Ecology
BIOL 354 Microbial Ecology

Two additional credits in Biology *2*

BIOL 497 Senior Research 1/2
BIOL 498 Perspectives in Biology 1/2
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 *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, MATH 138)

Note: Senior evaluation includes satisfactory completion of an oral, comprehensive examination. BIOL 246 may not be used as one of the additional courses in

Biology, nor can credit be earned in both BIOL 260 and 351. 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

Ecology and Field Biology Option (5 credits)

BIOL 130 Cell Biology and Genetics 1
BIOL 140 Organismal Biology 1
Three credits from the following 3

- BIOL 255 General Ecology
- BIOL 256 Field Zoology
- BIOL 257 Field Botany
- BIOL 352 Plant Systematics and Evolution
- BIOL 353 Behavioral Ecology
- BIOL 354 Microbial Ecology*
- BIOL 376 Evolutionary Biology

* course has BIOL 250 prerequiste *or* permission of instructor

Anatomy and Physiology option

(5 credits in Biology, 2 credits in Chemistry)

BIOL 130 Cell Biology and Genetics 1
BIOL 140 Organismal Biology 1
CHEM 115 Introductory Chemistry I 1
CHEM 116 Introductory Chemistry II 1
Three credits from the following courses 3

- BIOL 250 Microbiology
- BIOL 260 Human Physiology
- BIOL 350 Molecular Genetics
- BIOL 351 Animal Physiology
- BIOL 440 Electron Microscopy
- BIOL 446 Embryology

FACULTY

Grant O. Thorsett, Professor, Chair

Scott D. Hawke, Professor

Susan R. Kephart, Professor

John L. Koprowski, Assistant Professor

Sharon L. Rose, Associate 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. One lab. *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

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, Kephart

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. *Fall, Spring.* 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. Laboratory. 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 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 subdiscipline of biology. Laboratory. Prerequisites: BIOL 130 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. 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. 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. Laboratory. Prerequisites: BIOL 140 required, BIOL 130 and 255 recommended. *Spring.* 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. Laboratory. Prerequisite: BIOL 250. *Spring.* Rose

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 Man. 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.

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, research and development or management 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 will be housed in the Olin Science Center when it opens for Fall Semester 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 state-of-the-art safety stations for all students have been installed. A wide selection of chemistry periodicals and monographs is available to students in the University Library.

Chemistry courses offered that fulfill the General Education Requirements are:

CHEM 110 Chemical Concepts and Applications (Part A, Natural Science)
CHEM 115 Introductory Chemistry I (Part A, Natural Science)
CHEM 116 Introductory Chemistry II (Part A, Natural Science)

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.

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
Either option A or Option B below 3

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

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

FACULTY

David E. Goodney, Professor, Chair

Christina P. Brink, Associate 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 qualitative understanding rather than detailed theory and calculation. 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, intrermolecular forces, and phase changes. Laboratory. *Fall.* Staff

CHEM 116 Introductory Chemistry II Part A (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, engery, and energy levels; electron configuration and the periodic table; bonding and bond energies; kinetics and reaction mechanisms; solubility and colligative propertties; acid/base equilibria; and redox reactions as biological energy sources. These chemical principles will be discussed in relation to such modern phenomena as smog, acid rain, the greenhouse effect, the ozone hole, and other aspects of everyday life. Laboratory. 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 crossing the traditional lines of organic, inorganic, physical, analytical and biological chemistry. *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 crossing the traditional lines of organic, inorganic, physical, analytical and biological chemistry. *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 crossing the traditional lines of organic, inorganic, physical, analytical and biological chemistry. *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

COMPARATIVE LITERATURE

The Comparative Literature major reflects the status of literature today — one that is increasingly multilingual and linguistically oriented, one that is interdisciplinary and worldly in its incorporation of both eastern and western narrative as well as emergent and nationalist fictions.

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. A required thesis, in which they compare at least two texts, one of which must be read in a language other than English. *Spring.* Sutliff

COMPUTER SCIENCE

The computer revolution continues. Students know that they will be using computers in ways they cannot foresee. Computer science is a study of the principles behind computer hardware and software. Introductory courses focus on general problem-solving skills through programming; these skills are applicable not only in computing but in other domains as well. More advanced courses study ideas behind the computer software.

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. All 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, and an electronics laboratory for student use on projects.

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 496	Senior Seminar in Computer Science	1
MATH 142	Calculus II	1
MATH 263	Discrete Mathematics	1
One credit from the following:		*1*
MATH 246	Logic and Proof in Mathematics (1/2)	

MATH 247 Sequences and Series (1/2)
MATH 253 Linear Algebra
MATH 349 Numerical Analysis
MATH 366 Applied Mathematics: Optimization
MATH 466 Probability and Statistics I
Two credits in Math courses numbered MATH 141 or above 2
Two courses from the following: 2
CS 348 Programming Languages
CS 443 Analysis of Algorithms
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

George W. Struble, Professor, Chair

J. Michael Dunlap, Professor

James R. Levenick, Associate Professor

Edmond Loyot, Assistant Professor

COURSE DESCRIPTIONS

CS 130 Computing Concepts and Problem Solving (1)
This course introduces the computer as a tool to solve everyday problems. Students' problem solving abilities are enhanced by use of practical computer applications and/or by programming. Specific 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.* Struble

CS 341 Computer Organization (1)
Machine organization, digital logic, data representation, machine- and assembly-language programming. Includes laboratory work in digital logic. Prerequisite: CS 241. *Fall.* Dunlap

CS 348 Programming Languages (1)
This course introduces students to the issues involved with the design and evaluation of modern programming languages. These issues are presented in the context of a survey of high-level programming languages such as: Icon, Scheme, and Prolog. Students learn about the underlying paradigms and structures used by these and other modern programming languages. Prerequisite: CS 241. *Every third semester.* Loyot

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.* Loyot

CS 443 Analysis of Algorithms (1)
This course introduces and studies a number of algorithms, and general ideas such as backtracking and dynamic programming that are used in some powerful algorithms. It also includes study of the efficiency of algorithms and NP-completeness. Prerequisites: CS 241 and MATH 263. *Every third semester.* Struble

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 is an introduction to formal models of computation. It presents formal languages by their generating grammars and the automata that accept the languages. It includes Turing machines and computability results. Prerequisites: CS 241 and MATH 263. *Every third semester.* Struble

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 prerequiste usually will be CS 241. May be repeated for up to three credits. *Every semester.* Staff

CS 457 Micro-System Interfacing (1)
This course is a joint offering of Physics and Computer Science. The course explores interfacing various types of transducers to micro-computer systems, including laboratory equipment. Topics include review of analog and digital electronics, transducers, software and laboratory safety procedures. The course requires a substantial project which involves interfacing a microcomputer system to experimental apparatus. *Alternate years.* Dunlap, Bigelow

CS 459 Digital Communication Systems (1)
This course examines both wire and non-wire digital communications systems. The course emphasizes the hardware and transport levels of networking rather than a strictly software approach. The course includes computer networks and their protocols, methods of connecting systems and network communication techniques. Specific topics include network protocol, token ring, Ethernet and

Appletalk networks, as well as communications forms such as twisted pair, optic fiber and non-wire methods. The course includes a required laboratory. Prerequisite: CS 341. *Alternate years.* Dunlap

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 to environmental ethics.

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

ERTH 110 Physical Geology (Part A, Natural Science)
ERTH 112 Physical Geography (Part A, Natural Science)

REQUIREMENTS FOR THE EARTH SCIENCE MINOR (5 CREDITS)

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

Geology Emphasis

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

Geography Emphasis

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

FACULTY

Gilbert LaFreniere, Professor, Chair

H. Peter Eilers, 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. *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 Siskiyous. Prerequisite: ERTH 110. *Alternate years.* LaFreniere

ERTH 331 Geography of Europe (1)
This course is designed to provide basic knowledge of the physical and cultural geography of Europe. The course begins with a survey of systematic themes, including historical, political, economic, and social geography, physiography, climates, agriculture, resources, industry, settlement, demography and transportation. Study of the regions of Europe, including the nations of the former Soviet Union, follows. Important present-day issues are discussed in connection with relevant regions. *Alternate years.* Eilers

ERTH 332 Geography of the Pacific States (1)
A study of the physical and cultural elements of the Pacific States with special reference to Oregon. Topics for consideration include landforms, soils, vegetation, climate, resource development, land use, urbanization and current problems. Methods include lectures, discussions, readings, student presentations and field trips. *Alternate years.* Eilers

ERTH 333 Geographic Information Systems (1)
A comprehensive approach to cartography and spatial analysis, including the use of the global positioning system, computer-aided mapping and geographic information systems. Lecture, field and laboratory experience with an emphasis on class and individual projects. Prerequisite: ERTH 112. *Fall.* Eilers

ERTH 350 Environmental Geology (1)
This course applies principles and techniques learned in physical geology to such geologic hazards as vulcanism, seismicity, erosion, mass wasting and flooding, and to mineral, fossil fuel and water resource development and their related environmental impacts. Prerequisite: ERTH 110. *Alternate years.* LaFreniere

ERTH 490 Independent Study in Geography and Geology (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

Two courses of the following 2

HIST 334 History of Traditional China
HIST 335 History of Traditional Japan
HIST 363 Mao's China
HIST 364 History of Modern China
HIST 365 History of Modern Japan

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

ART 213 Art and Culture of China
ART 214 Art and Culture of Japan
JAPN 314 Japanese Literature in Translation
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 coordinators.

FACULTY

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

Toshie Nakamura Gordon, Instructor in Japanese

Yowko Ichioka-Richardson, Instructor in Japanese

Chung So, Assistant Professor of Chinese (Part-time)

Jie Zhao, Assistant Professor of History

ECONOMICS AND BUSINESS ECONOMICS

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

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

The course in the Economics Department that fulfills the General Education Requirement is:

ECON 119 Principles of Economics (Part A, Social Science)
This course constitutes the basic introduction to economic analysis and its applications. It is a prerequisite for most other courses in the department.

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 and normally follow this course with ECON 230 and 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
One course from the following: *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
Two courses from the following: *2*
ENVR 220 Environmental Systems Under Stress
ENVR 320 Environmental Ethics
PSYC 341 Personnel and Industrial Psychology
RHET 150 Public Speaking
RHET 232 Persuasion, Propaganda and the Mass Media
RHET 242 Leadership and Group Communication
SOC 335 Work, Organization and the Marketplace
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

James R. Frew, Associate Professor, Chair

C. Russell Beaton, Professor

Jerry Gray, Associate Professor

James S. Hanson, Professor

Thomas H. Hibbard, Professor

Donald H. Negri, Associate 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. Note: Students who wish to substitute another statistics course for ECON 230 must also complete ECON 452 to satisfy departmental major requirements. ECON 230 counts for only 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. *Spring.* 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 semester.* Beaton, 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. *Alternate years.* 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, pubic goods, property right and cost-benefit analysis. Special consideration will be given to several contemporary environmental problems. Prerequisite: ECON 119. *Fall.* Negri.

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. *Fall.* 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. *Odd numbered springs.* 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 springs.* 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 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)
Analysis of decision making with respect to investment mechanisms and vehicles as well as the investment process within firms. Analysis will occur from both the individual and the firm perspective and will be studied with relation to the economic theory of the firm. Prerequisite: ECON 356 or ECON 357. *Fall.* 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 (1/2) (1)
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 phenomenon. 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. With approval of instructor. Staff

ECON 496 Senior Research Seminar (E) (1)
This senior seminar for the Economics major enables each student to apply the concepts and tools of economic analysis in the exploration of current policy

issues, and to undertake a research project on a topic of particular interest. Other course activities include student-led discussions and presentations. Prerequisites: ECON 119, 230, 357 and 358. *Every semester.* Beaton, Hanson, Hibbard, Negri, Whiting

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 springs.* 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. Prerequisites: ECON 119, 230, 235, 356 and 459. *Every semester.* Frew

EDUCATION

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

TEACHER PREPARATION

Willamette University provides a program for the preparation of elementary, middle and secondary school teachers. Students may prepare to teach in the following areas: art, biology, chemistry, drama, elementary, English, French, German, Russian, Japanese, health, integrated science, mathematics, music, physical education, physics, reading, Spanish, speech and social studies. The Willamette program of teacher education is organized around a fifth-year concept. This 10-month (mid-August through mid-June) fifth-year program culminates with a Master of Arts in Teaching degree (M.A.T.). Students spend the entire fifth year taking education courses and completing a full semester of student teaching.

Undergraduate courses and internships are available to help students decide whether teaching is a viable option in terms of their personal career decisions. General education and major work should be in an academic area closely related to one's intended teaching field. Admission to the program requires completion of a basic skills test and a subject matter test in the areas in which one desires to teach, as well as experience with school age children. Please contact the Office of Admission or the School of Education for the correct title of the applicable examination. These tests are normally completed during spring of the junior year or, at the latest, by November of the senior year. Students in some subject areas may be required to take additional skill-related tests and coursework.

A solid liberal arts background is seen as the best preparation for teaching. A 3.0 GPA is generally seen as the minimum acceptable for admission to Willamette's M.A.T. Program.

Students interested in elementary education are urged to contact the School of Education during their freshman year. All interested students should make personal contact with the Office of Admission or the School of Education to arrange for entrance testing and admission procedures. Each student is responsible for satisfying all requirements. State certification requirements are subject to change. Detailed current information may be obtained from the School of Education.

PROGRAM FOR UNDERGRADUATES

Prospective teachers major in one or more academic areas; there is no major in education. Students may take the following undergraduate courses to determine if education is a desirable career choice. None of these are required for admission to the M.A.T. program.

EDUC 205 Introduction to Teaching (1/2)
EDUC 335 The School, Teacher and Student (1/2)
EDUC 350 Foundations of Reading (1/2)
EDUC 390 Pre-Practicum Internship (1/4-1/2)
EDUC 490 Research and Independent Study (1/2-1)

PROGRAM FOR GRADUATES

Students report for their first class two weeks before Labor Day. 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 inservice week, and all M.A.T. students are assigned to a local school. Time during that week is spent at that school with additional classes at Willamette.

Beginning with the day after Labor Day, M.A.T. students are in the public school setting for two and one-half days and at Willamette the remaining two and one-half days attending graduate level courses. This schedule continues until the first of December when the M.A.T. students begin their Leadership Module. During this time, each student will explore a specific leadership topic and meet with current leaders in his/her area of interest.

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. It is a very intense program which prepares students for not only classroom teaching, but to take a leadership role in education.

FACULTY

John Tenny, Associate Professor, Director

Richard Biffle, Assistant Professor

Cheryl K. Brown, Assistant Professor

Rosalyn Edelson, Associate Professor

Arthur "Jim" Granada, Assistant Professor

Karen Hamlin, Assistant Professor

Linda Tamura, Professor

Part-time methods staff from local schools

Louise Brantley, Instructor

Joni Cesario, Instructor

Steve Chambers, Instructor

Stephen L. DeHaas, Instructor

Molly Kellar, Instructor

Nancy Wolff, Instructor

COURSE DESCRIPTIONS

EDUC 106 College Learning Skills (1/4)

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

EDUC 205 Introduction to Teaching (1/2)

A study of teaching through field studies, simulations, practica, and readings. Includes involvement in the public school classroom. Evaluation made by

student, peers, and faculty on the student's potential as a teacher. Not open to first semester freshmen. *Every semester.* Staff

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. *Fall, Spring.* Staff

EDUC 335 The School, Teacher and Student (1/2)
Public school structure and curriculum, social and legal roles of the schools, minority and ethnic awareness, ethics of learner study, principles of instruction, accountability, group processes, and career education. *Every semester.* 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 205 or consent of instructor. *Every semester.* James

EDUC 390 Pre-Practicum Internship (1/4 or 1/2)
Open to sophomores and above. This internship is to be utilized to provide in-the-classroom experiences for students who desire additional practicum time (6-8 hr/wk) beyond what is experienced in EDUC 205. Prerequisite: EDUC 205. *Every semester.* Edelson

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 205 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 federal funded programs. Prerequisite: EDUC 205 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 205 and 350. *Fall.* Staff

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

EDUC 522 Measurement and Evaluation in Education (1/2)
This course presents the knowledge and skills required to design effective methods for assessing student knowledge and the effects of instruction. Techniques of test development, alternative strategies for student assessment, and appropriate use of findings in guiding instruction will be presented. *Fall.* Edelson, Granada

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 effective development appropriate to the middle grades. *Fall and Spring.* Edelson, Hamlin

EDUC 530 Methods and Research in Art Education (1/2)
District, unit, daily goal development based upon research within art education. Special emphasis upon instructional materials, activities, physical space constraints, and evaluative techniques. *Every semester.* Staff

EDUC 531 Methods and Research in English Education (1/2)
District, unit, daily goal development based upon research within English education. Special emphasis upon instructional materials, activities, physical space constraints and evaluative techniques. *Every semester.* Staff

EDUC 532 Methods and Research in Foreign Language Education (1/2)
District, unit, daily goal development based upon research within foreign language education. Special emphasis upon instructional materials, activities, physical space constraints, and evaluative techniques. *Every semester.* Staff

EDUC 533 Methods and Research in Mathematics Education (1/2)
District, unit, daily goal development based upon research within mathematics education. Special emphasis upon instructional materials, activities, physical space constraints and evaluative techniques. *Every semester.* Staff

EDUC 534 Methods and Materials in Health Education (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, 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, 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 Elementary Education
District, unit, daily goal development based upon research in elementary education. Special emphasis upon instructional materials, activities, physical space constraints and evaluative techniques. *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)
This course will examine specific physical approaches to stage adaptation, set design, lighting and sound resources, construction methods and safety considerations for student workers in the diverse environments of school theatre. *Fall.* Staff

EDUC 543 The Student Actor and the Student Play (1/4)
This course will examine specific approaches to acting for the public school student, with particular attention to maturation of personality as well as limitations of vocal and physical development. It will also include an examination of play selection criteria in terms of actor development, staging analysis and audience acceptance. *Fall.* 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

ÉDUC 546 Special Populations (1/4)
Understanding the gifted, disabled, and other special populations. Focus on mainstreaming into the public school classroom. Principles of educational equity related to social, linguistic, and gender differences. Focus on legal rights of students. *Fall.* Brown

EDUC 547 Multicultural Education (1/4)
Focus on understanding of minorities in American public schools. Legal rights of minorities and adaptive teaching techniques will be emphasized. Understanding bilingual and migrant education programs as well as new immigrant programs is included in the coursework. *Fall.* Biffle, Granada, 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 field experience. 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 Applied Research (1/2)
Study of research on effective schools and effective teachers along with techniques of applying research in the classroom. *Fall.* Granada

EDUC 559 Leadership in Education (1/2)
A series of field-based modules designed to involve the student in the broad scope of public education. Individually tailored, this course may include extended visits and internships with small rural schools, metropolitan high schools, and Education Service Districts; alliances with school administrators, counselors, specialists, and members of the social services system. Directed studies of legislative committees, commissions, and professional associations. *Spring.* Brown, Granada

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 policy and procedures appropriate to the profession, contractual and legal issues, professional organizations, and professional ethics in current education. *Spring.* Staff

EDUC 590 Thesis/Project (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 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 (3.0)
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

ENGLISH

The English Department offers language, literature and writing studies on several levels: it assists students to satisfy the general education literature requirement; it provides varied experiences in the careful reading of literary texts, and it promotes Willamette's writing culture.

Courses in the English Department that satisfy General Education Program Requirements are:

ENGL 116 Topics in American Literature (Part A, Literature)
ENGL 117 Topics in British Literature (Part A, Literature)
ENGL 118 Topics in World Literature (Part A, Literature)
ENGL 210 History of Cinema: The Rise of Classical Narrative (Part A, Fine Arts)
ENGL 211 History of Cinema: Alternatives to Classicism (Part A, Fine Arts)
ENGL 219 The Forms of Literature: The Art of Reading Poetry, Drama, Fiction (Part A, Literature)

REQUIREMENTS FOR THE ENGLISH MAJOR (8 CREDITS)

One course from the following *1*

ENGL 116 Topics in American Literature
ENGL 117 Topics in British Literature
ENGL 118 Topics in World Literature
ENGL 219 Forms of Literature

ENGL 301 The Study of Literature 1

One course in Shakespeare *1*

ENGL 341 Shakespeare: The Comedies
ENGL 342 Shakespeare: The Tragedies
ENGL 450 Advanced Studies in Shakespeare

Two English courses numbered above 301 2
One English course numbered 400 or above 1
One additional course in English 1

Senior Experience *1*

ISA 497 Humanities Senior Seminar **OR**
ENGL 490 Independent Study

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 required to take a foreign language through the proficiency level, thus earning a B.A. They are also encouraged to take courses from the following related fields: theatre, music, religion, 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 which meets the Part A Literature requirement (ENGL 116, 117, 118, 219); ENGL 301; and any three credits chosen from English Department courses numbered above 301.

Writing Option: One English course which meets the Part A Literature requirement (ENGL 116, 117, 118, 219); and any four credits chosen from English Department Writing courses numbered 160 or above (including ENGL 250, 251, 390, 391 and 490).

FACULTY

Wilbur S. Braden, Professor, Chair

Eleanor Berry, Assistant Professor

Adele L. Birnbaum, Professor

Gerard F. Bowers, Professor

Carol S. Long, Professor

Frann Michel, Assistant Professor

Kenneth S. Nolley, Professor

Michael H. Strelow, Professor

Richard A. Sutliff, Professor

Virginia E. Bothun, Associate Professor (Emeritus)

Richard D. Lord, Professor (Emeritus)

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. This course will acquaint students with various modes, genres, and appropriate critical approaches. 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

WR 130 College Writing (1)
Emphasis is on instruction in the modes of exposition aimed at enhancing the student's skill in handling the language correctly and in writing with organization and style. *1995-96 only* Staff

WR 132 Writing in the Disciplines (1)
A writing 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 acrosss 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 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 alernate focus to include such topics as Japanese culture, Middle East culture, and alternate cultures within American society. *Fall.* Staff

ENGL 160 Honors Writing (1)
Expository writing with emphasis on developing skills in rhetorical modes most often encountered by serious writers. Open to those freshmen who enter the university seeking a challenging writing class. *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 219 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. Designed especially for students seeking to fulfill the Literature requirement in the General Education Program. *Every year.* Staff

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 250 Introduction to Structural and Transformational Grammar (1/2)
An introduction to the principles and methods of structural and transformational grammar. Consideration will be given to the relationship between modern grammar and traditional grammar. This is not a composition course. *Spring first-half semester.* Nolley, Birnbaum

ENGL 251 History of the English Language (1/2)
A study of the history of the English language from its Indo-European origins to the present day. *Spring second-half semester.* Birnbaum, Nolley

ENGL 301 The Study of Literature (1)
This introduction to literary study includes the careful reading of primary and secondary texts and an intensive critical writing program. Students should take this as the second course in literature for the English Major, after successfully completing one of the Part A Literature courses. For one half of the semester the focus will be on the poem, including elements of prosody, forms of verse, figurative language, and selected critical approaches to poetry. During the other half of the semester students will read drama, prose fiction and critical theory. Prerequisite: Part A Literature course. Open to Freshmen. *Every semester.* Staff

ENGL 330 Advanced Writing (1)
An advanced expository writing course with emphases on the forms and approaches of technical writing and on stylistic analysis. Prerequisite: junior or senior standing. *Spring.* 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.* Visiting Writers and Staff

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.* Visiting Writers and Staff

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: Part A literature course, and a minimum of sophomore standing. *Alternate springs.* Babson

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: Part A 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: Part A 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. Prerequisite: Part A Literature course. *Fall.* 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: Part A Literature course. *Spring.* Lord

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: Part A Literature course. *Alternate years.* Lord

ENGL 352 Theories of Criticism (1)
A study of the historical foundations of literary criticism with an emphasis on the development of the student's own critical theories. An attempt will be made to sharpen reading awareness through the study of critical theories as they relate to works of literature. Prerequisite: Part A Literature course. *Alternate years.* 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: Part A Literature course. *Alternate years.* Long, Sutliff

ENGL 355 Feminist Literary Theory (1)
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. Applications of feminist theories to works of literature. Prerequisites: Part A 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: Part A 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: Part A Literature course. *Spring.* 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: Part A Literature course. *Alternate years.* Birnbaum

ENGL 371 Classical Literature (1)
Representative works of Greek and Latin literature in translation, with emphasis on the major genres of epic and drama as they appear at the dawn of the western tradition. Prerequisite: Part A Literature course. *Alternate fall semesters.* Staff

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: Part A Literature course. *Fall.* 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: Part A Literature course. *Alternate spring semesters.* 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: Part A Literature course. *Alternate fall semesters.* 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. 40.

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. *Spring.* 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 with the instructor. 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

ENGL 453 Advanced Studies in Literature 1300-1800 (1)
The advanced studies in literature courses are designed specifically for the English major who is contemplating graduate study in English or comparative literature. Both courses are in-depth studies of British and American canonical texts. Prerequisites: ENGL 301 and one additional 300 level English course. Not open to Freshmen. *Alternate years.* Staff

ENGL 454 Advanced Studies in Literature 1800-Present (1)
The advanced studies in literature courses are designed specifically for the English major who is contemplating graduate study in English or comparative literature. Both courses are in-depth studies of British and American canonical texts. Prerequisites: ENGL 301 and one additional 300 level English course. Not open to Freshmen. *Alternate years.* Staff

ENGL 456 Advanced Studies in Genre (1)
Examination of generic conventions through study of exemplary literary texts and critical works. Emphasis will vary. (Possibilities include Lyric, Epic, Novel, Autobiography) Prerequisites: ENGL 301 and one additional 300 level English course. Not open to Freshmen. *Alternate years.* Staff

ENGL 458 Advanced Studies in Literary Theory (1)
This course will offer students intensive readings in major theoretical texts from Formalism to the present. We will also examine the mutually influential relationships between recent literary theory and such disciplines as philosophy, anthropology, linguistics, and psychoanalysis. Possible theories might include: Formalism, Structuralism, Deconstructionism, Reception Theory, New Historicism, Psychoanalytical Theory, Post Colonialist Theory. Prerequisites: ENGL 301 and one additional 300 level English course. Recommended: ENGL 352 and ENGL 355. Not open to Freshmen. *Alternate years.* Staff

ENGL 490 Independent Study (1)
Intensive study of a selected area. By permission of the department. 3.5 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 effecting environmental change; insight into basic causes of, and possible solutions to, important environmental problems; and skills for defining and furthering environmentally sound action. Attainment of these goals requires grounding in several disciplines as well as integrative study of environmental 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.

Environmental Science courses that meet the General Education Requirement are:

ENVR 220 Environmental Systems Under Stress (Part B)
ENVR 320 Environmental Ethics (Part B)
ENVR 326 Environmental History (Part B)
ENVR 496 Senior Seminar in Environmental Science (Part B)

(Other courses in the Environmental Science Program that meet General Education requirements are so designated in their subject area descriptions.)

REQUIREMENTS FOR THE ENVIRONMENTAL SCIENCE MAJOR

(14 credits)

BIOL 140 Organismal 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 494 Environmental Science Internship*
POLI 343 Oregon and the Politics of the Pacific Northwest **OR**
POLI 366 Topics in Political Economy
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, but not both.

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** 1
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
POLI 343* Oregon and the Politics of the Pacific Northwest
POLI 366* Topics in Political Economy
SOC 330 World Population Problems

*Only one of these courses may be used

FACULTY

Peter Eilers, Professor, Geography and Environmental Science, Chair

Robert Dash, Associate Professor, Politics

David Goodney, Professor, Chemistry

Carol Ireson, Professor, Sociology

John Koprowski, Assistant Professor, Biology

Gilbert LaFreniere, Professor, Geology and Environmental Science

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 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.* 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 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.* Eilers, Goodney, LaFreniere, Beaton

EXERCISE SCIENCE

The Department of Exercise Science performs several roles within the University, with basic concerns for human movement and health. The Exercise Science 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 promotion of 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 remodelled 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.

The course offered by the Exercise Science Department that satisfies the General Education Requirement is:

ISB 320 Personal Health (Part B)

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)

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

Exercise and Physical Development Emphasis:
(8 Exercise Science, 2 Biology, 1 ISA, 1 ISB, 1 Rhetoric)

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)

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 339 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)

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: *1/2*

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)

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)

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 offering include: aerobic dance and/or step aerobics, basketball, crew, fencing, golf (beginning and intermediate), judo, lifeguard training, racquetball, rock climbing , tennis (beg. and inter.), other racquet sports, scuba (beg. and adv.), self-defense, skiing, swim fitness, swimming (beg. and inter.), volleyball, walking-jogging, water safety instruction, weight training, weight training for women, 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. *Fall.* 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. *Fall.* 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.* Kentizer, Victor

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, Petrie

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/Victor

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 339 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 (formally Advanced First Aid) and CPR by American Red Cross. *Fall/Spring.* Harmer, Victor

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 skill acquisition of adhesive tape application 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.* Brik, 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. Prerequisite: BIOL 246 and 260. *Fall.* Harmer, Piper

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. Prerequisite: BIOL 246. *Spring.* Cagle

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 skill, 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

FOREIGN LANGUAGES AND LITERATURES

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

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

Courses in the Foreign Languages and Literatures Department that satisfy the General Education Requirement are:

FREN 314	Introduction to French Literature (Part A, Literature)
GERM 314	Introduction to German Literature (Part A, Literature)
JAPN 314	Japanese Literature in Translation (Part A, Literature)
RUSS 314	Introduction to Russian Literature (Part A, Literature)
SPAN 314	Introduction to Spanish Literature (Part A, Literature)
SPAN 413	Spanish American Literature: Modernismo to Early 20th Century (Part A, Literature)

REQUIREMENTS FOR THE FRENCH MAJOR (8 credits)

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
FREN 490, 491 Reading and Conference
2 1/2 additional credits in French, numbered 300 or above 2 1/2
FREN 496 Senior Year Experience 1/2

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. 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.

REQUIREMENTS FOR THE GERMAN MAJOR (8 credits)

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 JAPANESE STUDIES MAJOR (12 credits)

HIST 117 East Asian Civilization to 1800 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 and Conference
JAPN 201 Modern Japanese Society & Culture 1
JAPN 314 Japanese Literature in Translation 1
HIST 365 Modern Japan 1
JAPN 499 Senior Seminar in Japanese Studies 1

Three additional credits from the following electives: 3

ART 213 Art and Culture of China
ART 214 Art and Culture of Japan
CHNSE 232, 332* Intermediate, 3rd Year Chinese
HIST 364 History Modern China
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 SPANISH MAJOR (8 credits)

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

Language majors are required to complete eight credits of course work beyond the intermediate level language courses, including Composition and Discussion, at least one credit in Civilization, three credits in Literature and a Senior Year Experience. In addition, majors, working with their faculty advisors, are required to select four credits from the following areas outside the Foreign Languages and Literatures Department: Art, Earth Science, Economics, English, History, Music, Philosophy, Politics and Religion.

Minor programs are also offered in French, German, Japanese, Russian and Spanish.

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

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 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

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 1
or Willamette's semester abroad (Simferopol) or transferred from an accredited program at another 4-year institution.

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


GOVERNOR'S
TROPHY
RUN

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 France, Germany, Spain, Japan, Ukraine 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 Foreign Language 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

Christine A. Gentzkow, Associate Professor, Chair

Maria Blanco-Arnejo, Assistant Professor

Francoise Courtin-Schreiner, Instructor (part-time)

Gaetano DeLeonibus, Assistant Professor

Ludwig M. Fischer, Professor

Marta Gavilanez, Instructor (part-time)

Francoise A. Goeury-Richardson, Professor

Toshie Gordon, Instructor

Yowko Ichioka-Richardson, Assistant Professor

Ronald P. Loftus, Professor

Lane C. McGaughy, George H. Atkinson Professor of Religious and Ethical Studies

Tatjana Pavlovic, Assistant Professor

Magda Schay, Associate Professor

Chung So, Assistant Professor (part-time)

John F. Uggen, Associate Professor

Patricia Varas, Assistant Professor

COURSE DESCRIPTIONS

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. 131, *Fall;* 132, *Spring.* So

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. 231, *Fall;* 232, *Spring.* So

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. *Every year.* So

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

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 wirtten 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 fulfull 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

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 man's 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

Greek

GREEK 131 & 132 Elementary Hellenistic Greek I & II (1)
Introduction to the morphology and syntax of Hellenistic Greek, based on a selection of texts from the New Testament and related literature. *Alternate years.* McGaughy

GREEK 231 & 232 Intermediate Hellenistic Greek I & II (1)
Reading and translation of selected Greek texts from the Hellenistic period. Prerequisite: GREEK 131 & 132 or an equivalent introductory course. *Alternate years.* McGaughy

Japanese

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, Ichioka-Richardson, 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: Marrage 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, Ichioka-Richardson, Loftus

JAPN 231 & 232 Intermediate Japanese I & II (1)
Improvement on 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, Ichioka-Richardson, 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. *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, Ichioka-Richardson

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.* Ichioka-Richardson

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, Ichioka-Richardson

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, Ichioka-Richardson

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. Instensive 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, Ichioka-Richardson

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. Prequisite: JAPN 432 or instructor's permission. *Spring.* Loftus, Gordon, Ichioka-Richardson

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.* Loftus, Ichioka-Richardson, Gordon

JAPN 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.* Gordon, Ichioka-Richardson, Loftus

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

Spanish

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, Bequer, Pereda, Galdos, Valera and Pardo Bazan. Prerequisite: SPAN 331 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 331 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 331 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, Cesar Vallejo, Jorge Luis

Borges, Pablo Neruda, Rosario Ferre, Rosario Castellanos and Gabriel Garcia Marquez. Conducted in Spanish. Prerequisite: SPAN 331 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, Alegria, Garcia Marquez, Carpentier, Asturias, Borges, Quiroga and Cortazar. Conducted in Spanish. Written and oral exams. One term paper. Prerequisite: Consent of instructor. *Alternate years.* Blanco-Arnejo, Uggen

SPAN 432 20th Century Spanish Literature: Drama, Poetry, and Novel (1)
Study of 20th Century Spanish Literature, beginning with the Generacion de 98. Includes the most important authors who analyze the philosophical, political, and social problems of modern Spain. Selections of drama, novel, poetry and essay. Conducted in Spanish. Written and oral exams. Prerequisite: SPAN 331 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 331 or consent of instructor. *Alternate years.* Blanco-Arnejo/Pavlovic

SPAN 435 Contemporary Hispanic Women Writers (1)
This course will examine the changing role of the Hispanic woman. This change is evident not only in literature and the arts, but also in women's political and social life. Feminist theory will be applied in the analysis of representative authors' works: Storni, Valenzuela, Bombal, Ferré, Burgos, Peri Rossi and Poniatowska. Conducted in Spanish. Written and oral exams. Prerequisite: SPAN 331 or consent of instructor. *Alternate Falls.* Varas

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 331 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

HISTORY

The program in history is designed to provide a firm foundation in the histories of Western civilization, American culture in its European and English contexts, 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.

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

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

HIST 116 Western Civilization: 17th Century to the Present (Part A, Humanities)
HIST 117 East Asian Civilization to 1800 (Part A, Humanities)
HIST 118 East Asian Civilization since 1800 (Part A, Humanities)
HIST 210 Topics in United States History: Early Period (Part A, Humanities)
HIST 211 Topics in United States History: Later Period (Part A, Humanities)

REQUIREMENTS FOR THE HISTORY MAJOR (8 credits)

HIST 115 Western Civilization to 1715 1
HIST 116 Western Civilization: 17th Century to the Present 1
Two credits in United States history, from the following *2*
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 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 432 Henry Adams and Historical Consciousness (1/2)
HIST 433 Expatriates and the National Experience (1/2)
HIST 491 Independent Study in American History
Three additional courses in History 3
One course from the Following *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 complete study of a foreign language to proficiency level, thus attaining a B.A. degree, and to take at least five courses in fields closely related to history (anthropology, art history, economics, literature, music history, philosophy, 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 E. Duvall, Professor, Chair

Lawrence D. Cress, Professor, Dean, College of Liberal Arts

Ellen Eisenberg, Associate Professor

Jennifer Jopp, Assistant Professor

Ronald P. Loftus, Professor

Robert Lucas, Professor

George S. McCowen, Jr., Professor

William Smaldone, Associate Professor

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.* McCowen

HIST 211 Topics in United States History: Later Period (1)
Developments of the modern American state and the impacts of major issues on American society and culture from the Reconstruction to the present. *Spring.* Eisenberg

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 salavery in the antebellum years; the wartime experience of civilians and soldiers in the North and South; emancipation; and reconstructioon 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. *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 330 Survey of African History (1)
A survey of the African past including study of the early development of agriculture, political systems, and cultural expressions; the study of the incursions of Europeans into Africa giving rise to slave trading and colonial administration; African resistance to imperialism; and the process of decolonization and establishment of independent countries. *Alternate years.* Staff

HIST 331 African-American History (1)
History of the experience of black people in the United States from African origins to the present. Special emphasis will be placed upon understanding the Black experience within the larger context of American culture. Course topics will include African cultural roots of 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 falls.* 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 United States' relations with these areas. *Alternate springs.* Smaldone

HIST 333 Middle East in Modern Times (1)
The course traces the development of nationalism among the Arab nations and Israel, as well as the Turks and Iranians. Emphasis is on the current economic and political problems of the Middle East and the dilemma arising from the Arab-Israeli conflict. *Alternate years.* Staff

HIST 334 History of Traditional China (1)
A survey of the history of the oldest civilization that has continued down to our time. This course explains the "dynastic cycle," or the rise and fall of dynasties; humanistic developments, such as values, philosophy and religion (ancestor worship, Taoism, Confucianism, Chan or Zen, etc.) and their relation to material life; as well as political and social institutions, and the Chinese life style. Moreover, China's long lead in science and technology (paper, the compass, gunpowder, ceramics, medicine, etc.), as well as its supposed stagnation in modern times, is explored in relation to its economy and politics. Finally, China's defense problems against, relations with and influence on neighboring peoples-including the Japanese-will be considered. *Alternate falls.* Zhao

HIST 335 History of Traditional Japan (1)
A basic survey of Japanese civilization down to the 17th century. Broad socio-economic, technological, political, institutional and cultural developments focusing on analysis of the ancient clan state and Shintoism, the importation and impact of Chinese civilization and the impact of Buddhism, the flowering of a distinctly Japanese culture in the Heian period, the rise of the samurai in the countryside and the development of Japanese feudalism, and late feudal absolutism, as well as Japan's relations with other cultures, including the first contact with the west in the 16th century. *Alternate falls.* 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 springs.* 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 falls.* 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. *Fall.* McCowen

HIST 342 Colonial Latin America (1)
In this course we will study the history of Latin America from the pre-colonial period to independence. We will focus our examination of this history 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 the Indians, as well as to the background to Independence. *Alternate falls.* Jopp

HIST 343 Fascist Movements (1)
This course analyzes the development of fascist movement 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 springs.* Eisenberg

HIST 345 European Intellectual History: The Enlightenment Tradition (1)
Major trends in European thought from the 17th to the mid 19th century, centering on the Enlightenment, its roots in the scientific revolution and its later articulations in Hegel, Marx and Positivism. Closed to first year students. *Fall.* Duvall

HIST 346 European Intellectual History: Modern to Post-Modern (1)
Major trends in European thought from Nietzsche to the present, including Freud and Wittgenstein, Relativism, Phenomenology, Existentialism and Post-Modern discourse. Closed to first year students. *Spring.* 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 to orthodox Marxism. *Alternate springs.* 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 into 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 springs.* 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 England's contributions to the modern world. *Alternate falls.* 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 falls.* 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 falls.* 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 falls.* 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. *Spring, 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.
HIST 358A Early Middle Ages;
HIST 358B High Middle Ages (1/2 credit each)
Western Europe from the 11th through the 13th centuries, revival of economic and urban life, the Investiture Controversy, the 12th century renaissance, the Crusades, the rise of the feudal monarchies, Scholasticism, Gothic art and architecture, literature of the period and the secularization of Europe in the 13th century. *Alternate springs.* Lucas

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

HIST 363 Mao's China 1949-1979 (1)
An examination of the post World War II China which Mao Tse-tung (Mao Zedong) and the Cultural Revolution so dominated. Focus will be on the nature of Chinese Marxism and mao's ideals, on the movements he led in the name of those ideals and in an effort to modernize China, and on the social effects of those movements. The course will also place the Cultural Revolution in the context of China's traditional political and philosophical culture. *Alternate falls.* Zhao

HIST 364 History of Modern China (1)
The course examines the process of transformation from imperial to modern China. A brief survey of the traditional major developments during the subsequent era, namely, the fall of the Manchu Dynasty, the founding and disintegration of the Republic, and the establishment of the People's Republic of China. Historical events will be observed from the points of view of China, Japan and the West, particularly the United States. Prerequisite: Consent of instructor. *Alternate falls.* 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 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 430 Topics in Twentieth Century Chinese/Japanese History (1)
A special topics course to be offered when circumstances warrant focusing on a particular problem or issue in either modern Chinese or Japanese history in accordance with the faculty member's special interest and area of expertise. Topics such as a Comparative Study of Japanese and Chinese modernization, the problem of pre-war Japanese fascism, the Cultural Revolution and post-Mao China. Prerequisite: HIST 361 or HIST 362 or consent of instructor. *On demand.* Loftus, Zhao

HIST 432 Henry Adams and Historical Consciousness (1/2)
A reading colloquium of selections from Adams's writings examined in the light of his changing understanding of history. Through the study of Adams and his efforts to understand the past, students will be challenged to examine the significance of historical consciousness in the contemporary world. Prerequisite: HIST 341 or consent of instructor. *Alternate springs.* McCowen

HIST 433 Expatriates and the National Experience (1/2)
A reading colloquium based on selected writings of leading American expatriates, such as Henry James, T.S. Eliot, Gertrude Stein and James Baldwin, who sought to understand the American experience from the vantage point of Europe. Students will be challenged to reflect on the value of removing themselves from a culture in order to view it better from a different vantage point. Prerequisite: HIST 341 or consent of instructor. *Alternate springs.* McCowen

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.

The following courses within the Humanities major satisfy the General Education Requirement:

ART 216 Survey of Western Art, 1300-1750 (Part A, Fine Arts)
HIST 115 Western Civilization to 1715 (Part A, Humanities)
HIST 116 Western Civilization: 17th Century to the Present (Part A, Humanities)
PHIL 110 Philosophical Problems (Part A, Humanities)
REL 112 History of Christianity (Part A, Humanities)
REL 113 Introduction to Old Testament Studies (Part A, Humanities)
REL 114 Introduction to New Testament Studies (Part A, Literature)

REQUIREMENTS FOR THE HUMANITIES MAJOR (15 credits)

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
One course from the following *1*
HIST 345 European Intellectual History: The Enlightenment Tradition
HIST 346 European Intellectual History: Modern to Post-Modern
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
Three credits from one of the following areas: *3*
Art History, English, History, Music History and Literature, Integrated Studies (ISA), 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 (1 credit).

FACULTY

Co-directors:

William E. Duvall, Department of History

Roger P. Hull, Department of Art

Lane C. McGaughy, Department of 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 fulfilling the University's "Integration and Use of Knowledge" (Part B) general graduation requirement.

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

The ISA designation is given to courses which 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 is reserved for on-campus and post-session courses which satisfy the Part B graduation requirement. These courses 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 evalutive 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:

Robert E. Hawkinson, 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 intesectual 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 relations 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. *Fall.* 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.* Evans

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

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 319 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. *Spring.* Lukehart

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 and Bald

ISB 325 Field Studies in Hawai'i (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 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. Closed to freshmen. *Alternate springs.* Collins, McGaughy, Nolley

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

ISB 336 Field Studies in Ecuador: A Perspective on Latin America (1)
A post-session field studies course centered in Ecuador at several geographical locations and focusing on topics related to the natural sciences, language and culture, the arts, sociology and political science. Emphasis will be on a historical and modern approach to study of the interrelationships among indigenous and Spanish-speaking groups, the interaction between culture and environment, and the tremendous biological and geological diversity in Ecuador. It will also explore the impact of development, economics and land reform on the environment and its people. *Post-session.* Staff

ISB 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 froman interdisciplinary perspective. Professor Hey will travel with this group, but others or perhaps no faculty will attend in the future, so in effect the credit will be granted through the Urban Life Center. *Post-session.*

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 benefit of our heuristic strategies. Prerequisite: junior standing and completion of Math Proficiency requirements. *Alternate Falls.* Friedrich

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. Recommended: ISA 123, or HIST 115 or 116, or POLI 362 or 375, or SPAN 333 or 430, 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, sociocultural, and environmental) faced by a stranger in a culture or subculture. Topics include perception, assimilation, nonverbal rules, narrative manipulation, culture shock, ethnocentrism, power and 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 433 Nonviolent Activism and Peace
This seminar will draw upon the liberal arts perspective of all its participants to study nonviolent methods of achieving social change and promoting peace. Readings will be assigned from primary and secondary sources about the major nonviolent social activites of the last century. Particular attention will be paid to the methods and causes of such modern proponents as Thoreau, Anthony, Addams, Russell, Day, Gandhi, King, Alinsky and Mandela. The theoretical and philosophical bases for their beliefs and actions will be examined. Prerequisite: completion of all Part A requirements, or permission of instructor. *Spring.* Hall et al.

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. *Every Semester.* Staff

INTERNATIONAL STUDIES

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

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

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

REQUIREMENTS FOR THE INTERNATIONAL STUDIES MAJOR

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 1

Cultural Emphasis Courses 4

Britain — take all courses below

ENGL 117 Topics in British Literature
ENGL 250 Introduction to Structural/Transformational Grammar (.5)
ENGL 251 History of the English Language (.5)
ENGL 372 Modernism in Britain and America
HIST 349 Modern England **OR**
HIST 353 20th Century Europe

France — take all courses below

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

Germany — take all courses below

GERM 331 German Composition and Discussion
GERM 333 Contemporary German Culture
GERM 430 History of German Thought

HIST 351 Germany from Bismarck to Hitler **OR**
HIST 353 Twentieth Century Europe **OR**
HIST 355 Germany Since 1945

Russia — take all courses below

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

Regional Focus/Cultural Emphasis — Hispanic (3 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

Latin America — take all courses below

SPAN 331 Spanish Composition and Discussion
SPAN 333 Hispanic Civilization
SPAN 430 History of Hispanic Thought
HIST 332 Latin America from Independence to Recent Times **OR**
HIST 342 Colonial Latin America **OR**
ISB 350 Mesoamerican Civilizations

Regional Focus/Cultural Emphasis: East Asia (4 credits)

ECON 351 Comparative Economic Systems **OR**
ECON 352 The Economics of Developing Countries 1
ISA 212 Introduction to East Asian Civilization 1
POLI 218 Political Change in the Third World 1
POLI 374 Asia and the International System 1

Japan — take all courses below

JAPN 314 Japanese Literature in Translation
JAPN 331 Third Year Japanese I
JAPN 332 Third Year Japanese II
HIST 365 History of Modern Japan

China — take all courses below

ART 213 Art and Culture of China
CHNSE 331 Third Year Chinese I
CHNSE 332 Third Year Chinese II
HIST 364 History of Modern China

One course from the following *1*

ART 214 Art and Culture of Japan
REL 235 Religions of the East

FACULTY

James S. Hanson, Professor, Economics, Director
Suresht R. Bald, Professor, Politics
James B. Bjorkquist, Associate Professor, Sociology
María Blanco-Arnejo, Assistant Professor, Spanish
Robert C. Dash, Associate Professor, Politics
Gaetano DeLeonibus, Assistant Professor, French
William E. Duvall, Professor, History
Peter Eilers, Professor, Earth Science
Ludwig M. Fischer, Associate Professor, German
Christine A. Gentzkow, Assistant Professor, German
Francoise A. Goeury-Richardson, Associate Professor, French
Toshie Gordon, Instructor, Japanese
Stephen C. Hey, Associate Professor, Sociology
Thomas H. Hibbard, Professor, Economics
Yowko Ichioka-Richardson, Assistant Professor, Japanese
Carol Ireson, Professor, Sociology
Ronald P. Loftus, Professor, Japanese and History
Kenneth S. Nolley, Professor, English
Magda Schay, Assistant Professor, Russian
William Smaldone, Assistant Professor, History
John F. Uggen, Associate Professor, Spanish
Patricia Varas, Assistant Professor, Spanish
Jie Zhao, Assistant Professor, History

COURSE DESCRIPTIONS

For course descriptions, see appropriate departmental statements.

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 246 Logic and Proof in Mathematics 1/2
MATH 247 Sequences and Series 1/2
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 3
- 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 approved credits in Mathematics numbered 140 or above 5
CS 231 Introduction to Programming 1

FACULTY

Stephen K. Prothero, Professor, Chair

Richard Samuel Hall, Jr., Professor

Richard Iltis, Professor

Mark R. Janeba, Associate Professor

Junpei Sekino, Professor

Frank Zizza, Associate Professor

COURSE DESCRIPTIONS

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, Computer Literacy, Practical Statistics. MATH 130 may not be taken for credit after Mathematics Proficiency has been satisfied. *Every semester.* Staff

MATH 135 Elementary Functions (1)

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

MATH 138 Elementary Statistics (1)

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

(141 counts for only 1/2 credit if student has completed MATH 139) Differential and integral calculus of a single variable; applications. Prerequisite: MATH 135 or consent of instructor. *Every semester.* Staff

MATH 246 Logic & Proof in Mathematics (1/2)

An introduction to logic and proof in mathematics including such topics as propositional logic, quantificational logic and proof methods with applications chosen from set theory, number theory and the theory of functions. Prerequisite: MATH 142. *Every semester.* Staff

MATH 247 Sequences & Series (1/2)
Description of sequences; convergence of sequences, numerical and power series; representation of functions by Taylor series; power series operations. Prerequisite: MATH 142. *Every semester.* Staff

MATH 249 Vector 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 253 Linear Algebra (1)
Systems of linear equations, matrices, vector spaces and linear transformations. Prerequisite: MATH 246. *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 247 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 246. *Alternate falls.* 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 springs.* 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. Prerequisites: MATH 246 and MATH 249. Recommended: MATH 253. *446 once every three semesters and the year sequence once every four years.* 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 249. *466 once every three semesters and the year sequence once every four years.* 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 246. *476 once every three semesters and the year sequence once every four years.* 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 the 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 degree requirements, i.e., Performance, Composition, Therapy, Education and B.A. or B.S., see the Music Student Handbook.

Courses in the Music Department that meet the General Education Requirement are:

MUSC 112 Introduction to Music Literature (Part A, Fine Arts)
MUSC 114 Musica Viva (Part A, Fine Arts)
MUSC 117 The Art of Listening (Part A, Fine Arts)
MUSC 118 Mozart: His Life, Times and Music (Part A, Fine Arts)
MUSC 212 Jazz in America (Part A, Fine Arts)
MUSC 215 Musical Languages of The 20th Century (Part A, Fine Arts)
MUSC 219 The Age of Beethoven (Part A, Fine Arts)

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.

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 prepares the student best to successfully 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.

Courses taken for NAMT registration and board certification must be taken for credit. Students must receive a grade of C in each core course before continuing on to the next class and core courses cannot be repeated more than once. Continuation in the program and recommendation for intership is also contingent on the approval of the program chair and music department. 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/Bachelor of Science in Music

See the catalog section which describes B.A. and B.S. degrees and their requirements. For each degree at least 20 credits other than music must be earned for graduation. Music requirements for these degrees 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 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 either 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 or Bachelor of Science programs will be involved in the course MUSC 490 (1/2-1 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 seven-credit General Education Program and the proficiency requirements in English and Mathematics.

REQUIREMENTS FOR THE MUSIC MAJOR (BACHELOR OF ARTS OR BACHELOR OF SCIENCE) (minimum of 12 credits)

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

One course from the following:

MUSC 233 Counterpoint 1/2
MUSC 336 Elementary Musix Composition 1/2

MUSC 341 Music History: Ancient to 1700 1
MUSC 342 Music History: 1700 to Present, II 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 - 1

CORE REQUIREMENTS FOR THE BACHELOR OF MUSIC DEGREE

Core Courses (minimum of 10-1/2 credits)

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 341 Music History: Ancient to 1700 1
MUSC 342 Music History: 1700 to the Present 1
Private Lessons 2
Music Ensembles 2

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 1/2
MUSC 236 Elementary Music Composition I 1/2

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

One course from the following: *1/2*

MUSC 236 Elementary Music Composition I
MUSC 331 Style Analysis
MUSC 333 Counterpoint

A Music History period course 1
MUSC 266, 267 Diction for Singers I, II 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:

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 1-1/2 credit from the following:

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 1-1/2 credit(s) in Private Lessons and/or Ensembles 1-1 1/2
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, Music Education)

Gaylon Bledsoe, Instructor (Trombone)

Maurice Brennen, Instructor (Tuba)

Melissa Brotons, Assistant Professor, (Clinical Supervisor for Music Therapy)

Jean-David Coen, Associate Professor (Piano, Music History)

David Crane, Instructor (Horn)

Kevin Dietz, Instructor (String Bass)

John Doan, Assistant Professor (Guitar)

John Dulaney, Instructor (Trumpet)

Jeanne Eikrem, Assistant Professor (Flute)

Jerry Friesen, Instructor (Choir, Voice)

Marcia Hauff, Assistant Professor (Organ, Piano, Harpsichord)

Solveig Holmquist, Instructor (Choir, Music Education)

Anita S. King, Professor (Piano, Music Theory)

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)

Terry Ostergaard, Instructor (Percussion)

John Peel, Professor, Composer-in-Residence, Swindells Scholar in Music (Composition)

Daniel S. Rouslin, Professor (Violin, Music Literature, Music Theory)

Catharine Schnelker, Assistant Professor (Piano)

Stephen Soller, Instructor (Bassoon, Saxophone)

Myra J. Staum, Professor (Music Therapy)

Carole Stewart, Instructor (Voice)

Richard H. Stewart, Professor (Music Education, Woodwinds)

Thomas Wakeling, Instructor (Jazz Ensemble)

Laura Zaerr, Instructor (Harp)

Kurt-Alexander Zeller, Instructor (Voice)

COURSE DESCRIPTIONS

Theory and Musicianship

MUSC 130 Fundamentals of Music (A-1/2 credit, B-1/2 credit)
Basic techniques and skills in intervals, scales, rhythm, triads and notation will be covered. The ear training aspect of the course will cover intervals, scales and the dictation of short motives. No previous experience in music is necessary. *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. Secondary dominants are introduced. Prerequisite: Music 130 or consent of instructor. *Fall.* King, B. McIntosh

MUSC 132 Ear Training I (1/2)
The course will closely parallel Theory I. Aural training, keyboard harmony and sightsinging will concentrate on one and two voice melodies and short diatonic progressions. Prerequisite: Music 130 or consent of instructor. *Fall.* King, B. McIntosh

MUSC 133 Theory II (1/2)
The course will provide the student with the study of modulations, seventh and chromatic chords. Formal analysis will include rondos, variations, binary and ternary form. Prerequisite: Music 131 or consent of instructor. *Spring.* King, B. McIntosh

MUSC 134 Ear Training (1/2)
The ear training, keyboard harmony and sightsinging aspects will concentrate on progressions and melodies with secondary dominants and seventh chords. Aural analysis of form is introduced. Prerequisite: Music 132 or consent of instructor. *Spring.* King, B.McIntosh

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. Such an option will usually be open to seniors. *Every semester.* Staff

MUSC 231 Theory III (1/2)
The course will provide the student with the study of theoretical techniques of 19th century chromaticism. Formal analysis will include fugues, sonatas and sonata-rondos. Prerequisite: Music 133 or consent of instructor. *Fall.* King, B. McIntosh

MUSC 232 Ear Training III (1/2)
The course will continue Ear Training II in aural skills, keyboard harmony and sightsinging with the addition of neapolitan and augmented sixth chords. Formal analysis will include fugues, sonatas, and sonata-rondos. Prerequisite: MUSC 134 or consent of instructor. *Fall.* King, B. McIntosh

MUSC 233 Theory IV (1/2)
The course will provide the student with the study of Impressionism and 20th century techniques. Styles of Debussy, Bartok, Stravinsky, Schoenberg and Hindemith are studied in detail. Prerequisite: MUSC 231 or consent of instructor. *Spring.* King, B. McIntosh

MUSC 234 Ear Training IV (1/2)
The ear training aspect of the course will introduce impressionistic techniques. This course will continue Ear Training III in keyboard harmony, sightsinging, melodic and harmonic dictation. Prerequisite: MUSC 232. *Spring.* King, B. McIntosh

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. The course may be repeated once. *Every semester.* Peel

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. *Alternate falls.* Behnke

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 (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. *Every semester.* 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: MUSC 255. *Alternate falls.* Behnke

Music History and Literature:

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, and fulfills 1/2 of Part A, Fine Arts requirement. The other 1/2 credit can be fulfilled by 1/2 credit's worth of applied instruction and/or participation in a university ensemble. Prerequisite for class: ability to read music or MUSC 130. Prerequisite for Practicum: Consent of the instructor. *Spring.* Rouslin

MUSC 114 Musica Viva (1)
Musica Viva provides the opportunity for students with little or no training in music to experience, first-hand, musical expression. The study of aesthetics is used as a bridge to lead the students from the familiar realms of the printed and spoken word to the less familiar realm of musical language. From the start students will compose and perform their own pieçes expressing ideas suggested by philosophers of aesthetics and composers. *Alternate springs.* B. McIntosh

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. Significant musical works that are linked to the other arts will be examined in detail. 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 and times of Mozart particularly through his letters and those of his family and 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 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 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 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. Readings in corollary cultural history. Prerequisite: MUSC 233 or consent of instructor. *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 420 Music Since 1945 (1)
In this course we will study the work of major composers from the post-war period in America and Europe. Representative pieces from mainstream and avant-garde artistic movements will be heard, discussed and analyzed. The course is intended primarily for upper-level music majors. Prerequisite: MUSC 233. (Music History Period Course) *Fall.* Peel

MUSC 445 Masterpieces of Chamber Music (1)
An in-depth study of music composed for small groups (3-8 instruments), this course will focus on selected works of the past two centuries which have made a significant impact in the evolution of western music. 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 between the dramatic text and music. Writings from artists and philosophers contemporary with Wagner will be studied to provide intellectual and musical/political background. Prerequisite: MUSC 233. (Music History Period Course) *Alternate springs.* Peel

Applied Music:

MUSC 154 Brass Class (1/2)
Applied study at the beginning level. Class instruction. *Alternate springs.* Behnke

MUSC 155 Percussion Class (1/2)
Applied study at the beginning level. Class instruction. *Alternate springs.* Behnke

MUSC 156 String Class (1/2)
Applied study at the beginning level. Class instruction. *Alternate falls.* Rouslin

MUSC 157 Voice Class (1/2)
Applied study at the beginning level. Class instruction. *Alternate springs.* V. McIntosh

MUSC 158 Woodwind Class (1/2)
Applied study at the beginning level. Class instruction. *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 Applied Instrumental and Vocal Instruction I (1/4-1/2-1)
First Year. Development of applied instrumental and vocal skills, starting with student's level of attainment. Permission of the instructor. *Every semester.* Staff

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 266 Diction for Singers I: English and Italian (1/2)
Principles of phonetics for singing in English and Italian, including differences in pronunciation between spoken and sung vowels and consonants. Application of the International Phonetic Alphabet. *Fall.* V. McIntosh

MUSC 267 Diction for Singers II: French and German (1/2)
Principles of phonetics for singing in German and French. Including differences in pronunciation between spoken and sung vowels and consonants. Application of the International Phonetic Alphabet. *Spring.* V. McIntosh

MUSC 270 Applied Instrumental and Vocal Instruction II (1/4-1/2-1)
Second year. Continuation of Music 170. May be repeated for credit. *Every semester.* Staff

MUSC 370 Applied Instrumental and Vocal Instruction III (1/4-1/2-1)
Third year. Continuation of Music 270. May be repeated for credit. *Every semester.* Staff

MUSC 470 Applied Instrumental and Vocal Instruction IV (1/4-1/2-1)
Fourth year. Continuation of Music 370. May be repeated for credit. *Every semester.* 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 (1/2)
An overview and introduction to the field of music therapy as a professional career. Elements of diagnosis, treatment, and observation techniques are covered. Videotapes and observations of music therapists in the community are included. Open to anyone interested in learning about a career in music therapy. *Fall.* Staum

MUSC 250 Music Therapy Practicum Seminar (OR)
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 (1)
Psychological foundations of music including the study of acoustics and anatomy of the hearing mechanism. 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 (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 (OR)
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

Music Education

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 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 taught in order for the student to 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 falls.* Holmquist

MUSC 356 Instrumental Music Resources (1/2)
Music and recordings of the following groups will be studied and heard: band, orchestra, small ensemble, jazz ensemble and jazz combo. The history and development of instrumental music with reference to style, form, instrumentation and improvisation will be covered. Acoustics of instruments and music buildings will be studied. *Alternate springs.* Stewart

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

Music Ensembles

MUSC 030X Salem Chamber Orchestra (1/4)
A semi-professional chamber orchestra which unites university and community, student and professor, amateur and professional in the common cause of making music. The ensemble performs major works from all periods in four subscription series concerts each year. Prerequisite: Audition. May be repeated for credit. *Every semester.* 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.* Wakeling

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 of 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.* Holmquist

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.* Friesen

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. Productions rotate between opera, operettas and musicals. May be repeated for credit. *Every semester.* V. McIntosh

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. *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 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

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?

Courses in the Philosophy Department that satisfy the General Education Requirement are:

PHIL 110 Philosophical Problems (Part A, Humanities)
PHIL 210 Philosophy of Religion (Part A, Humanities)

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

Thomas B. Talbott, Professor, Chair
Louis F. Goble, Associate Professor
Sally Markowitz, Associate 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 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)
After a brief historical introduction, the course will focus on modern political thinkers, especially John Rawls, Robert Nozick and Karl Marx. We will examine different conceptions of justice and their relationships to ideology, economic systems, social institutions and theories of human nature. In addition to texts in political philosophy, we may also read novels that illustrate various theoretical points of view. Prerequisite: Course in philosophy or political science. *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 hsitorical, 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, as well as 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 occupies the entire third floor of Collins Hall plus additional space on another floor. Individual research space is available. 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.

Physics courses that satisfy the General Education Requirement are:

PHYS 210 Astronomy (Part A, Natural Science)
PHYS 215 Introductory Physics I (Part A, Natural Science)

REQUIREMENTS FOR THE PHYSICS MAJOR

(8 credits in Physics, 4 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 141,142 Calculus I, II	2
MATH 249 Vector 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

Daniel G. Montague, Professor, Chair

Roberta A. Bigelow, Associate 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.

Politics courses that fulfill the General Education Requirements are:

POLI 115 Colloquium: Individuality and Community (Part A, Social Science)
POLI 116 Colloquium: Modernity and Postmodernity (Part A, Social Science)
POLI 117 Colloquium: Resistance and Empowerment, Politics of the "Other" (Part A, Social Science)
POLI 210 American Politics (Part A, Social Science)
POLI 212 Political Philosophy (Part A, Social Science)
POLI 214 International Politics (Part A, Social Science)
POLI 216 Politics of Advanced Industrial Society (Part A, Social Science)
POLI 218 Political Change in the Third World (Part A, Social Science)

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 116 Colloquium: Modernity and Postmodernity
*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 115-117 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 116 Colloquium: Modernity and Postmodernity
POLI 117 Colloquium: Resistance and Empowerment, Politics of the "Other"
POLI 212 Political Philosophy
POLI 303 Topics in Political Theory
POLI 305 Modern Political Theory
POLI 307 American Political Thought
POLI 308 Law and Constitutional Policy
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 339 Constitutional Law II
POLI 343 Oregon and the Politics of the Pacific Northwest
POLI 346 Public Opinion and Voting
POLI 353 American Political Organizations
POLI 354 Presidency and the Congress
POLI 357 Bureaucratic Politics and Organization Theory
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 Society
POLI 218 Political Change in the Third World
POLI 309 Politics and Literature
POLI 362 Latin American Politics

POLI 366 Topics in Political Economy
POLI 369 Women and Politics
POLI 372 American Foreign Policy
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 2

*POLI 115 Colloquium: Individuality and Community
*POLI 116 Colloquium: Modernity and Postmodernity
*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 115-117 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

Suresht R. Bald, Professor, Chair

Sammy Basu, Assistant Professor

Robert C. Dash, Associate Professor

Richard J. Ellis, Associate Professor

The Hon. Michael Gillette, Adjunct Professor

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)
Course examines relevant works of selected ancient and modern Western thinkers, and analyzes differenct conceptions of individuality and community, the nature of their interactions, and the implications for the contemporary evaluation of politics. Prerequisite(s): None, open to freshmen. *Fall.* Basu

POLI 116 Colloquium: Modernity and Postmodernity (1)
The course examines the politics and culture of the project of modernity, which came into focus during the eighteenth century, and the emerging transformations in Western societies which distinguish postmodernity from the preceding period. The course poses political, cultural and philosophical questions regarding the nature of politics in modern and postmodern societies, through the close and critical reading of selected primary texts. Prerequisite(s): None. Open to freshmen. *Spring.* Dash

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 form the perspectives of the marginalized groups. Prerequisite(s): None. 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. *Every semester.* 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. Prerequisite(s): None. 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 interanational issues e.g. nationalism, race and gender, global political economy, human right, international law, national security, and the global environment. Prerequisite(s): None. Open to freshman. *Every semester.* Bald, Marks

POLI 216 Politics of Advanced Industrial Society (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. Prerequisite(s): None. 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. Prerequisite(s): None. Open to freshmen. *Fall.* Dash

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. Prerequisite: One course form POLI 115-117 or 212 or consent of instructor. *Spring.* 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: One of POLI 115-117 or 212, or consent of instructor. *Yearly.* Basu, Dash

POLI 307 American Political Thought (1)
Survey of American political thought from the revolutionary period to the present. Emphasis on the Constitutional era and the impact of thought of that period on developments. Emphasis on primary sources. Prerequisite: POLI 210 or consent of instructor. *Fall.* Hawkinson

POLI 308 Law and Constitutional Policy (1)
This course examines selected topics in constitutional law, emphasizing separation of powers theory (regulation of the federal government), federalism (regulation of state/national power), and the relationship between private citizens and their governments. Prerequisite: POLI 334 or 337; POLI 339 strongly recommended. *Fall.* Gillette

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: one of POLI 115-117 or consent of instructor. *Alternate years.* Bald

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 - police 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. *Fall.* Staff

POLI 337 Constitutional Law I (1)
This course examines the development of the U.S. Constitution from 1803 to 1936 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. One of POLI 115-117 strongly recommended or consent of instructor. *Yearly.* Staff

POLI 339 Constitutional Law II (1)
This course studies the development of the U.S. Constitution from 1937 to the present. Primary emphasis is placed on the principle of individual liberty as seen in Supreme Court decisions from 1937 to 1969, and the shift away from that principle in recent Supreme Court history. The course also considers the political forces shaping contemporary judicial appointments and agendas. Prerequisite: POLI 337. *Yearly.* Staff

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, federal role and state-federal relations local governments, selected public policy areas, politics and parties, interest groups and movements. Prerequisite(s): POLI 210. Not open to freshmen. *Alternate falls.* 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 behavior. Prerequisites: POLI 210, or consent of instructor. *Alternate years.* Ellis

POLI 349 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 asks students to evaluate the validity of the criticisms alternative social orders put forth by liberalism's critics. 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." *Alternate years.* Basu, 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. Prerequisites: POLI 210, or consent of instructor. *Alternate falls.* Hawkinson

POLI 354 Presidency and the Congress (1)
This course analyzes presidential-congressional relations. 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 357 Bureaucratic Politics and Organization Theory (1)
This course analyzes the role of governmental bureaucracy in the contemporary U.S. system. It also covers theories of organization, including such topics as the relationship between organizations and their external environments, organizational creation, maintenance and change, and decision-making theory. Prerequisite: POLI 210 or consent of instructor. *Alternate years.* Ellis

POLI 358 American Political Development (1)
This course examines the development of American political culture and political institutions in the 19th and 20th centuries. Particular attention will be paid to the liberal traditionin America, as well as the social and political movements that have periodically challenged that tradition, including radical abolitionism, populism, socialism, the New Left, and contemporary egalitarian movements. 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: Either POLI 214 or 218 or consent of instructor. *Spring.* Dash

POLI 366 Topics in Political Economy (1)
This course examines selected topics and theories in political economy, and addresses historical and contemporary constraints imposed by domestic and international economic processes and structures on normative political objectives. Prerequisite: POLI 214, 216 or 218, or consent of instructor. *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 European Foreign Policy (1)
This course is designed to introduce students to politics and foreign policy in modern Erope. Special emphasis is placed on the evolving relationships among Eutopean 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. *Fall.* 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. *Spring.* Bald, Dash, 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 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 instuctor. *Fall.* 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. *Yearly.* 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): Either POLI 214 or POLI 218, or consent of instructor. Not open to freshmen. *Alternate springs.* Dash

POLI 378 Nations and the International System (1)
Examination of the processes of political, economic and cultural forcesin 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. *Fall.* Bald/Dash

POLI 390 Independent Study (variable credit)
Opportunity to conduct a major research project, which cannot be satisfied through any existing course in the department's curriculum, under faculty supervision. Proposed projects must be submitted to the department chair and must be approved by the department faculty. *Every semester.* Staff

POLI 396 Internship in Government and Politics (1-2 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 includes POLI 210 and at least one of POLI 334, 343, 357, or ECON 347. 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 includes POLI 210 and at least one of POLI 334, 343 or 357. 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 approriate. Prerequisite: Three credits at the 300 level, two of which must be completed at Willamette. *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. Psychologists explore fundamental questions concerning human motivation and values and, in so doing, have strong ties with the humanities. Psychology also 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 also has strong ties with the natural sciences. As social scientists, our investigations include but are not limited to the study of human and animal subjects in the laboratory. Systematic study of human behavior and interaction often occurs in the community, workplace, home and clinical settings.

Our curriculum reflects these diverse but interconnected goals in the array of course offerings and especially in the field research and internship opportunities available in the many state and county agencies located in Salem. The student has access to a "real life laboratory" that includes clinical, education and research programs at the Oregon State Hospital, Fairview Training Center, Children's Services Division, and many other public and private human service agencies. Comparable practicum and internship programs typically are available elsewhere only at the graduate level of study. These opportunities exist throughout the psychology major's undergraduate years and may culminate in a major internship in the senior year. The department also has ample laboratory space and equipment for animal and human research. A computer laboratory housed in the department allows ready access for data analysis and individual research projects. An observational laboratory enables students and faculty to systematically observe and record behavior for later analysis.

Majoring in psychology within the context of a general liberal arts education effectively prepares students for future careers in counseling, psychotherapy, law, medicine, business, teaching and government. Successful completion of courses offered by the department, along with research experience and/or participation in the internship program, result in the psychology major being a strong candidate both for admission to graduate school and for entry level positions in clinical and human service settings.

The course offered by the Psychology Department that fulfills the General Education requirements is:

PSYC 110 Introducation to 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

One course in ***Biological and Psychophysical Processes*** *1*

PSYC 345 Biophychology
PSYC 351 Sensation and Perception
PSYC 355 Cognitive Neuroscience

One course in ***Learning and Cognitive Processes*** *1*

PSYC 340 Psychology of Learning
PSYC 346 Principles of Behavior Analysis
PSYC 350 Cognitive Processes

One course in ***Developmental and Personality/Social Psychology*** *1*

PSYC 330 Developmental Psychology
PSYC 332 Theories of Personality
PSYC 336 Social Psychology

One course in ***Clinical and Applied Psychology*** *1*

PSYC 335 Clinical and Abnormal Psychology
PSYC 338 Community Psychology
PSYC 341 Personnel and Industrial Psychology
PSYC 348 Health Psychology

One course in ***seminar at the 400 level*** *1*

PSYC 430 Topical Seminar in Psychology
PSYC 433 Cognitive/Behavior Modification
PSYC 435 Psychological Tests and Measurements
PSYC 443 Psychology and Public Policy
PSYC 450 History and Systems of Psychology
PSYC 455 Topics in Social Cognition

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, Assistant Professor

Paul M. Evans, Associate Professor

James R. Friedrich, Associate Professor

Susan M. Koger, Assistant Professor

Deborah Loers, Associate Professor and Director of Counseling (part-time)

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 microcomputers), 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. Prerequisite: PSYCH 110, ISA 250 or comparable statistics course. *Every semester.* Evans, Koger

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 these is proposal with a faculty member of 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. *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. *Spring.* Youngren

PSYC 334 Exceptional Children (1)
This course will cover exceptional behavior of children from educational, developmental, and clinical perspectives. Topics will include talented and gifted, learning disabilities, mental retardation, visual and hearing impairments, autism, and communication disorders. Students will have opportunities to work in field settings. Prerequisite: PSYC 110 or consent of instructor. *Alternate Springs.* 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. *Every semester.* Staff

PSYC 336 Social Psychology (1)
A study of individual behavior in a social setting. Major content areas include attitude formation and change, personal perception and interpersonal attraction, topics in social learning (aggression, pro-social behavior and race relations) and areas of group dynamics. Course emphasizes theory and findings from experimental laboratory research. Prerequisite: PSYC 110. *Spring.* Friedrich

PSYC 338 Community Psychology (1)
A study of the interactions among social systems, populations and individuals. Development and evaluation of intervention methods to improve person-environment interrelationships are investigated; prevention and program evaluation will be emphasized. The course aims at showing how, from such knowledge and change, the individual's psychosocial opportunities may be enhanced. Prerequisites: PSYC 251 or consent of instructor. *Alternate Springs.* Friedrich

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, tech-

niques 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. Consent of instructor required for non-psychology majors. *Spring.* 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. Consent of instructor required for non-psychology majors. *Fall.* 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. Prerequisite: PSYCH 251. *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. *Alternate years.* Koger

PSYC 348 Health Psychology (1)
Health psychology is a relatively new field wich 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. *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 251 or consent of instructor. *Alternate Falls.* Evans

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 Falls.* Evans

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. *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. Prerequisite: PSYC 251. *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. *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)
Administration and interpretation of tests used in assessing various aspects of behavior with emphasis on tests currently used to assess intellectual abilities, psychological problems, and personality. An overview of psychometric procedures will be included. 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. *Spring.* 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. *Fall.* 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, 300 and ISA 250. *Every semester.* Staff

RELIGION

Courses in Religion are designed to enrich the students' education by presenting an opportunity to investigate this important aspect of human life and culture in an objective manner, utilizing standard disciplines of academic learning. The Religion curriculum is designed to relate the phenomenon of religion to the totality of human existence. In our liberal arts context this means raising the consciousness of potentially every student to the pervasive and often hidden influence of religious ideas and value commitments in his or her personal life and cultural heritage.

It also means fostering and developing those critical and reflective habits of mind which enable a person to deal with religious phenomena in a mature, intelligent, informed, sensitive, responsible, personally satisfying and fulfilling way.

The department offers courses that satisfy the General Education Program Requirements as follows:

REL 112 History of Christianity (Part A, Humanities)
REL 113 Introduction to Old Testament Studies (Part A, Humanities)
REL 114 Introduction to New Testament Studies (Part A, Literature)
REL 115 Introduction to the Study of Religion (Part A, Humanities)
REL 116 Introduction to Major Religious Texts (Part A, Literature)
REL 214 Religion in America (Part A, Humanities)

The departmental curriculum provides part of the core course requirements for the interdisciplinary major in Religious Studies.

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

Douglas R. McGaughey, Associate Professor, Chair

David W. McCreery, Professor

Lane C. McGaughy, George H. Atkinson Professor of Religious and Ethical Studies

Charles I. Wallace, Jr., Associate Professor and University Chaplain

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.* McGaughy

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.* McGaughy

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.* McGaughy

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 O.T. 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.* McGaughy

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, McGaughy

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, etc. *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.

REQUIREMENTS FOR THE RELIGIOUS STUDIES MAJOR

It provides the breadth and discipline of a liberal arts education and, as such, is a suitable background for those planning to enter general business careers, the professions and social work, as well as church-related vocations. The requirements of the program are described as the satisfaction of certain basic areas rather than a specified array of particular courses. Those areas are as follows: an

introduction to the study of religion (one credit); grounding in biblical literature and history (two credits); a rudimentary acquaintance with philosophical thinking (one credit); acquaintance with the historical development of doctrine (one credit); the experience of reflecting on religious phenomena from outside a specifically Christian perspective (one credit); and an ability to trace the interrelations of religion and culture (one credit).

In addition the student is required to specialize in an individually tailored area of focus or of concentration. This is often done in conjunction with a double major (two credits).

The program is capped with required participation in a Senior Colloquium (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, Chair (Religion)

Gerard F. Bowers (English)

David W. McCreery (Religion)

Douglas R. McGaughey (Religion)

Thomas B. Talbott (Philosophy)
Charles I. Wallace (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.

Courses offered by the Rhetoric and Media Studies Department that satisfy the General Education Requirement are:

ISB 319 Mass Media and Society (Part B)
ISB 372 Intercultural Communication (Part B)

REQUIREMENTS FOR THE RHETORIC AND MEDIA STUDIES MAJOR (8 1/4 credits)

Demonstrated proficiency in oral communication 1/4

Oral communication proficiency must be demonstrated by the end of the junior year by completing RHET 150 with a minimum grade of B or by completing either RHET 061X or RHET 062X.

RHET 160 Argumentation and Society 1
RHET 231 Rhetorical Theory 1

A minimum of three courses in rhetoric from the following 3

RHET 261 Rhetorical Criticism
RHET 331 Argumentation Theory
RHET 333 Political Communication
RHET 350 Topics in Rhetoric and Media Studies
RHET 360 Rhetoric of War & Peace
RHET 362 Media Framing
RHET 370 Communication Ethics
RHET 372 Metaphor and Communication

Two elective courses selected from courses in rhetoric (listed above) ***OR*** *from the following* 2

RHET 232 Persuasion, Propaganda and the Mass Media
RHET 242 Leadership and Group Communication
RHET 355 Gender and Communication
ISB 319 Mass Media and Society
ISB 372 Intercultural Communication

RHET 496 Seminar in Rhetoric and Media Studies 1

Demonstrated proficiency in written communication

Writing Proficiency will be demonstrated by completion of one of the courses in rhetoric designated as writing intensive: RHET 261, Rhetorical Criticism; RHET 333, Political Communication; RHET 362, Media Framing; RHET 372, Metaphor and Communication.

In addition, Rhetoric and Media Studies majors must pass comprehensive written and oral exams.

REQUIREMENTS FOR THE RHETORIC AND MEDIA STUDIES MINOR (5 credits)

RHET 150 Public Speaking 1
RHET 160 Argumentation and Society 1
RHET 231 Rhetorical Theory 1

One course in rhetoric from the following 1

RHET 261 Rhetorical Criticism
RHET 331 Argumentation Theory
RHET 333 Political Communication
RHET 350 Topics in Rhetoric and Media Studies
RHET 360 Rhetoric of War & Peace
RHET 362 Media Framing
RHET 370 Communication Ethics
RHET 372 Metaphor and Communication

One elective course selected from courses in rhetoric (listed on previous page) *1*

***OR** from the following:*

RHET 232 Persuasion, Propaganda and the Mass Media
RHET 242 Leadership and Group Communication
RHET 355 Gender and Communication
ISB 319 Mass Media and Society
ISB 372 Intercultural Communication

FACULTY

Catherine Collins, Professor, Chair

Jeanne E. Clark, Associate Professor

David Douglass, Assistant 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. *Every semester.* 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 Rhetorical Theory (1)
History and survey of principal theories of rhetoric from Aristotle and Cicero to Burke and Toulmin. *Spring.* 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, tasks 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-intensive 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. Prerequisites: RHET 160 and 231 or consent of instructor. *Spring on demand.* Douglass

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-intensive course. Prerequisites: RHET 160 and 231 or consent of instructor. *Fall.* Collins

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 160 and 231, 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: completion of Part A humanities or Part A social science courses or 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 160 and 231 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-intensive course. Prerequisites: RHET 160 and 231 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 160 and 231 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 to the reasons that they should be evaluated. Class periods will primarily be devoted to lecture, guided discussions and reports. This is a writing-intensive course. Prerequisites: RHET 160 and 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. Minors are not required to take Senior comprehensive examinations. *Fall.* Collins

The following courses also may be counted toward a Rhetoric and Media Studies major:

ISB 319	Mass Media and Society (1)
ISB 372	Intercultural Communications (1)

SOCIOLOGY AND ANTHROPOLOGY

The program in Sociology-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 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 or related fields.

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.

Facilities and equipment available to the department include classrooms, offices, computers and a sociology laboratory in Smullin Hall; an extensive artifact collection, and library holdings.

Courses in the Sociology Department which meet the General Education Requirement are:

SOC 110 Principles of Sociology (Part A, Social Science)
SOC 111 Essentials of Anthropology (Part A, Social Science)
SOC 214 Racial and Ethnic Relations (Part A, Social Science)

REQUIREMENTS FOR THE SOCIOLOGY MAJOR (8 credits)

SOC 110 Principles of Sociology 1
SOC 348 Social Research Design 1
SOC 349 Applied Social Research 1
SOC 350 Introduction to Sociological Theory 1

One course in ***Social Structure*** *1*

SOC 230 Marriages and Families
SOC 234 Crime, Delinquency and the Criminal Justice System
SOC 239 Medical Sociology
SOC 333 Sociology of Religions
SOC 334 Inequality in Society
SOC 335 Work, Organization and the Marketplace
SOC 336 Sociology of Education

One course in ***Social Process*** *1*

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

One course in ***Social Psychology*** *1*

SOC 232 Individual in Society: Social Psychology
SOC 337 Childhood and Adolescence
SOC 338 Adulthood and Aging

Senior Year Experience, chosen from: *1*

SOC 495 Internship in Sociology
SOC 497 Thesis
SOC 499 Senior Seminar in Sociology and Anthropology

During the senior year, there may be opportunities in applied sociology (analytical application of the principles that have been acquired.) Senior major students are eligible for independent programs of research, supervised field analysis (internships) or reading and conference (in-depth examination of a topic which was only touched on in a course, or for exploring an area which is not covered by an existing course).

REQUIREMENTS FOR THE SOCIOLOGY MINOR (5 credits)

SOC 110 Principles of Sociology 1
One course in **Social Structure** (See Major listing above) 1
One course in **Social Process** (See Major listing above) 1
One course in **Social Psychology** (See Major listing above) 1
One course from the following: *1*

SOC 348 Social Research Design
SOC 349 Applied Social Research
SOC 350 Sociological Theory

FACULTY

James B. Bjorkquist, Associate Professor, Chair

Walter M. Gerson, Professor

Linda S. Heuser, Associate Professor

Stephen C. Hey, Professor

Carol J. Ireson, 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 111 Essentials of Anthropology (1)
This course presents a general introduction to the anthropological point of view, basic concepts, and subject matter. Includes the study of the origins and development of humans, the development and expansion of culture and a consideration of the modern world from the anthropological perspective. *Fall.* Bjorkquist

SOC 133 The American West: Its Character, History and Social Patterns (1/2)
The course is a survey of selected cultural, socio-historical and demographic patterns of the Western United States, as well as the symbolic West of popular

culture. Topics will include the westward tilt of migration; the development of transportation, tourism and urbanism; comparison of the mining West, the lumbering West and the agricultural West, the demographic disappearance of the frontier and its symbolic emergence in folklore and popular culture (the westerner as folk-hero, the Wild West show, the rodeo). *Spring.* Gerson

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

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

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. *Fall.* Gerson

SOC 231 Indians of North America (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

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, sociocultural, and social-psychological perspectives. Sport in the international arena

will also be examined. Topics will include: sport as leisure, as recreation, as business; the social organization of sport; the occupational organization of sport; sport and the schools; women and sport; race and sport; the mass media and sports; and fans. *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.* Gerson

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.* Hey, Gerson

SOC 333 Sociology of Religions (1)
A course assessing religion as a basic sociological variable and as an integral part of culture and society. Considerations of the institutional, organizational, and social psychological dimensions of religion and the ways in which religion affects, and is affected by, other aspects of society. Students will have the

opportunity to do a sociological assessment of a particular religious group or sect. Prerequisite: SOC 110 or consent of instructor. *Alternate years.* Gerson

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 335 Work, Organization and the Marketplace (1)
Exploration of: (1) the structures and dynamics of organizations and work patterns, with study of the ways individuals relate to organizations as well as how organizations relate to their social environments; and (2) social consequences of the changing economy. Prerequisite: SOC 110. *Spring.* Gerson

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

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, 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) *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

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.

Courses in the theatre department which satisfy the General Education Requirements are:

THTR 110 The Theatre: A Contemporary Introduction (Part A, Fine Arts)
THTR 112 Costume Through the Ages: Pre-Historic to Present (Part A, Fine Arts)
THTR 213 Introduction to Dance (Part A, Fine Arts)
THTR 217 Origins of Performance (Part A, Fine Arts)
THTR 218 Performance in the 20th Century (Part A, Fine Arts)

CORE REQUIREMENTS FOR THE THEATRE MAJOR

(SEE THEATRE EMPHASIS FOR TOTAL NUMBER OF CREDITS NEEDED)

THTR 140 Acting I 1
THTR 150 Voice/Movement I1/2
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 *1*

ENGL 341 Shakespeare: The Comedies
ENGL 342 Shakespeare: The Tragedies
ISB 327 Language and the American Tradition

One credit in Art or Music History 1

***Design Emphasis:* (14 credits)**

Four credits from the following *4*

THTR 165 Stagecraft II (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 *2*

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 *1/2*

ART 240 Life Drawing (1/2)
ART 242 Woodcuts and Collagraphs (1/2)

One credit in Art or Music History 1

***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

Andrew Apter, Associate Professor, Academic Chair

Rod Ceballos, Assistant Professor, Artistic Chair

Christopher L. Harris, Professor

Jonathan Lentz, Technical Director

Susan Lilly, Instructor

Susan McFadden, Assistant Professor

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.* McFadden

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.* Lilly

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.* Ceballos

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.* Ceballos

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.* Ceballos

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.* Ceballos

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.* Lentz.

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. Lentz.

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.* McFadden

THTR 181 Fundamentals of Ballet (1/2)
Class participation in basic techniques of ballet. Develops an understanding of the ballet aesthetic. *On demand.* McFadden

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.* McFadden

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.* McFadden

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 mediation 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.* McFadden

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. *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.* Lilly

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.* McFadden

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 also applies to people wanting to learn more about makeup as it applies to fashion and facial anatomy. Purchase of makeup kit is required for practical application of the techniques studied. *Fall.* Staff

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.* McFadden

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.* McFadden

THTR 330 Performance from Shakespeare through Modernism (1)
Study of dramatics 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.* Ceballos

THTR 341 Acting Studio II (1)
Advance 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, THTR 141, THTR 340 and consent of instructor. May be repeated once for credit. *Spring.* Ceballos

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. *Alternate springs.* Staff

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. *Spring.* 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.* Lentz

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. *Fall.* 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. *Alternate springs.* 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 Springs.* 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 Integrative Studies Area, the minor also includes disciplinary courses that examine how traditional approaches within academic disciplines ignore or misdescribe gender inequality and women's lives. 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.

REQUIREMENTS FOR THE WOMEN'S STUDIES MINOR

ISA 342 Topics in Feminist Analysis (may be taken twice) 1
ISA 353 Feminist Theory 1

Three additional courses must be chosen from the following group. One of these must be from a social science discipline and one from a humanities discipline. 3
ENGL 355 Feminist Literary Theory

HIST 329	American Women's History
ISB 245	Feminism, Gender and Society (strongly recommended as an introduction to the minor)
ISB 324	Women in International Development
PHIL 336	Philosophy and Feminism
POLI 369	Women and Politics
PSYC 354	Psychology of Women
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

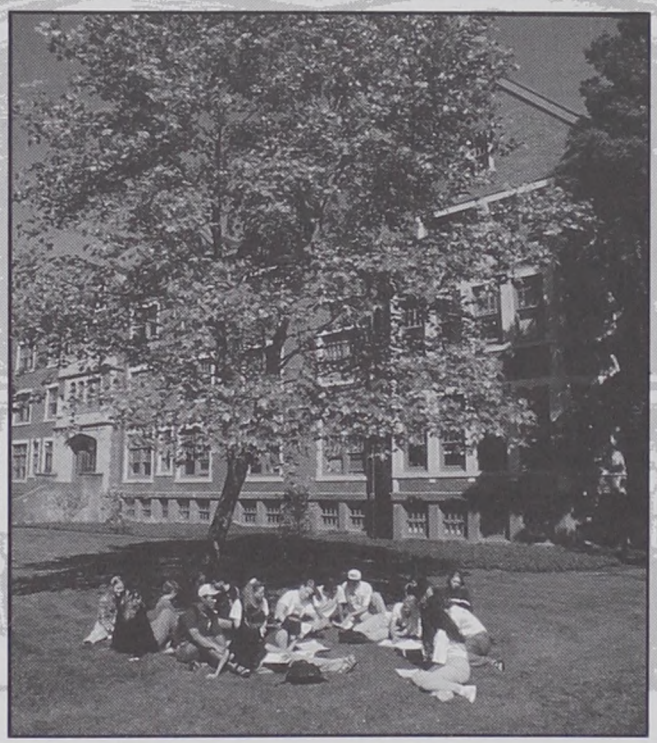
Suresht Bald, Professor

Carol Ireson, Professor

Sally Markowitz, Associate Professor

Frann Michel, Assistant Professor

Participating faculty in other disciplines



SECTION III

Academic Administration
Student Life
Admission
Tuition and 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. Ten departments or programs comprise the division: Mark O. Hatfield Library, Academic Computing, Learning Resources/Language Learning Centers, Academic Grants and Awards, University Registrar and Institutional Research, Financial Aid, Administrative Computing, Smith Auditorium and Summer Conferences. Coordinated by the Vice President for Academic Administration, the division is committed to a strong service orientation and to enabling a campus environment which is characterized by rigorous academic programs, celebration of diversity and co-curricular opportunities.

THE MARK O. HATFIELD LIBRARY

Opened in 1986, the Mark O. Hatfield Library serves as the library for the College of Liberal Arts, the Master of Arts in Teaching program 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 230,000 books, over 1,300 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, serve 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.

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 CDs. A videotape collection of classic motion pictures and instructional films designed to support courses across the curriculum is available. These films may be borrowed by students for home viewing. An efficient interlibrary borrowing service utilizes a national computer network, an Ariel

telefacsimile workstation and a developed electronic document delivery system for locating and rapidly retrieving materials not available in the local collection.

The Hatfield library catalog is automated and includes records of all books and most other library holdings. Connected to the university computer network, the catalog is available 24 hours a day from office, home or residence hall. The library also participates in Orbis, a shared, statewide academic catalog that makes more than 2.6 million books available to Willamette students rapidly and efficiently. Participation in Orbis is designed to enhance the local collection and traditionally strong interlibrary loan borrowing service.

In addition to these two catalogs, the library's gopher and World Wide Web server connect students and faculty quickly and directly to a wide range of textual and graphical data bases in their areas of subject interest. Much of this data and many of the documents — which may reside anywhere in the world — are available at a keystroke for printing or downloading. In combination, the Online Catalog, Orbis, the Hatfield Library Gopher and the World Wide Web server offer access to a wealth of bibliographical, statistical and textual information and serve as a gateway to the online catalogs of libraries worldwide.

The librarians also search, without charge, more than 500 data bases available through the DIALOG, EPIC and STN systems. These searches produce customized bibliographies, often with abstracts or full text, on topics relevant to the research needs of students and faculty. Librarians are available at the reference desk and by appointment to help students with their research needs.

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 houses the papers and memorabilia of Mark O. Hatfield, Oregon's senior United States senator. Hatfield memorabilia is 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.

WILLAMETTE INTEGRATED TECHNOLOGY SERVICES

Willamette Integrated Technology Services (WITS) is a consortium of several service departments including Academic Computing, Administrative Computing and Learning Resources and Language Learning Centers. One of the primary aims of these departments is to enable the integration of technology into teaching and learning. These departments provide facilities, equipment and staff support for the use of educational technology including computers, computer networks and video, graphic and multimedia production.

The wide variety of facilities and resources made available by WITS includes a general access computer lab, an electronic classroom, the Writing Center, the multi-media workroom, and the Language Learning Center. Several classrooms

are equipped with computer podiums with LCD panels that allow screen displays to be projected. Available equipment includes PCs, Macintosh computers, Xterminals, VCRs, Laser Disc players, CD-ROMs, scanners and laser printers. All workstations are connected to the network, with access to a variety of application software, such as word processing and spreadsheets. The general access lab is open to students 24 hours a day, seven days a week. It is staffed by knowledgeable lab assistants. Other facilities are available to students except during scheduled classes.

In addition, there are networked microcomputer clusters in several residence halls. Some of the residence hall rooms are network ready and there is a plan to install network connections in all residence hall rooms.

All faculty and administrative offices are connected to the campus-wide UNIX Network, which is maintained and supported by WITS Network Services. All students may have an account on this network and can have access from any university-operated facility or via modem. The campus-wide network provides 24-hour access to the online catalog at the Hatfield Library, the campus-wide information system (Willamette Gopher and Web), electronic mail service and the Internet, a world-wide network of networks.

WITS User Services offers a series of training workshops on the use of computers, application software, the campus network and the Internet, and also provides individual consultation by appointment or at the Help Desk.

WITS Academic Computing assists faculty with computer-related curriculum development. Staff consult with faculty and students about software applications, uses of multimedia for teaching and presentations, computer-aided instructional methods, and general questions about any aspect of computing at Willamette.

The WITS Learning Resources Center (LRC) is a multi-purpose facility that assists faculty, students and staff in the use of audiovisual equipment and the production of materials. Help is available for producing videos, transparencies, slides and prints, brochures, posters and other materials related to instruction and other campus activities. The LRC is responsible for acquiring, managing and placing such equipment as VCR's monitors, overhead projectors, computer LCD panels, video projectors, and sound systems in classrooms and other facilities. Arrangements may be made for walk-in use of video editing equipment, color photocopier, drymounting and laminating equipment and photography darkroom.

The Language Learning Center is a resource not only for foreign language students and faculty, but for the campus as a whole. The center, one of the best equipped in the Northwest, offers numerous opportunities for cultural and language study. The center includes a 25-station Tandberg IS-10 audio system for both class and individual use. News broadcasts and a variety of program-

ming from more than 40 different countries are received 24 hours a day. Programs may be viewed live in the lab or classrooms, or may be recorded for later use. Center equipment includes both IBM-compatible and Macintosh computers with a large selection of foreign language software such as word processors, grammar tutors and interactive programs. Several multimedia stations offer students the opportunity for self-study and the development of projects using authentic foreign language materials available on CD-ROM, laser disc and Kodak Photo-CD. Language Center facilities are directly connected to the campus network, enabling unlimited access to Internet and to libraries and institutions around the world. Other services available are tri-standard tape conversion, optical character recognition scanning, foreign language periodicals and assistance from a staff knowledgeable in both foreign languages and the use of technology.

Two other components of WITS, Administrative Computing and Telephone/ Technical Services, provide support and maintenance of the administrative information systems, telephone system and university-owned computer equipment used in campus offices.

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 veteran's benefits status, certifying athletic eligibility, evaluating credit earned at other colleges and universities and determining eligibility for graduation and honors.

The Assistant Registrar for Institutional Research serves as a primary resource for enrollment and demographic reporting and analysis. Institutional research activities are responsive to the information needs of the university community and to those of the various government agencies where such reporting is mandated. The position also acts as a resource for any institutional analysis and self-study.

ACADEMIC GRANTS & AWARDS

The Office of Academic Grants & Awards provides support to faculty, students and administrators at Willamette University who apply for external grants and awards based on their research, academic performance or campus program. Among other responsibilities, the grants office disseminates information on external grants and awards, and the director of the program assists faculty and students in the pre- and post-award phases of grant administration. Such scholarship opportunities as the Fulbright Grant for study abroad, British

Marshall Scholarship, Rhodes Scholarship, Mellon Fellowship, Goldwater Scholarship and Truman Scholarship are handled jointly by the CLA Deans' Office Undergraduate Grants and Awards Committee, and Office of Academic Grants & Awards.

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." We, in Student Affairs, see ourselves as joined with our faculty and students in carrying out this mission; thus, we seek to enrich the out-of-classroom environment in which we educate the whole person. Offices of Student Activities, Career Development, Athletics, Intramural and Club Sports, 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 us to rejoice in 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 our 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, while the Office of Admission provides the gateway for such opportunity. These, then, are the elements of the Student Affairs Division which are focused on enhancing the liberal education experience at Willamette.

The Student Affairs staff makes a unified effort to provide a high quality of life for students. Specifically, the program seeks to (l) expand student involvement in campus life through the development of a comprehensive activities program and a student self-governance system; (2) develop a well informed residence hall staff possessing peer counseling and leadership skills; (3) enrich residential and campus life emphasizing faculty-student contact outside the classroom; (4) provide personal, academic and career advice to help students

assume responsibility for their own decisions, behavior and the atmosphere of the living environment; (5) help maintain a safe and secure campus; (6) offer a variety of opportunities for growth in understanding of religion; (7) provide support for the special needs of ethic, international, disabled and non-traditional students.

Coordinated by the Vice President for Student Affairs, the following offices are part of Willamette University Student Affairs: Admission, Athletics, Campus Safety, Counseling and Career Development, Disability Services, Greek Affairs, Health Center, International Student and Faculty Services, Intramural and Club Sports, Multicultural Student Affairs, Residence Life, and Student Activities. The religious life of the campus is the responsibility of the University Chaplain, who serves under the president but collaborates with Student Affairs colleagues and faculty of all three colleges.

ATHLETICS

Willamette provides varsity competition in a broad range of sports. For women, the University has teams in soccer, cross country, volleyball, basketball, swimming, softball, tennis, crew, golf and track and field. There are men's teams in football, basketball, track and field, baseball, swimming, crew, golf, cross country, tennis and soccer. Willamette varsity athletes compete within the Northwest Conference of Independent Colleges or the Columbia Football Association, with affiliation in the National Association of Intercollegiate Athletics (NAIA) and National Collegiate Athletic Association (NCAA), Division III.

CAMPUS SAFETY

The University seeks to provide a safe and secure environment for members of the campus community. To achieve this objective, campus safety officers, residence hall staff, and other administrators are trained and available to assist members of the campus community. Campus Safety officers are on duty 24 hours a day to provide escorts, admission to classrooms and laboratories and to provide other safety and security services. Willamette University is an open campus, however, and not completely removed from the activity of the medium-sized city in which it is located. Students are urged to be cognizant of their own safety and security while on and off campus. In compliance with the Student Right-to-Know and Campus Security Act of 1990 and The Sexual Assault Victim's Bill of Rights of 1992, an annual *Report to the Willamette University Campus* is published and distributed campus-wide each year. This report includes both campus crime statistics and campus security policies and is available upon request from the Office of the Vice President for Student Affairs.

CAREER DEVELOPMENT

The Career Development office assists students and alumni with career and life planning on individual and group bases, and works closely with faculty advisors when appropriate. Regularly scheduled workshops and programs are offered throughout the school year covering such issues as resume writing, job search strategies, interviewing skills, choosing a major and applying to graduate schools. Every two weeks the Center publishes *Opportunity Knocks*, a newsletter of current job listings advertised in regional newspapers, and distributes it free to all seniors.

The Career Resource Center (CRC) contains abundant 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), 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. Approximately 100 employers have participated in each of the past several years.

The Career Center works cooperatively with the Alumni Office and the Alumni Board to present annual programs such as "Mentor Day" and "What I Did With My Major In ...". It also carries a regularly updated listing of alumni who form the Career Network, a service by which students and alums can seek information and advice from one another.

The MAT (Master of Arts in Teaching) program's teacher placement function is an integral part of Career Services. All placement files, resume/cover letter advice 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 15,000 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 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.

2) One-time Project Coordination provides assistance to residence halls, fraternities, sororities, clubs and any other group interested in becoming involved in the community.

3) Ongoing Community Partnerships provide training and support to the student leaders of 11 projects, with more than 200 students involved for a minimum of one hour 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 short-term 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.

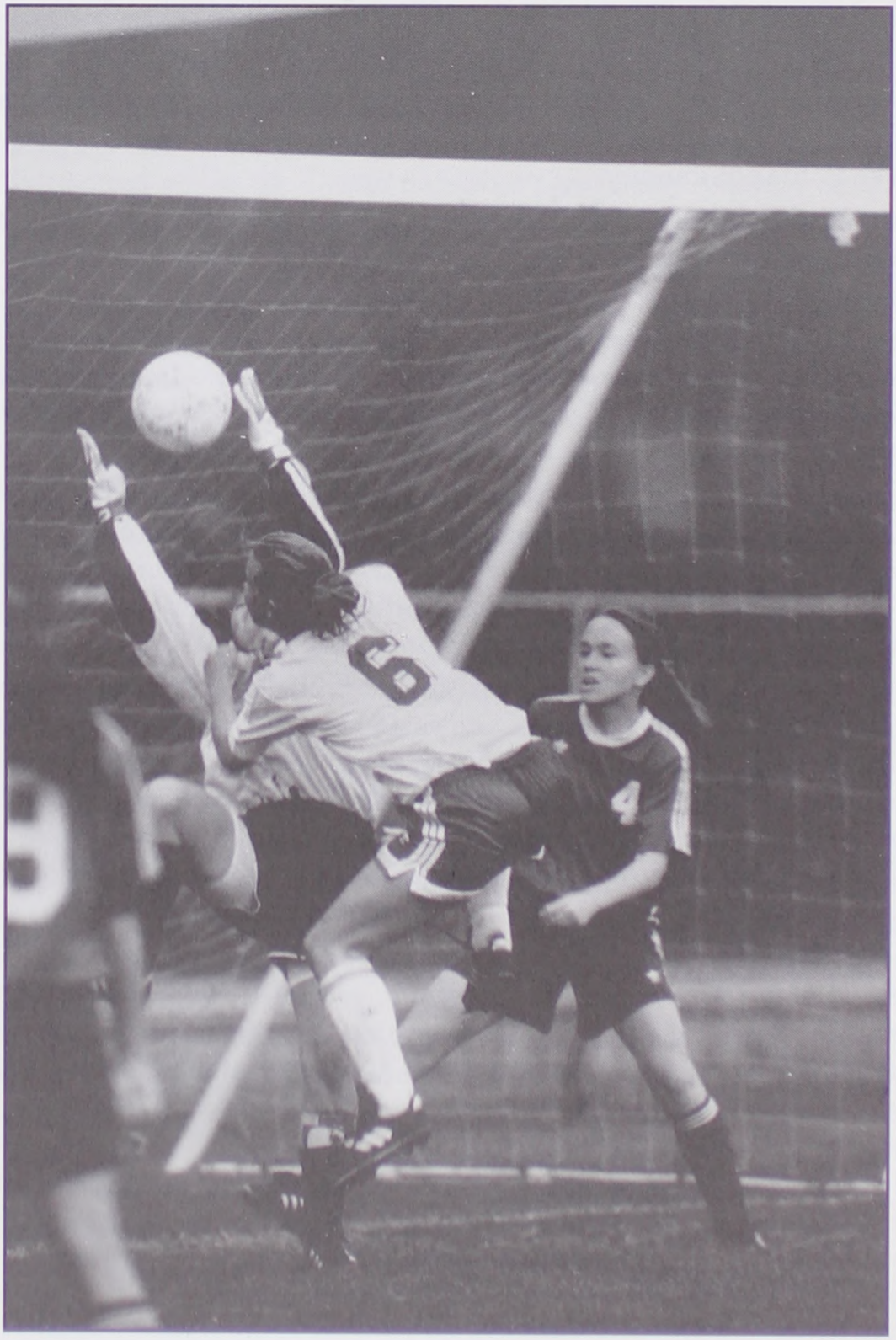
If problems are of a long-term nature or require medication, the staff of the Counseling Center will work with the individual to assess his/her needs and the available resources.

DISABILITY SERVICES

The Coordinator of Disability Services works to assist students with identified disabilities in meeting the academic demands of the University, and to assist them in identifying resources to enhance their social and psychological adjustment to University life. Services include taped texts, notetakers, readers, library assistance, alternate testing, alternate printed material formats, and auxiliary aids.

GREEK ORGANIZATIONS

Willamette University's Greek system consists of six fraternities and three sororities which have national/international recognition. Beta Theta Pi, Delta Tau Delta, 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.


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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 and University Center.

HEALTH CENTER

The University Health Center delivers health care for acute illnesses and minor injuries. In addition, the Health Center seeks to assist students, by patient education, to maintain good health and to learn to appropriately seek and utilize health care services at Willamette and in the community. If you have special health care needs, please contact the Health Center early in the semester so that the staff can assist you in developing a plan of care during your time at Willamette.

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 guidelines of the State of Oregon and Willamette University, all incoming students must show evidence of recent immunization for measles and a recent tuberculin test. The Health History forms in your admission packet are your 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 emergency care coverage and some outpatient medical and psychiatric care. To keep costs low, this policy is 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 strongly consider enrolling 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.

INTERNATIONAL STUDENT AND FACULTY SERVICES

This Office provides support services, programming, and immigration advising for international students and faculty at Willamette. Additionally, it provides immigration advising for students at the adjacent Tokyo International University of America. Advice on immigration issues, tutorial assistance, personal and cultural advising and programming are all coordinated through this office, as is the advising for WISA (Willamette International Student Association). WISA activities include undergraduate international and U.S. students,

students from Tokyo International University, and students from the College of Law and the Graduate School of Management. This office also acts as a resource for U.S. students who are interested in international matters, meeting with international students, and working collaboratively on international events. Major annual programs include a fall international dinner and a spring international festival. Other activities occur on a smaller scale throughout the year.

INTRAMURALS AND CLUB SPORTS

An active program of intramurals and club sports 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. Club sports are offered in women's and men's rugby, ultimate frisbee and lacrosse.

MULTICULTURAL STUDENT AFFAIRS

The Office of Multicultural Student Affairs is a campus resource for multicultural issues. The office provides programming and support services for ethnic students. Services include campus orientation, cultural/personal counseling, and academic support services. Several organizations are sponsored by this office: Asian-American Student Association, Unidos Por Fin, American Indian Student Association, Hawaii Club, and the Black Student Organization.

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 (such as the "Seekers," an informal organization especially for United Methodists and members of other mainline traditions). 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

The Office of Residence Life, in support of Willamette University's mission to provide an excellent liberal arts education, is committed to providing students a safe, secure and predictable living environment. Central to this effort is the development of community within and among the various living organizations, while continuing to support diversity and independence among the residents.

An in-residence staff of Resident Directors and Resident Assistants facilitates activities within each residence and assumes many of the management responsibilities. Campus residences are designed to provide comfortable living accommodations. Since 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.

Each residence unit features comfortable lounges and recreational facilities. Student meals are provided in the Goudy Commons, conveniently located for all campus residents. There are 20 separate living units on the campus, including six national fraternities and three national sororities. Willamette students also live in Kaneko Hall on the adjacent Tokyo International University of America campus, sharing rooms with Japanese roommates as a part of a cultural exchange that also brings many of the visiting TIUA students to the Willamette campus to share rooms with Willamette students. 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.

New students are assigned residence accommodations (after returning students) in priority order **based on the date their Advance Deposits are received**. All undergraduate students who are not of junior standing or 21 years of age must live in University-owned and operated campus housing, as space permits, unless living with parents or spouses.

STUDENT ACTIVITIES AND UNIVERSITY CENTER

The Student Activities Office plays a critical role in the liberal arts mission of the University by providing practical experiences to balance what occurs in the classroom. Opportunities are offered for students to be decision-makers, leaders, and educators through active participation in the design, implementation and evaluation of programs and services.

The Office works in cooperation with students, faculty, and staff on development of the following University programs: Opening Days, Parents and Family Weekend, celebrated speakers and performers, Freshman Glee, College Bowl, Honors and Awards Program, Understanding Gender Perspectives, coffeehouses, and outdoor programs. Student organization formation, university recognition, and program advising are also coordinated through the Student Activities Office.

Students interested in leadership positions or skill development are encouraged to visit the Student Activities Office to discuss possible opportunities.

The George Putnam University Center, renovated in 1995, is designed to serve as a 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, student organizations space, 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 and MAT students taking more than l-l/2 credits automatically hold membership in the ASWU.

Committees of student government include the Activities Board, Elections Board, Finance Board, Publications Board, and Collegian Board.

Students in the College of Liberal Arts are eligible to hold ASWU office if they are in good academic and disciplinary standing and are registered as regular students of the University. Students on academic or disciplinary probation may not hold an office or represent the University in any public manner. The required standard of 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 *Student Handbook* for Willamette University. *The Handbook* is distributed to new students at the beginning of each academic year to provide all members of the campus community with information governing campus conduct and judicial procedures.

ALUMNI ASSOCIATION

Students who have attended Willamette University for two years are considered members of the Alumni Association. Any person who has attended for less than two years is also welcome to participate in all the benefits of the Association.

The existence of the Association is a recognition on the part of the University and individuals that (1) interest in education does not end when a student leaves the campus; (2) the campus has played a significant role in the lives of those who have studied and lived there; and (3) the institution will derive important benefit from the continued interest of its former students.

Alumni throughout the country assist the 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; establishing and assisting 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 Relations. The management of the association is vested with the board of directors comprised of the officers, 21 directors, two members of the University faculty, and two current students. 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 2,200 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, the secondary school transcript receives the greatest consideration in the admission decision. Preference for 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 college preparatory mathematics. Other factors such as creativity, leadership, work experience, significant travel, and exceptional talent in a particular field are also weighed in the admission decision. It is expected that students' work in academic subjects will include honors, Advance Placement or accelerated courses in at least one subject where this is available in the secondary school curriculum.

The record of a transfer applicant is reviewed in much the same way as that of the freshman applicant, but the college record tends to overshadow the secondary school record in importance.

Although a personal interview is not required for admission, it is strongly encouraged.

Following are some important points regarding admission:

1. For maximum consideration for admission and financial aid, applications for admission should be filed by February 1 (freshman Early Decision applicants should have everything completed by December 1).

2. Notification of admission decisions are mailed beginning approximately April 1 (Early Decision candidates will be notified by February 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. All documents for admission to the University are permanently filed and cannot be returned to the student.

Applications for admission are supplied by the Office of Admission (see section on Alternative Application Forms/Formats). The deadline for filing all application materials is February 1. Applicants who meet this deadline will be notified of the admission decision beginning approximately April 1. Late applications are considered subsequent to April 1 if space is available.

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.

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 currently attending college (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 recommender.

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, proficiencies and major requirements will be determined on the basis of a course-by-course evaluation of the transcript(s).

Once a student has accumulated a total of 15 Willamette credits (60 semester or 90 quarter hours), including any transfer work, no further credit from a two-year college will be accepted toward the degree, although such courses do remain part of the official record.

EARLY DECISION

A well-prepared student who has made a critical appraisal of the colleges in which he or she is interested and has decided Willamette is the first choice may apply for admission under the Early Decision Plan. Early Decision applications cannot be filed at more than one college. However, students applying to Willamette under the Early Decision Plan are permitted to file regular admission applications at other schools as "back up." Once admitted to Willamette, Early Decision applicants are expected to withdraw any other applications filed. The benefits to an Early Decision candidate are several. First, financial aid

awards to Early Decision candidates are generally made before those for Regular Admission candidates. Second, the Early Decision candidate, in submitting an earlier Advance Deposit, receives priority in housing assignments and class registration.

Early Decision candidates submit the same academic credentials as students seeking Regular Admission, except their transcripts need only include grades from the freshman through junior years. Early Decision admission is reserved for candidates with above average records of achievement and aptitude. A student not admitted on the Early Decision Program may still be admitted at a later date by the Regular Admission procedures.

The application deadline for Early Decision candidates is December 1. The Office of Admission agrees to notify the student by February 1 (providing all credentials have been received) and the student agrees to accept admission if offered.

Estimated financial aid awards can be made for Early Decision Candidates who file the College Scholarship Service (CSS) form called the Financial Aid Profile. This form is available from most high school guidance offices or from Willamette University's Office of Financial Aid. To finalize their awards, Early Decision candidates must submit the federally-approved FAFSA (Free Application for Federal Student Aid) by February 1. Early Decision applicants who are eligible for Willamette merit scholarships will be considered for these awards at the same time as all eligible Regular Decision applicants; merit scholarship notifications are made approximately April 1.

ALTERNATIVE APPLICATION FORMS/FORMAT

While most applicants will use the application forms provided in the Willamette Viewbook, there are other accepted formats for submitting an application for undergraduate admission. The first of these, the Common Application form, is available from secondary school counseling offices or upon request from the Willamette University Office of Admission.

In addition to accepting our own application form and that of the Common Application, Willamette accepts applications made through CollegeLinks$_{TM}$ and APPLY!$_{TM}$ Both are independent organizations which provide a means for submitting college applications electronically. There is a fee charged to the student. For more information contact APPLY!$_{TM}$ at 1-800-WE-APPLY or CollegeLink$_{TM}$ at 1-800-394-0404.

HONORS AT ENTRANCE

Some entering freshmen with distinctive backgrounds are awarded Honors at Entrance by Willamette University. Criteria used in selecting students to be so honored include scholarship, activities, citizenship and other indications of

potential for outstanding contributions in college. 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, 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.

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 does recognize the G.E.D. as the equivalent of a standard high school diploma for purposes of admission, providing a student has received an average score of 60 or higher and no individual score lower than 55. Students applying as freshmen with G.E.D. results must also submit results from either the SAT I or the ACT.

TUITION AND EXPENSES

Willamette University is committed to a tuition policy which protects the quality of educational opportunities offered while maintaining tuition at the lowest possible level.

Willamette Tuition Guarantee Program

Beginning in 1995, Willamette offers a unique tuition guarantee plan which will allow students and their families to plan very precisely for the cost of a Willamette education. While tuition at comparable selective liberal arts colleges is expected to rise at least 5 percent annually over the next several years, Willamette guarantees the tuition you pay in your first year is the same as you will pay in your last year. While the vast majority of Willamette students complete their studies within four years, the tuition guarantee will apply for up to five years of study for entering freshmen. The tuition guarantee applies to transfer students for a period of years calculated relative to the amount of transfer credit awarded at entrance. A set tuition is charged to students taking from three to four and one-half credits. The following schedule of fees and charges applies to undergraduates entering in the 1995-96 year.

Tuition	$16,400
Student Body Fees	$ 90
Room and Board*	$ 4,800
Books (estimated)	$ 400
Personal Expenses (estimated average)	$ 790
Total	$22,480
Health Insurance (optional)**	$ 220

* There are four board plans (plan B is used by most students)

** 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 health insurance, please contact the Health Center.

Application Fee $35

A non-refundable fee charged to cover the cost of processing and evaluating the application file.

Advance Deposit $200

A non-refundable deposit which 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.

SEMESTER TUITION AND FEES: REGULAR STUDENTS

College of Liberal Arts

Student Body Membership $45
(All undergraduate students taking more than one and one-half credits are required to hold membership in the Associated Students of Willamette University. This membership entitles the student to attend all home athletic events and to participate in and enjoy the benefits of the many student activities and social events.)

Tuition

College of Liberal Arts, for regular students entering in 1995-96
taking 3 to 4-1/2 credits (per semester) $8,200.00
Each 1/2 credit over 4-1/2 credits (per semester) ..... $ 911.00
Special Music Fees: Non-Major, Full-Time
Private Instruction, 1/4 credit (15 1/2-hour lessons per semester) .. $ 200.00
Less than a full semester, per lesson ..... $ 12.50
No refund after three lessons (weeks)

Late Fee Payment

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, he/she will be charged a fee of $10 for the first late day. Thereafter, $2 will be charged for each additional day until the process is complete.

SEMESTER CHARGES: PART-TIME STUDENTS

A part-time student is defined as any student in the College of Liberal Arts who is registered for fewer than 3 credits.

Tuition

For courses in the College of Liberal Arts (not including private lessons in applied music) the following fees apply:

One-fourth (1/4) credit ..... $ 456.00
One-half (1/2) credit ..... $ 911.00
Three-fourths (3/4) credit $1,367.00
One (1) credit $1,822.00
One & one-fourth (1 1/4) credit $2,278.00
One & one-half (1 1/2) credit $4,100.00
One & three-fourths (1 3/4) credit $4,783.00
Two (2) credits $5,467.00
Two & one-fourth (2 1/4) credits $6,150.00
Two & one-half (2 1/2) credits $6,833.00
Two & three-fourths (2 3/4) credits $7,517.00

ROOM AND MEAL CHARGES

Students who live on campus receive seven "all-you-can-eat" meals per week plus cash on a debit card to be used for all remaining meals. Meals are served throughout the school year except during Thanksgiving break and Christmas and Spring vacations. Room and board charges per semester are as follows:

Multiple occupancy, seven "all-you-can-eat" meals, plus $300 cash debit (Plan A): cost $2,350

Multiple occupancy, seven "all-you-can-eat" meals, plus $360 cash debit (Plan B): cost $2,400

Multiple occupancy, seven "all-you-can-eat" meals, plus $450 cash debit (Plan C): cost $2,450

Multiple occupancy, seven "all-you-can-eat" meals, plus $560 cash debit (Plan D): cost $2,500

Single occupancy is $700 per year extra.

All students contract for rooms for the full academic year. Charges for room and meals 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.

PAYMENTS

Tuition and charges for room and meals are payable in full by fee payment day each semester and are paid to the Business Office. The University also makes available deferred payment agreements through an off-campus agency that allows for payment plans from one to four years. The University considers the off-campus agency plans 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 $10 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.

Payment Plan Options

The following payment options are made available by Willamette University to assist in your payment of fees while you are attending Willamette. The list contains 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 the Knight College Resource Group, 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 Knight. Payments begin July 1 and end April 1.

AchieverLoan

The ArchieverLoan is a credit-based, long-term program with 15 years to repay. Three options of repayment are available. Brochures are sent to all students.

WITHDRAWALS

Students are admitted to Willamette with the understanding that they will remain until the end of the semester unless unforeseen circumstances necessitate their withdrawal or unless they are dismissed or suspended.

If a student decides to withdraw fully from the University, or from individual courses which causes the student to fall from full-time to part-time status, the following refunds of tuition will be allowed:

Within the First Week 90%
During Weeks Two through Four 50%
During Weeks Five through Eight 25%
After Eight Weeks ..... -0-

Students attending their first semester will be refunded tuition in compliance with Federal Regulations, Section 484B.

In the case of withdrawal from Willamette, students are responsible for room and meals through the date of withdrawal or departure (whichever is later) on a pro-rated basis of 105 days. Student body fees will be refunded based on the tuition refund percentage. Health insurance will not be refunded and financial aid will be pro-rated according to regulatory guidelines.

All refunds of tuition are effective from the date that application for refund is approved by the Registrar, and not from the date attendance is discontinued.

A student who is suspended or expelled from the University is responsible for room and meals through the date of departure and forfeits all fees and academic credit for the semester.



FINANCIAL AID

We believe every student should be able to select Willamette University on the basis of considerations other than cost. Admission to Willamette is determined without regard to financial need. Students who would like a Willamette education, but who have concerns about its affordability, are encouraged to apply for both admission and financial assistance. Although the majority of financial aid money is administered on the basis of need, there are also several generous merit programs available that are not based on need.

NEED-BASED PROGRAMS

Need is determined by confidential financial information which students and their parents provide to various independent processing agencies on a federally-approved need analysis form. Financial need is the difference between the total cost to attend Willamette (including tuition, fees, room, board, books and personal expenses) and the amount the family is able to contribute. The independent processing agencies determine the family contribution with an analysis of the information provided on the federally approved need analysis form.

Although parent income is generally the major criterion used to assess the parental contribution, other factors are considered, including: net worth of assets, number of family members, number of other family members attending college at the same time, etc.

As the primary beneficiary of the education, the student is expected to help pay college costs as much as he or she is able. Often this means working part-time or borrowing through student loan programs. Assessment of the student's contribution includes consideration for savings, other assets such as trust funds, and earnings from employment.

A financial aid package will consist of one or a combination of the following: scholarships, grants, employment and loans. Academic qualifications are given the major emphasis in determining the percentage of cash (i.e., grant and scholarship) which will be included in the student's financial aid award. Outstanding achievements in music, leadership, forensics, and theatre are also considered.

MERIT PROGRAMS

Although eligibility for most of the financial aid available from Willamette is determined according to a federally mandated uniform methodology applied to

information submitted on the need analysis form, there are some programs for which need is not a criterion. These include scholarships for National Merit, National Hispanic and National Achievement Finalists, Semifinalists and Commended Students; G. Herbert Smith Presidential Scholarships; Multicultural Achievement Scholarships; and the Elmer and Grace Goudy Scholarships. Students may receive only one of these University Merit Scholarships in any given year.

In addition to the above awards, Talent Awards are available in forensics, music and theatre. These awards are given to students who demonstrate exceptional talent in the appropriate performance area. Students may receive a Talent Award in addition to one of the University Merit Scholarships.

APPLICATION PROCEDURES

1) Apply for admission. No student will be awarded financial aid prior to being admitted to the University. Students who have submitted all admission and financial aid materials by February 1 will be given maximum consideration for financial aid. Students already enrolled should make application directly to the Office of Student Financial Aid.

2) File the federally approved need analysis form. Applicants for need-based aid must file the FAFSA (Free Application for Federal Student Aid). The FAFSA should be submitted as soon after the first of January as possible to ensure that the need analysis can be completed by March 1. The FAFSA is available from high school guidance offices or college financial aid offices. (Note: The forms required to apply for financial aid have been changing. Although accurate as of this printing, students are advised to verify which form(s) will be used by contacting the Office of Financial Aid in early January.)

3) Transfer applicants are required to file a Financial Aid Transcript from each college attended previously, whether or not they received financial aid from the other college(s). Financial Aid Transcripts are available from the Willamette University Offices of Admission and Student Financial Aid.

Scholarship consideration will be automatically given to every admitted applicant if all the necessary supporting information has been provided. For example, National Merit standing must be reported by the student for consideration for a Willamette National Merit Scholarship; Music Scholarship Award candidates must complete the audition prior to notification of financial aid awards; a FAFSA must be completed for need-based assistance, etc.

The student must file the appropriate application, obtainable from the Office of Student Financial Aid, for each year in which need-based assistance is desired. The amount of each student's financial aid will be reviewed annually and may be adjusted in relation to changing financial or academic status and to the availability of financial aid funds.

Each student receiving financial assistance is required to make satisfactory progress towards graduation, as determined by the Academic Status Committee, in order to maintain eligibility for aid. A student who is not making satisfactory academic progress or who is on probation at the end of a semester must petition the Office of Student Financial Aid to be considered for assistance for the subsequent semester.

A student who accepts financial assistance cannot use any portion of this award to meet the required Advance Deposit and breakage fees. Failure to meet the deadline for the advance payment may cause any University award to be withdrawn.

NOTIFICATION OF FINANCIAL AID

Financial aid applicants who have been granted admission and have submitted all financial aid materials by February 1 will be notified of their financial aid awards beginning April 1. Merit award selection will not be made until March and students will be notified beginning April 1. Returning students will be notified in late May or early June. Those applicants who do not file all materials by February 1 will be awarded financial assistance on a rolling basis as long as resources are available.

RENEWAL

Financial aid is renewed on the basis of continued demonstrated need and/or continued academic and extracurricular eligibility. Generally, the initial level of Willamette University cash assistance continues through the sophomore year. At the end of the sophomore and junior years, a student's academic record is reviewed, and the amount of University assistance re-evaluated to reflect changes, either upward or downward, in the quality of the student's academic performance at Willamette.

SOURCES OF FINANCIAL AID

The following is a list of some of the primary sources of financial aid available to students:

From Federal Sources

Federal Pell Grants — Eligibility is determined directly by the federal government on the basis of need. Grants range from $400 to $2,340.

Federal Supplemental Educational Opportunity Grant (FSEOG) — Awarded by Willamette from federal funds to students with exceptional financial need.

Federal Perkins Loan — Loans range from $500 to $3,000 per year, depending upon need and availability of federal funding. Total undergraduate borrowing

may not exceed $15,000. Interest is 5 percent. Interest does not accrue nor repayment begin until a student graduates or withdraws from school.

Federal Stafford Loan — These loans are made by private lenders such as banks and savings and loan associations. Loans range from $500 to $5,500 per year, depending upon a student's need and year in school. Repayment and interest begin six months after a student ceases to be enrolled at least half-time (9 percent interest rate maximum). Total undergraduate borrowing may not exceed $23,000.

Federal Work Study Program — Awarded on the basis of need. Students work an average of 8-10 hours per week and are paid monthly.

From State Sources

To be eligible for the Oregon State Need Grant from the State of Oregon, students must be full-time, undergraduate Oregon residents making satisfactory progress toward graduation. Awards are determined by the Oregon State Scholarship Commission, based on need, and limited to eight semesters of study at any eligible Oregon college or university. Residents of other states should check to see if their states provide financial aid assistance which can be "exported" out-of-state.

Veterans' Benefits

Application for Veterans Administration education benefits may be obtained from either the Veterans Administration Regional Office or the Willamette University Veterans Secretary in the Office of the Registrar. Upon receipt of an application, the Veterans Administration will issue eligible veterans a Certificate of Eligibility valid only at the institution named and only for the objective indicated. The prospective student should bring the Certificate of Eligibility to the Office of the Registrar at the time of initial registration. It is advisable to apply immediately for veterans' benefits upon admission.

United Methodist Sources

Active members of The United Methodist Church, Willamette's founding denomination, may be eligible for scholarships (including special ethnic scholarships) and low interest loans from the national church. In addition, Willamette has two special scholarships designated for United Methodists, the Bortzmeyer and Reynolds Scholarships. Details on both church and university awards are available from the Director of Financial Aid.

Other Outside Sources

Students are encouraged to investigate outside sources of scholarship assistance in their own areas. Many civic, fraternal and service organizations such as Elks, Kiwanis and Rotary Clubs provide scholarships, as do churches and private

corporations. High school guidance offices are generally well informed about such local scholarships.

From Willamette University Sources

For Entering Students

Most grant and scholarship funds provided to entering students from University resources are awarded through the need-based financial aid program. However, there are also some generous competitive scholarships and awards for which financial need is not a criterion. Generally speaking, academic achievement (as evaluated on the basis of g.p.a. and/or test scores) is the primary qualification specified, although geography and special talents in co-curricular activities are also recognized in some of these programs.

Most of these scholarships require no separate application; information provided with the Application for Admission is used to determine eligibility. The exceptions are the Talent Awards in Forensics, Music and Theatre, which have specific application/audition requirements.

A complete listing of the merit scholarships available to entering undergraduates from Willamette University, including eligibility criteria, is published each fall and distributed to prospective students. You may also request a copy from the Office of Admission or the Office of Financial Aid.

For Returning Students

Through the generosity of various groups and friends, Willamette offers a number of other scholarships, prizes and awards for achievement in the different fields of college endeavor. These prizes recognize scholarship as well as leadership and character. There is no application required for most of the prizes, awards and scholarships. Where the scholarship is based on performance in a particular discipline or activity, this has been noted. The recipients of these scholarships, prizes and awards are selected by the University.

A complete list of prizes, awards, and all endowed scholarships available through Willamette University, follows.

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

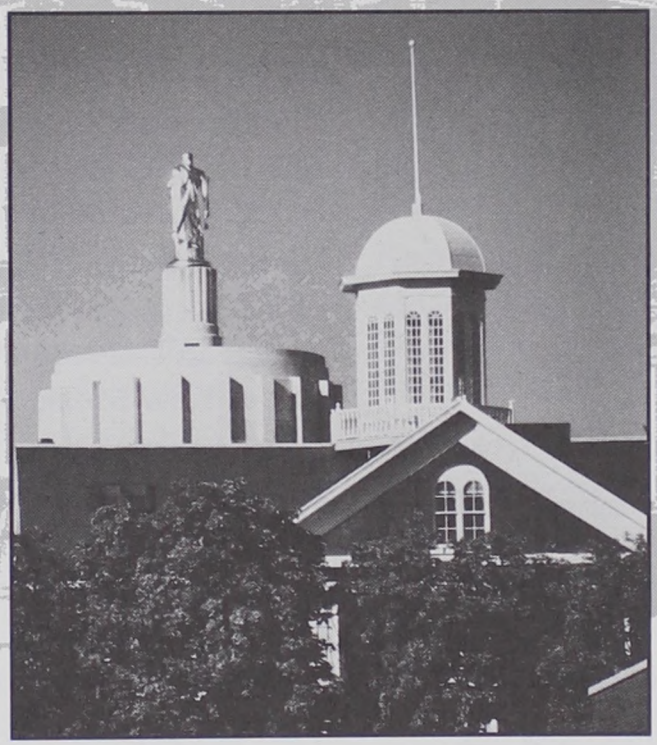
Ruth Bedford
Howard C. and Mae C. Belton
Lester J. and Ida May Bennett (Ministry or Sociology)
Walter Blake
Lelia S. Bortzmeyer (Methodist Ministry)
Andrew G. Bottin
Charles and Barbara Bowles
Julius J. and Joanna Brauer
Violet Burlingham Mu Phi Epsilon (Music)
Ellen J. Chamberlain and Julia L. Schultz (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 Merit
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 Heinl
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
TC. 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 and Semifinalists
National Achievement Commended Students
National Hispanic Finalists and Semifinalists
National Merit Commended Students
National Merit Finalists and Semifinalists
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
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
Colonel Percy Willis
Paul H. Doney (Rhetoric & Media
Studies/Forensics)
Frederick L. Rose
Dona Adams Rothwell
Sidney Schlesinger (Politics)
T.E.D. Shay (Economics)
Rex A. Turner
Chester F. Luther (Mathematics
Senior)



SECTION IV

Faculty and Administration
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FACULTY AND ADMINISTRATION

Note: Faculty members joined Willamette University during the year following their names; they assumed the current position in the year at the end of the entry.

ACTIVE FULL-TIME FACULTY

Kelly Ainsworth, 1995 B.A., California State College; Ph.D., Duke University. Director of Off-Campus Studies and Associate Professor of History, 1995.

Andrew Apter, 1992 B.A., Tufts University; M.A., Ph.D., Indiana University. Associate Professor of Theatre, 1992.

Stephen H. Archer, 1973 B.A., M.A., Ph.D., University of Minnesota. Guy F. Atkinson Professor of Economics and Finance, 1979.

Robert C. Art, 1981 B.A., Beloit College; M.A., University of Wisconsin-Madison; J.D., DePaul University; LL.M., Columbia University. Professor of Law, 1988.

Suresht R. Bald, 1981 B.A., M.A., Delhi University, India; Ph.D., Harvard University. Professor of Politics, 1991.

Sammy Basu, 1993 B.A., M.A., University of Calgary, Canada; Ph.D., Princeton University. 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. (Sabbatical Leave Fall 1995).

Martin K. Behnke, 1979 B.A., M.A., California State University, San Jose; Ph.D., University of Colorado. Professor of Music, 1987.

Eleanor von Auw Berry, 1994 B.A., M.A., Ph.D., University of Toronto. Assistant Professor of English, 1994.

Richard Biffle, 1991 B.A., University of California, Riverside; M.A., Eastern Michigan University; Ph.D., University of New Mexico. Assistant Professor School of Education, 1991.

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 Law School. Director, Center for Dispute Resolution and Assistant Professor of Law, 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 Dolores Blanco-Arnejo, 1992 B.A., University of Santiago de Composted, Spain; Ph.D., University of Colorado. Assistant Professor of Spanish, 1992. (Leave Fall 1995, Sabbatical Spring 1996).

Gerald F. Bowers, 1971 B.A., City College of New York; M.A., Ph.D., Harvard University. Professor of English, 1981.

Joe Bowersox III, 1993 B.A., Oregon State University; M.A., Ph.D., University of Wisconsin-Madison. Instructor of Politics, 1993.

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. Associate Professor of Chemistry, 1989. (Sabbatical Leave 1995-96).

Cheryl K. Brown, 1982 B.S., Western Oregon State College; M.A.T., Lewis and Clark College. Assistant Professor School of Education, 1994.

Claudia E. Burton, 1971 B.A., Oberlin College; M.A.T., Johns Hopkins University; J.D., University of California, Los Angeles. Professor of Law, 1977.

Russell J. Cagle, 1985 B.S., University of Montana; M.A., San Diego State University; Ph.D., Oregon State University. Associate Professor of Exercise Science, 1993.

David L. Cameron, 1990 B.S., Massachusetts Institute of Technology; J.D., Northwestern University. Professor of Law, 1995.

Rod Ceballos, 1992 B.A., University of California, Santa Barbara; M.F.A., Ohio University. Assistant Professor of Theatre, 1992.

Frances H. Chapple, 1966 B.Sc., Ph.D., University of Bristol, England. Professor of Chemistry, 1979.

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.

Mary V. (Cleland) Unruh, 1990 B.A., M.L.S., University of Washington. College of Law Computer Services Librarian, 1990.

Jean-David Coen, 1986 B.M., The 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.

David C. Cox, 1995 B.S., M.S., Oregon State; Ph.D., Ohio State University. Associate Professor School of Education, 1995.

Lawrence D. Cress, 1994 B.A., Pacific Lutheran University, M.A., Ph.D., University of Virginia. Dean, College of Liberal Arts and Professor of History, 1994.

M. David Daniel, 1988 B.S., Western Oregon State College; J.D., Willamette University. Professor of Law and Director of Clinical Law Programs, 1990.

Robert C. Dash, 1986 B.A., California State University, San Diego; M.A., California State University, Los Angeles; Ph.D., University of California, Riverside. Associate Professor of Politics, 1990.

Gaetano DeLeonibus, 1993 B.A., City University of New York, Hunter College; M.A., Princeton University. Assistant Professor of French, 1993.

David A. Douglass, 1990 B.A., M.A., California State University, Fresno; Ph.D., Pennsylvania State University. Assistant Professor of Rhetoric and Media Studies, 1992.

Carol A. Drost, 1984 B.A., Kalamazoo College; A.M.L.S., University of Michigan. Associate University Librarian for Technical Services, 1993.

J. Michael Dunlap, 1975 B.S., George Fox College; M.A.T., Lewis and Clark College; M.S., Ph.D., University of Oregon. Professor of Computer Science, 1986.

William E. Duvall, 1971 B.A., Whitworth College; M.A., University of Pennsylvania; Ph.D., University of California, Santa Barbara. Professor of History, 1984.

Marcia J. Eddy, 1989 B.S., University of Oregon; J.D., University of Iowa. Instructor of Legal Research and Writing, 1990.

Meredyth Goldberg Edelson, 1991 B.A., Macalester College; M.A., Ph.D., University of Illinois. Assistant Professor of Psychology, 1991.

Rosalyn Edelson, 1991 B.A., University of Michigan; M.A., Ed.D., Columbia University. Associate Professor School of Education, 1991.

H. Peter Eilers, 1982 B.A., M.A., San Jose State University; Ph.D., Oregon State University. Professor of Geography and Environmental Science, 1990.

Ellen M. Eisenberg, 1990 B.A., Carleton College; Ph.D., University of Pennsylvania. Associate Professor of History, 1995.

Richard Ellis, 1990 B.A., University of California, Santa Cruz; M.A., Ph.D., University of California, Berkeley. Associate Professor of Politics, 1995.

Paul Evans, 1990 B.S., Aston University, England; Ph.D., Indiana University. Associate Professor of Psychology, 1993.

Ludwig M. Fischer, 1980 B.A., University of Regensburg, Germany; M.A., Ph.D., University of Colorado. Associate Professor of German, 1986.

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.

Kevin Patrick Furey, 1995 B.A., M.A., California State University; Ph.D., University of Washington. Assistant Professor of Economics, 1995.

Mark D. Garrett, 1994 B.A., Univerity of North Carolina; M.A., J.D., University of Mississippi, Instructor of English, 1995.

Bruce L. Gates, 1974 B.S.E., Princeton University; Ph.D., University of Pittsburgh. Professor of Quantitative Methods and Public Management, 1981.

Jane Geaney, 1995 B.A., College of Holy Cross; M.A., Ph.D., University of Chicago Divinity School. Instructor of Religion, 1995.

Christine A. Gentzkow, 1967 B.A., Willamette University; M.A., Portland State University. Associate Professor of German, 1994.

Walter M. Gerson, 1973 B.A., M.A., University of Montana; Ph.D., University of Washington. Professor of Sociology, 1973.

Mary E. Gilbertson, 1975 B.A., Northwestern University; M.L.S., University of Oregon. Acquisitions Librarian, College of Law, 1975.

Louis F. Goble, 1986 B.A., Oberlin College; M.A., Ph.D., University of Pittsburgh. Associate Professor of Philosophy, 1990.

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.

Toshie Nakamura Gordon, 1992 B.S., Oregon State University; M.A., University of Oregon. Instructor of Japanese, 1992.

Kathy T. Graham, 1977 A.B., University of California, Berkeley; J.D., University of California, Davis. Professor of Law, 1983, and Associate Dean, College of Law, 1987.

Arthur James Granada, 1994 B.A., Emporia State University; M.S., Wichita State University; Assistant Professor School of Education, 1994.

Jerry Gray, 1990 B.S., Santa Clara University; Ph.D., University of Utah. Associate Professor of Economics, 1995.

Gwendolyn Griffith, 1987 B.A., Rollins College; J.D., Stanford University. Professor of Law, 1993.

Richard B. Hagedorn, 1984 B.S., Oregon State University; J.D., Willamette University. Professor of Law, 1989.

Elysabeth J. Hall, 1976 B.A., Humboldt State University; M.L.S., University of Oregon. Law Cataloging Librarian, 1976.

R. Samuel Hall, Jr., 1972 A.B., Albion College; M.S., Ph.D., University of Illinois. Professor of Mathematics, 1978.

Karen Hamlin, 1991 B.A., Willamette University; M.Ed., Ph.D., Oregon State University. Assistant Professor School of Education, 1993.

Michael L. Hand, 1979 B.S., Oregon State University; M.S., Ph.D., Iowa State University. Professor of Applied Statistics and Information Systems, 1988.

James S. Hanson, 1976 B.A., Yale University; A.M., Ph.D., Stanford University. Professor of Economics, 1983.

Peter A. Harmer, 1990 B.S., M.S., Ph.D., University of Oregon. Associate Professor of Exercise Science, 1995.

Edward J. Harri, 1986 B.A., Walla Walla College; M.S.A.S., Montana State University; J.D., Willamette University. Instructor of Legal Research and Writing, 1990, and Associate Dean, College of Law, 1994.

Christopher Harris, 1984 B.Ed., Leeds University, England; M.F.A., University of Wisconsin. Professor of Theatre, 1995.

Scott D. Hawke, 1971 B.S., California State University, San Diego; M.S., University of British Columbia, Canada; Ph.D., University of California, Riverside. Professor of Biology, 1982.

Robert E. Hawkinson, 1982 B.A., Swarthmore College; M.A., Ph.D., University of Chicago. Associate Professor of Politics, 1986, and Associate Dean of the College of Liberal Arts, 1993.

Robert H. Hess, 1972 B.F.A., Indiana University; M.F.A., University of Notre Dame. Professor of Art, 1986.

Linda S. Heuser, 1990 B.A., Willamette University; M.A., Ph.D., University of Oregon. Associate Professor of Sociology, 1995.

Stephen C. Hey, 1982 B.A., Western Illinois University; M.A., University of Northern Colorado; Ph.D., University of Colorado. Professor of Sociology, 1994.

Thomas H. Hibbard, 1973 B.A., Pomona College; Ph.D., Claremont University Center Graduate School. Professor of Economics, 1980.

Jennifer Hooper, 1995 B.A., Brigham Young University; M.A., University of Utah; M.S., University of Oregon. Instructor of Mathematics, 1995.

Norman J. Hudak, 1961 B.A., DePauw University; Ph.D., Cornell University. Professor of Chemistry, 1965.

Jerry E. Hudson, 1980 B.A., David Lipscomb College; M.A., Ph.D., Tulane University. University President, 1980.

Roger P. Hull, 1970 B.A., Whitman College; M.A., Ph.D., Northwestern University. Professor of Art, 1982. (Sabbatical Leave 1995-96).

Todd S. Hutton, 1990 A.B., Davidson College; M.Ed., University of Florida; Ph.D., Duke University. Vice President for Academic Administration, 1990.

D. Richard Iltis, 1972 B.S., South Dakota School of Mines and Technology; Ph.D., University of Oregon. Professor of Mathematics, 1978. (Sabbatical Leave 1995-96).

Carol J. Ireson, 1977 B.A., Stanford University; Ph.D., Cornell University. Professor of Sociology, 1992.

Dallas W. Isom, 1968 J.D., University of Utah. Professor of Law, 1974.

Mark Janeba, 1986 B.S., California Lutheran College; M.A., Ph.D., University of California, Santa Barbara. Associate Professor of Mathematics, 1994.

Mary Ann Johns, 1976 B.A., Western Illinois University; M.A., University of Illinois; M.F.A., Indiana University. Professor of Art, 1988.

David Kenagy, 1991 B.A., Pomona College; J.D., University of California, Los Angeles. Professor of Law, 1991, and Interim Dean, College of Law, 1994.

Raymond F. Kenitzer, 1993 B.A., Saint Olaf College; M.A., Ed.D., University of Northern Colorado. Assistant Professor of Exercise Science, 1993.

Susan R. Kephart, 1981 B.A., Ohio Wesleyan University; Ph.D., Indiana University. Professor of Biology, 1990.

Anita S. King, 1981 B.M., Oberlin College; M.F.A., D.M.A., University of Iowa. Professor of Music, 1995.

Susan M. Koger, 1993 B.A., Kean College; M.A., Ph.D., University of New Hampshire. Assistant Professor of Psychology, 1993.

John L. Koprowski, 1992 B.S., The Ohio State University; M.A., Southern Illinois University; Ph.D., University of Kansas. Assistant Professor of Biology, 1992.

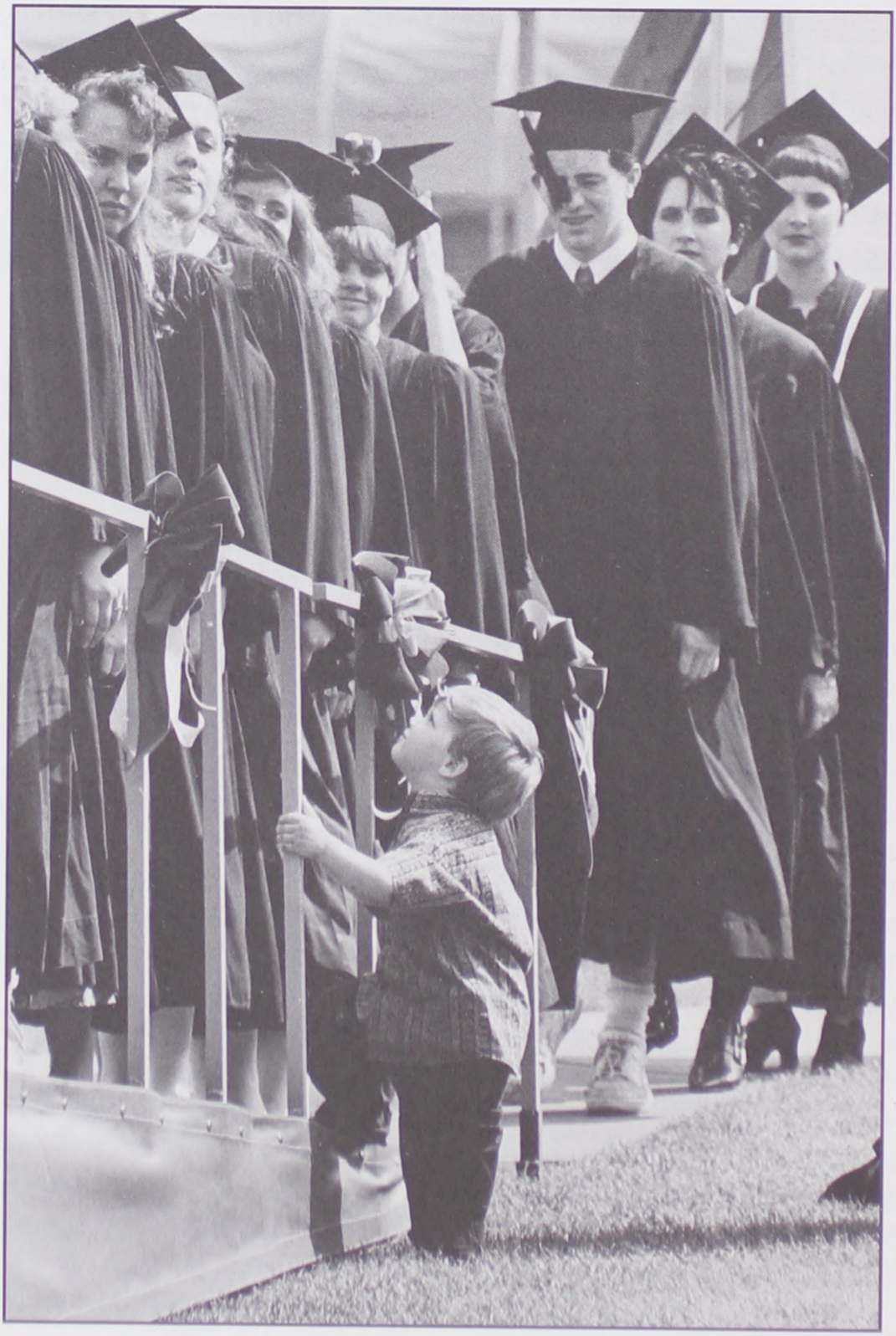
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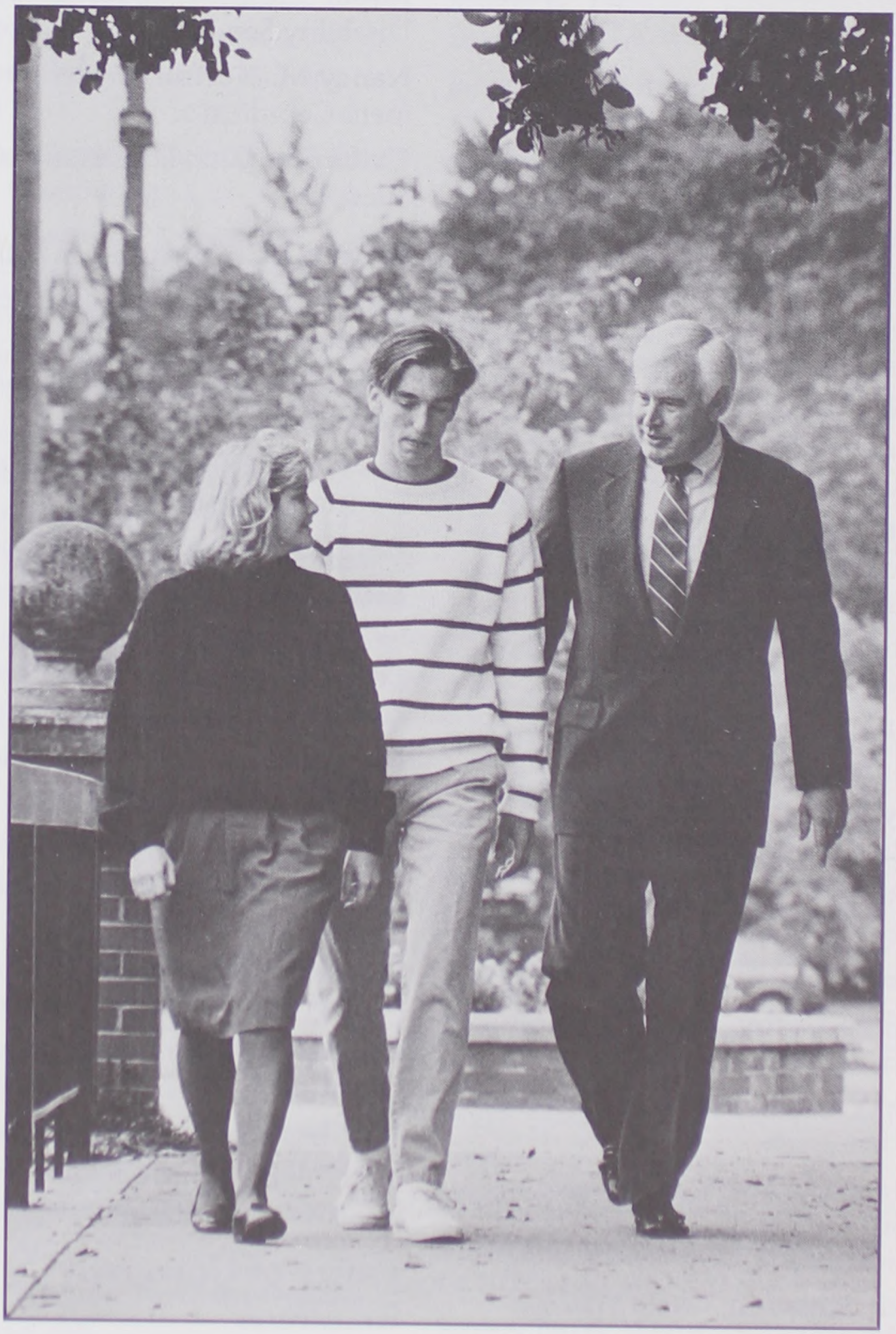
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James J. Curran, Chairman and Chief Executive Officer, First Interstate Bank, Northwest Region, Portland, Ore.

Chet Daniels, Coldwell Banker, Ashland, Ore.

William W. Dew, Jr., Bishop, The United Methodist Church, Portland, Ore.

Allan L. Ferrin, Surgeon, Salem, Ore.

Eric Fishman, Creative Director/ General Manager, Metropolitan Events Public Relations Ltd., Portland, Ore.

Cynthia J. Ford, Portland, Ore.

Hallie E. Ford, Civic Leader, Salem, Ore.

Gerald W. Frank, Author and Civic Leader, Salem, Ore.

A. M. Gleason, Vice Chairman, PacifiCorp, Vancouver, Wash.

Alan Goudy, Portland, Ore.

Stuart A. Hall, President and Chief Executive Officer, Liberty Northwest Insurance Corp., Portland, Ore.

Scott Harkness, Minister, First United Methodist Church, Salem, Ore.

Dale C. Harris, Minister, The United Methodist Church, Hillsboro, Ore.

Susan Corcoran Hayes, Vice President, SeaFirst Bank, Seattle, Wash.

Thomas J. Henderson, President, Pacific School of Religion, Berkeley, Calif.

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William Long, Glenbrook, Nev.

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Robert W. Nunn, Attorney at Law, Portland, Ore.

Robert G. Packard, Managing Partner, Zimmer, Gunsul, Frasca, Portland, Ore.

Donna M.L. Pritchard, Pastor, The United Methodist Church, Silverton, Ore.

S. Michael Rodgers, Attorney at Law, Bellevue, Wash.

Lorraine Sheffield, Palm Desert, Calif.

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Patricia C. Smullin, President, California-Oregon Broadcasting, Inc., Medford, Ore.

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William Swindells, Chairman, Willamette Industries Inc., Portland, Ore.

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Carol G. Thompson, Western Small Church Rural Life Center, Filer, Idaho.

Ronald E. Timpe, President and Chief Executive Officer, Standard Insurance Co., Portland, Ore.

Carol Whipple, Owner and Manager, Rocking-C Ranch, Elkton, Ore.

Loren C. Winterscheid, Professor Emeritus & Assistant to the Dean for Risk Management and Special Projects, University of Washington School of Medicine, Seattle, Wash.

Life Members

Betty Anderson, Salem, Ore.

Robert Burtner, Eugene, Ore.

Amo DeBernardis, Tigard, Ore.

Grace Goudy, Portland, Ore.

Orval O. Hager, Portland, Ore.

Henry L. Haines, Portland, Ore.

Stanley N. Hammer, Salem, Ore.

Mark O. Hatfield, Washington, D.C.

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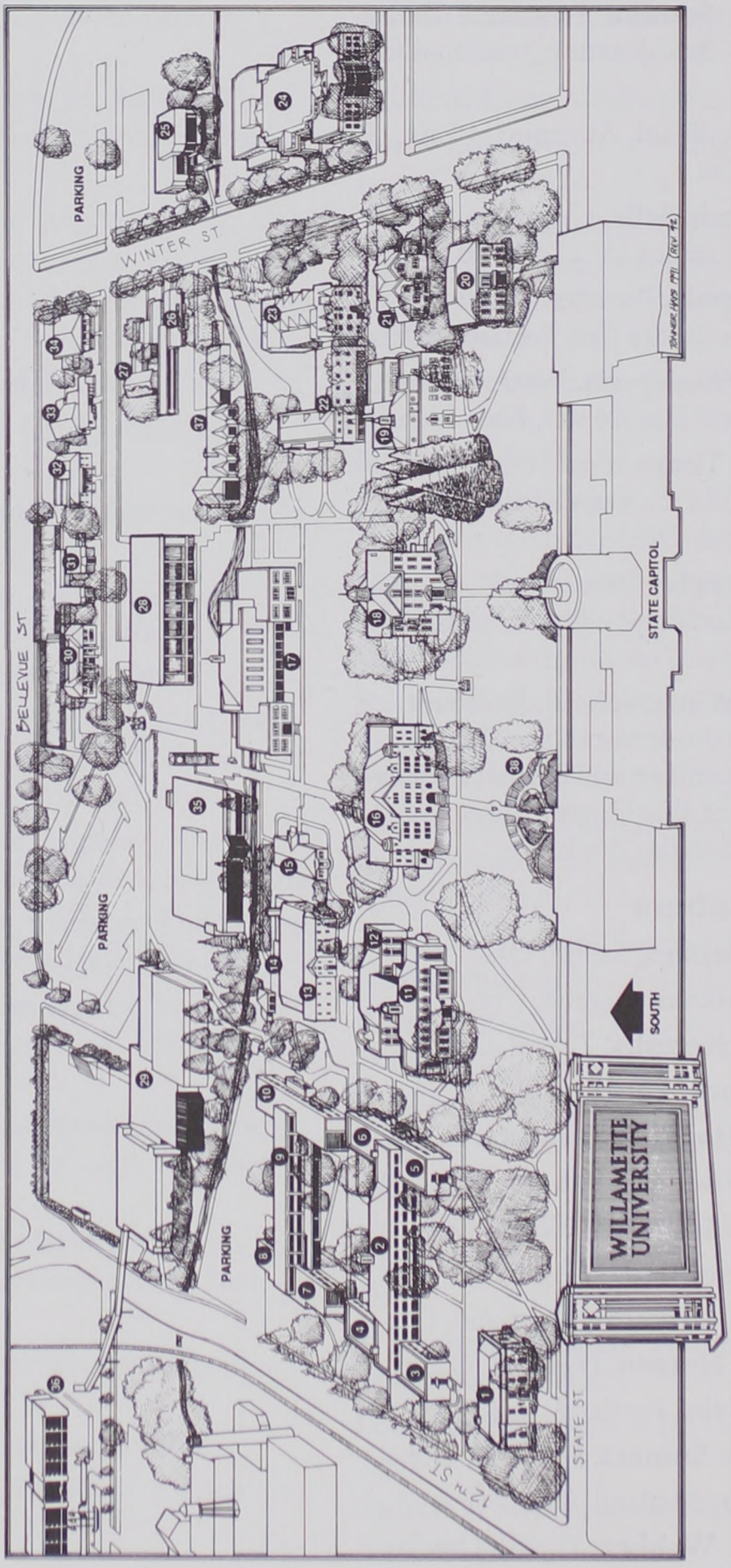
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George Rives, Portland, Ore.

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L.B. Staver, Portland, Ore.

William B. Webber, Tigard, Ore.


PARKING
WINTER ST
BELLEVUE ST
PARKING
PARKING
STATE CAPITOL
SOUTH
WILLAMETTE UNIVERSITY
12TH ST
STATE ST

CAMPUS MAP

1. **Gatke Hall** 1938, education department, 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.
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. **Delta Tau Delta** national fraternity 1962, 32 residents.
9. **Matthews Hall** 1961, 95 residents, named in honor of mathematics professor James T. Matthews.
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 political science, economics, psychology, sociology, speech, mathematics, and computer science.
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, 1979, theatre department.
14. **Maintenance Shops** 1946 & 1969.
15. **Bishop Center** 1955, medical services, counseling, career planning, office of the Registrar, named in honor of C. P. and Fannie K. Bishop.
16. **Eaton Hall** 1909, departments of history, religion, English, sociology, 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, Chaplain, and business affairs.
19. **E.S. Collins Science Center** 1941, with addition in 1962, departments of biology, chemistry, earth science, physics, gift of lumberman Everell S. Collins. Renovated 1981.
20. **Art Building** 1905, renovated for art gallery and department of art, 1977.
21. **Site of the Olin Science Center**, 1996.
22. **Doney Hall** 1955, with addition in 1967, 110 residents, named in honor of Willamette President and Mrs. Carl Gregg Doney (president 1915-34).
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.
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. Named in honor of Oregon journalist George Putnam.
29. **Lestle J. Sparks Physical Education and Recreation Center** 1974, containing the Edwin E. and June Woldt Cone Field House, Chester Hinkle Gymnasium, natatorium, handball and racquetball courts,
30. **Willamette International Studies House (WISH)** 1965, 37 residents; Office of Admission.
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.

FALL SEMESTER, 1995

August 25 Residence halls open for new students. Orientation begins.

August 29 Registration for returning students who did not complete Advance Course Selection. Classes begin at 8:00 a.m.

September 4 Labor Day — No classes.

September 12 Last day to add or drop first half and full semester courses.

September 19 Last day to designate first half semester courses as Credit/No Credit.

September 29 Last day to withdraw from first half semester courses.

October 10 Last day to designate full semester courses as Credit/No Credit.

October 18 End of first half semester courses.

October 19 Beginning of second half semester courses.

October 20 Mid Semester Day — No classes.

November 3 Last day to add or drop second half semester courses. Last day to withdraw from full semester courses.

November 10 Last day to designate second half semester courses as Credit/No Credit.

November 16 Academic Advising for Spring Semester 1996 begins.

November 17 Last day to withdraw from second half semester courses.

November 22 Thanksgiving Vacation begins at 5:00 p.m.

November 27 Thanksgiving Vacation ends at 8:00 a.m.

December 2 Advance Course Selection for Spring 1996.

December 8 Full semester and second half semester courses end.

December 9-10 Study Days.

December 11 First day of Final Examinations.

December 13 Study Day.

December 15 Last day of Final Examinations. Christmas Vacation begins.

December 16 Residence Halls close at noon.

SPRING SEMESTER, 1996

January 14 Residence Halls open at noon.

January 15 Registration for new students and returning students who did not complete Advance Course Selection.

January 16 Classes begin at 8:00 a.m.

January 29 Last day to add or drop first half and full semester courses.

February 1 154th anniversary of the founding of the University.

February 5 Last day to designate first half semester courses as Credit/ No Credit.

February 16 Last day to withdraw from first half semester courses.

February 26 Last day to designate full semester courses as Credit/No Credit.

March 5 End of first half semester courses.

March 6 Beginning of second half semester courses.

March 15 Spring Vacation begins at 5:00 p.m.

March 25 Spring Vacation ends at 8:00 a.m.

March 26 Last day to add or drop second half semester courses.

March 29 Last day to withdraw from full semester courses.

April 3 Last day to designate second half semester courses as Credit/No Credit.

April 8 Academic Advising for Fall Semester 1996 begins.

April 12 Last day to withdraw from second half semester courses.

April 20 Advance Course Selection for Fall Semester 1996.

April 30 Full semester and second half semester courses end.

May 1-2 Study Days.

May 3 First day of Final Examinations (final examinations also on Saturday).

May 5 Study Day.

May 8 Last day of Final Examinations.

May 9 Residence Halls close at noon.

May 12 Baccalaureate and Commencement.

FALL SEMESTER, 1996

August 29 Residence halls open for new students. Orientation begins.

September 3 CLASSES BEGIN AT 8: 00 a.m. Registration for returning students who did not complete Advance Class Selection.

September 16 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 23 Last day to choose Pass/No Credit grading option for first half semester courses.

October 4 Last day to withdraw from first half semester courses.

October 15 Last day to choose Pass/No Credit grading option for full semester courses.

October 23 End of first half semester courses.

October 24 Beginning of second half semester courses.

October 25 Mid-Semester Day — no classes.

November 8 Last day to add second half semester courses. Last day to drop second half semester courses without a grade of "W."

November 8 Last day to withdraw from full semester courses.

November 15 Last day to choose Pass/No Credit grading option for second half semester courses.

November 21 Academic Advising for Spring Semester 1997 begins.

November 22 Last day to withdraw from first half semester courses.

November 27 Thanksgiving Vacation begins at 5:00 p.m.

December 2 Thanksgiving Vacation ends at 8:00 a.m.

December 7 Advance Course Selection for Spring Semester 1997.

December 13 Classes end.

December 14-15 Study days.

December 16 Fall Semester final examination begin.

December 18 Study day.

December 21 Fall Semester final examinations end. Christmas Vacation begins.

SPRING SEMESTER, 1997

January 20 Registration for new students and for returning students who did not complete Advance Class Selection.

January 21 CLASSES BEGIN at 8:00 a.m.

February 1 One hundred fifty-fifth anniversary of the founding of the University.

February 3 Last day to add first half and full semester courses. Last day to drop first half and full semester courses without a grade of "W."

February 10 Last day to choose Pass/No Credit grading option for first half semester courses.

February 21 Last day to withdraw from first half semester courses.

March 3 Last day to choose Pass/No Credit grading option for full semester courses.

March 11 End of first half semester courses.

March 12 Beginning of second half semester courses.

March 21 Spring Vacation begins at 5:00 p.m.

March 31 Spring Vacation ends at 8:00 a.m.

April 1 Last day to add second half semester courses. Last day to drop second half semester courses without a grade of "W."

April 4 Last day to withdraw from full semester courses.

April 9 Last day to choose Pass/No Credit grading option for second half semester courses.

April 14 Academic Advising for Fall Semester 1997 begins.

April 18 Last day to withdraw from first half semester courses.

April 26 Advance Course Selection for Fall Semester 1997.

May 6 Classes end.

May 7-8 Study days.

May 9 Spring Semester final examinations begin.

May 11 Study day.

May 14 Spring Semester final examinations end.

May 18 Baccalaureate and Commencement.

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