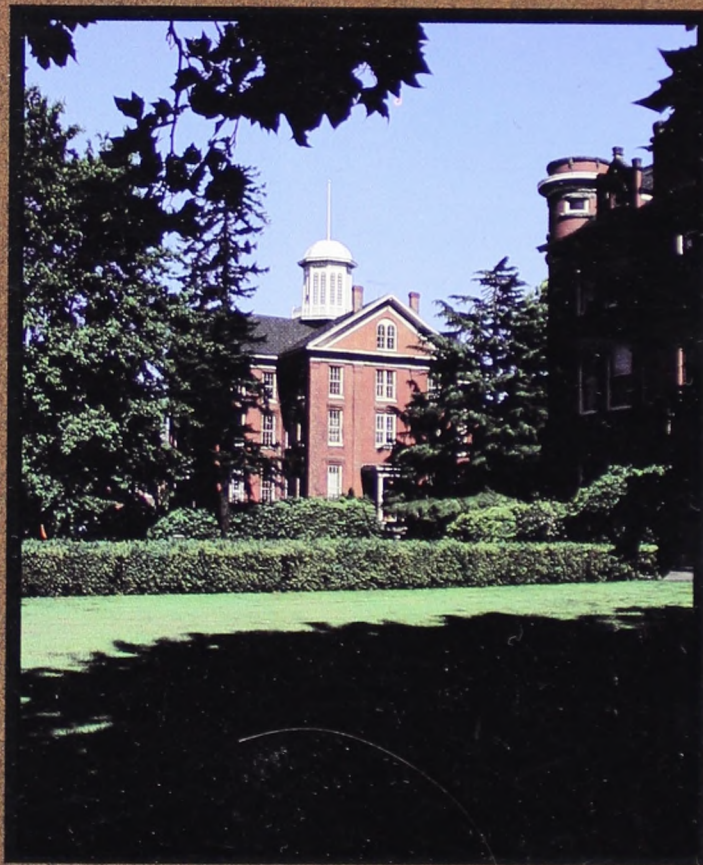


Willamette

The Catalog University For 1982-84



“In three billion years of slow change and groping effort only one living creature has succeeded in escaping the trap of specialization that has led in time to so much death and wasted endeavor. It is man, but the word should be uttered softly for the story is not yet done.”

From “The Hidden Teacher”
by humanist Loren Eiseley,
a 1974 visitor to Willamette.

Willamette

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Willamette

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VISITORS are welcome to the campus. The undergraduate Office of Admission is open Monday through Friday, 8 a.m. to 5 p.m. (4:30 p.m. in the summer). The Office is open by appointment on Saturday from 8 a.m. to noon. Appointments are suggested on all days for visitors coming on specific business. Mailing address: Willamette University, Salem, Oregon 97301. Phone: (503) 370-6300. The street address is 900 State Street.

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Willamette University

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

Willamette University is a small, independent, coeducational university with a college of liberal arts and graduate schools of law and management. Founded by missionaries in 1842, it is the oldest college in the west. Methodist in heritage, it has a non-denominational charter.

Willamette has long been known for its intellectual vitality and its cohesive academic community, for its concern for each student, for close relationships between students and faculty members, for serious examination of values and general education as foundations for life.

The University has engaged in long-range planning to ensure continuing strength. Every academic department has conducted an in-depth study with the aid of off-campus consultants. Among the results of this planning and self-study are the new graduation requirements effective the fall semester of 1981.

Willamette has a reputation for financial as well as academic stability. Its endowment is the largest of any college or university in the northwest. In addition to endowment income and tuition, it depends upon support through gifts and trusts.

Almost 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 13 students, and all serve as advisors. Some faculty members publish and conduct research and are encouraged to do so. However, the faculty is committed to teaching and to informal discussion with individual students.

The University is selective and seeks serious and talented students. Our entering students in 1981 had a solid-subject GPA of 3.3. We accepted 82 percent of 1,102 applicants. About 59 percent of our students receive financial aid, but none receives aid unless it is needed. Although more of our students now choose to seek employment immediately after graduation than did formerly, the majority still goes immediately on to graduate or professional school. Undergraduate enrollment in the fall of 1980 was 1,314; total University enrollment was 1,886.

The campus has 34 buildings on 57

acres. Except for the football stadium, track, and baseball field 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.

A major renovation and renewal effort is under way. E.S. Collins Science Center, the science building, was recently renovated at a cost of more than \$4 million. As the catalog is being published, the University has drawings for a new library and plans for renovating other older buildings.

Sparks Center, built in 1974, is an outstanding athletic and physical education facility. The Putnam University Center is a key gathering spot with its lounges, meeting rooms, recreation room, bookstore, small auditorium, and eating areas. Our Playhouse is one of the best educational theatre facilities in the state, and the music and art buildings have been renovated recently. A 1,250-seat auditorium in the Fine Arts Building is the site of numerous lectures and concerts, including those of the Oregon and Salem symphonies. The 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.

Salem's population of more than 90,000 makes it Oregon's third largest city. Willamette benefits from being located across the street from the state Capitol and near many other state, county, and city buildings. In the larger setting, the ski slopes of Mt. Hood and Mt. Bachelor are two to three 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.

In brief, we think the following adjectives describe Willamette well: academic, serious, solid, personal, friendly, well-located, beautiful.

Section I

College of Liberal Arts
General Education Program
Programs of Special Interest

**“Here we can
learn a basic les-
son from nature:
that nothing can
survive on the
planet unless it is
a cooperative part
of a larger, global
whole.”**

*From The Closing Circle: Nature, Man
and Technology by ecologist Barry
Commoner, a 1977 visitor to Willamette.*

College of Liberal Arts

Willamette University is a private, independent university of residential character founded in 1842 by Christian missionaries to the Oregon Country. Mindful of its long and distinguished heritage, the 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. Due to its unique character and location, the University mission involves a blend of liberal arts and professional education. 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 and theatre 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 both government and industry. A newly approved 3-2 program in management combines undergraduate and graduate education at Willamette: students complete requirements for a degree 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, study abroad, and others. 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, businessmen, public servants, and clergy who live throughout the United States and in many parts of the world have common roots in the Willamette University community. This shared participation in an institution long devoted 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.

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 as a senior college by the University Senate of the United Methodist Church. It holds membership in the Association of American Colleges and is recognized by the American Association of University Professors and the American Association of University Women.

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 chemistry department 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 education.

Goals of the College of Liberal Arts

The College of Liberal Arts seeks to foster the fundamental goals of a liberal educa-

tion. Liberal arts study is a search for truth, and for those artistic, humane, social and scientific principles that enable us to understand ourselves, our society and our environment and to meet the challenges of a rapidly changing world.

More specifically, the College of Liberal Arts seeks to develop basic intellectual skills of analysis and communication, to examine the moral and aesthetic dimensions of human culture and to foster breadth and depth in theoretical knowledge, in the belief that all of these build a foundation for success and fulfillment in personal, professional, and civic life after graduation. The College is committed to the idea that all students acquire a general education involving disciplinary and interdisciplinary approaches to the traditional areas of the humanities, the social sciences, the natural sciences, literature and the fine arts; that all students experiment and explore in elective courses; and that each student develop a competence in the knowledge and skills of a major program of study.

Finally, the College is also dedicated to the creation of a campus environment in which social, residential, and cocurricular life support academic goals; for a liberal arts education should provide opportunities for students to develop personal values and interests in an atmosphere of spiritual, racial, ethnic, and cultural freedom.

Graduation Requirements

The College of Liberal Arts offers the Bachelor of Arts and the Bachelor of Science degrees and the professional Bachelor of Theatre, Bachelor of Music and Bachelor of Music Education degrees. In order to earn a degree, a candidate must meet general requirements, specific degree and major requirements and complete the General Education Program.

General Requirements for All Baccalaureate Degrees

All candidates for graduation must:

1. Satisfactorily complete 31 credits, of which no more than two may be earned in major or professional internships. At least 15 of these credits must be earned in residence. The last or senior year shall be spent in residence or in Willamette approved off-campus programs. In unusual circumstances, students with exceptional academic records may petition at entrance to graduate with fewer than 15 credits earned at Willamette.
2. Demonstrate proficiency in the English language as defined by the Department of English and approved by the Faculty of the College of Liberal Arts (see p. 4). This proficiency is normally demonstrated during the freshman year and must be established in order to attain junior status.

Transfer students must establish proficiency by the end of their second semester at Willamette.

3. Demonstrate proficiency in basic mathematics, as defined by the Department of Mathematics and approved by the Faculty of the College of Liberal Arts (see p. 4). This proficiency is normally demonstrated during the freshman year and must be established in order to attain junior status. Transfer students must establish proficiency by the end of their second semester at Willamette.

4. Satisfactorily complete the seven-credit General Education program, as described below.

5. Satisfactorily complete an approved major program and the specific requisites for either a B.A. or a B.S. degree, or the professional B.M., B.M.Ed. and B.T. degrees, as described below.

6. Satisfactorily complete at least one-half credit in a specifically designed Senior Year Experience.

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

Specific Requirements for Baccalaureate Degrees

Bachelor of Arts

Candidates for the Bachelor of Arts degree must:

1. Satisfactorily complete foreign language study at the second-year college level. (See "Foreign Language Requirement," p 4)

2. Candidates for the Bachelor of Arts degree may earn a maximum of 10 credits in a single subject field to apply toward the minimum of 31 required for graduation. Major and professional program internships are exempted from this limitation, but no more than two such internship credits can be applied toward the required 31 credits.

Bachelor of Science

Candidates for the Bachelor of Science degree must:

1. Satisfactorily complete two credits from at least two of the following four categories: (1) Calculus (Math 230, 241, 242, 243); (2) Statistics (Math 138, 333; Econ 359; Intr 350-351); (3) Computer Science (CS 230, 231, 232); (4) Logic and Linguistics (Phil 240; Intr 235; English 250-251 [251 counts toward the B.S. only if 250 is completed]).

2. Candidates for the Bachelor of Science degree may earn a maximum of 10 credits in a single subject field toward the minimum of 31 required for graduation. Major and professional program internships are exempted from this limitation, but no more than two such internship credits can be applied toward the required 31 credits.

Bachelor of Music, Bachelor of Music Education

Candidates for these degrees must meet the requirements listed on p. 41.

Bachelor of Theatre

Candidates for this degree must meet the requirements listed on p. 57-58.

Approved Majors

The following majors leading to a Bachelor of Arts or Bachelor of Science degree have been approved by the faculty. Professional degrees are also offered in music and theatre.

American Studies
Art
Biology
Chemistry
Economics
Education
English
Environmental Science
French
German
History
Humanities
International Studies
Mathematics
Music
Philosophy
Physical Education
Physics
Political Science
Psychology
Religious Studies
Sociology
Spanish
Speech
Theatre

General Education Program

To express its commitment to the ideals of a liberal education, the Faculty requires that each candidate for a baccalaureate degree complete a program of study which includes experiences in discipline-based inquiry and explorations which transcend usual discipline boundaries. The latter involves both the interrelation of knowledge among liberal arts disciplines and the application of knowledge in the individual and civic dimensions of a liberal education.

All candidates for graduation must complete seven credits in the General Education program, distributed between discipline-based inquiry and integrative studies.

A. Discipline-Based Inquiry (5 credits)

The purpose of discipline-based inquiry is to introduce the student to the theoretical knowledge and analytical methods central to each area. Students must earn 1 credit in *each* of these five areas:

Humanities: Study in this area emphasizes the role of the humanities in illuminating major philosophies, historical developments and cultural achievements of human civilization and focuses on consideration of ethical and moral issues and values

Natural Sciences: Study in this area fo-

cuses on the scientific method and on scientific knowledge and discoveries, and examines the value implications of the applications of science.

Literature: Study in this area provides training in literary analysis and demonstrates how literature heightens awareness of moral and aesthetic questions.

Social Sciences: Study in this area develops capabilities for responsible citizenship, examines value questions of individual freedom and social responsibility and gives insight into the structures and functioning of societies.

Fine Arts: Study in this area develops critical insight into the creative process and heightens awareness of moral and aesthetic questions and of the role of the arts in reflecting and changing cultural assumptions.

B. Integrative Studies (2 credits)

The purpose of integrative studies is to provide experience in thinking across disciplines in ways that develop critical thinking, informed judgment and sensitivity to the complexities of contemporary personal and civic life.

Students must earn a total of two credits from courses meeting this requirement.

In addition, students are strongly encouraged to include in their programs involvement in physical activity in order to develop and maintain physical fitness and to enroll in studies which provide understanding of physical health.

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 for the first two years a program that satisfies the GENERAL EDUCATION PRO-

GRAM (see p. 6) and the degree proficiency requirements and that 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 discharge the responsibility of the general advising of students who have not yet declared a major.

At the point of declaring majors — usually at the end of the sophomore or the beginning of the junior year — 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 is an excellent entree into graduate and professional schools and the world of business.

Students seeking one of the three professional degrees offered by Willamette (the Bachelor of Music, the Bachelor of Music Education, and the Bachelor of Theatre) are strongly advised upon entrance to make immediate contact with the Music or Theatre Departments in order to enter at once into a more intensive advising process.

Transfer students are assigned advisors according to their declared 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 individual 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 Student Development Center (see p. 62).

Satisfaction of Proficiency Requirements

English Proficiency

Proficiency in the English language is defined as the ability to structure adequate paragraphs and sentences, including evidence of sufficient mastery of English syntax to allow intelligent choices among the various possibilities of English sentence structure. Within these structural con-

cerns, students should be able to manage the conventions of English spelling, usage, and punctuation in such a manner as to convey their message without distortion or general loss of credibility.

As well as mastery of syntactical and grammatical conventions, proficiency in English means control of the level of diction and sensitivity to the meanings and values of words.

In thus defining proficiency, the English Department expresses its deep commitment to the belief that educated people have command of the language they use and understand that effective expression is the true mirror of thought.

Students may demonstrate English proficiency in one of these ways: **1.** Complete English 130: The Craft of Writing II with a grade of C minus or better; **2.** Score a 4 or 5 on the Advanced Placement English Test; **3.** Pass a challenge examination offered by the English Department; or **4.** Submit an equivalent transfer course for evaluation by the English Department.

Proficiency is normally demonstrated in the freshman year and must be established in order to gain junior status. Transfer students must establish proficiency by the end of their second semester at Willamette.

Mathematics Proficiency

Proficiency in mathematics is defined as the acquisition and demonstration of those mathematical skills and aptitudes which allow interpretation and use of the mathematics one is faced with in everyday life.

Students may demonstrate this proficiency in one of the following ways: **1.** Score 60 or better on the Mathematics SAT, 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 109: Techniques of Mathematics (this course is graded on a CR/NC basis); **4.** Pass a calculus course with a grade of C minus or better; or **5.** Submit an equivalent transfer course for evaluation by the Mathematics Department.

Proficiency is normally demonstrated in the freshman year and must be established in order to gain junior status. Transfer students must establish proficiency by the end of their second semester at Willamette.

Foreign Language Requirement

To earn the degree of Bachelor of Arts, students must fulfill the foreign language requirement. This requirement may be met in one of the following ways: **1.** Satisfactorily complete a foreign language at the second year college level or higher; **2.** Pass a comprehensive examination on the 4th semester college level administered by the Department of Foreign Languages and Literatures; or **3.** Attain a score of four or five on the Advance Placement Test in a

foreign language.

Entering students whose native language is not English may demonstrate proficiency in a foreign language by satisfying the English Proficiency Requirement.

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 great honors), and *cum laude* (with honors).

Transfer students will be considered for University Honors based on the academic record they have established at Willamette, provided that such a record is supported by the quality of work which they have completed at other institutions of higher learning and that they have completed 11 graded credits at Willamette at the time of Honors consideration. The level of Honors for which a transfer student qualifies cannot be raised on the basis of work transferred from other institutions.

A student may graduate with distinction in the major field of study by distinguished completion of a thesis, research project, performance, or creative exhibition and by attainment of a cumulative Grade Point Average for courses within the major as prescribed by the major program faculty.

A student may be named to the College Honors List for any semester during which his/her Grade Point Average was 3.75 or better. The Honors List is widely published and a notation of this achievement is made on the student's transcript.

Academic Regulations **Registration**

Students whose applications for admission have been accepted, register on the dates designated in the catalog (see Calendar, p. 77). A late registration fee of \$5 for the first day and \$1 for each class day thereafter is charged students who do not complete registration by 4 p.m. on the last regular registration day.

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 4-1/2 credits without extra charge.

Any undergraduate student in good academic standing, who is making normal progress toward an undergraduate degree, is eligible to register for more than 4-1/2 credits with the concurrence of his/her adviser. Students not meeting these criteria must petition the appropriate committee for approval of an overload. Petition forms are available in the Registrar's Office.

A student is required to attend class until he or she is officially dropped. Forms for withdrawal may be secured from the student's advisor. If a student fails to withdraw officially, his or her grade in any course which he or she discontinues becomes an "F."

A semester grade of "F" is given if a student withdraws for any reason, other than serious illness, from a course later than the time prescribed by the Academic Calendar unless the student has been granted advance permission to withdraw by the Academic Status Committee.

The University reserves the right to discontinue any class for which the enrollment is insufficient.

Class Attendance

Class attendance is subject to the following guidelines:

1. Students are expected to attend classes.
2. Each individual instructor sets the specific attendance standards for his/her own classes.
3. Irregular attendance may impair the student's progress and therefore be reflected in his/her grades. Faculty members should inform students about attendance requirements at the beginning of each semester. If such is not done, the student should feel obliged to request this information from his/her instructor.

Grading Policy

The following grades will be given for credit (grade point equivalent shown in parentheses): A (4.0), A minus (3.7), B plus (3.3), B (3.0), B minus (2.7), C plus (2.3), C (2.0), C minus (1.7), D plus (1.3), and D (1.0). The F grade (0.0) will not be granted credit but will be computed in the grade point average.

1. The grade of A will denote excellent performance.
2. The grade of B will denote good performance.
3. The grade of C will denote satisfactory performance.
4. The grade of D will denote below standard performance.
5. The grade of F will denote failing performance.
6. The grade of CR (credit), used in those courses designated by the faculty (courses numbered X00-X09 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.
7. The grade of W will stand for Withdrawal and is given at the request of either the student concerned or the instructor of the course. 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 the first half semester courses. Withdrawal after these dates will be possible only if the student successfully petitions the Academic Status Committee.

8. The grade of I will stand for Incomplete. This grade may be given only in cases of illness or for certain other exigencies verified by the Director of Student Development and must be made up during the next 30 days of residence. This deadline 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 recorded as the final grade.

9. The grade of T will stand for Incomplete in those cases where the instructor determines that 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. This deadline 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 recorded as the final grade.

10. 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.

Credit/No Credit

Full-time students may take only one credit per semester on a Credit/No Credit basis. (This does not include courses which have been designated exclusively for Credit/No Credit grading.) 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.

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 University during the previous semester. A student may not take more than one Credit/No Credit per subject field.

Students desiring to do so will sign up for

Credit/No Credit courses in the following manner: All students will register for all courses in the regular fashion. Within the first 10 school days of the semester, any eligible student who wishes to exercise the Credit/No Credit option may do so by filing an appropriate form with the Recorder. Except for courses that begin after mid-semester, this form may not be withdrawn or amended after the first 10 school days of the semester. For those courses that begin after mid-semester, Credit/No Credit forms may be filed during the first 10 days following the mid-semester date, but the forms may not be withdrawn or amended thereafter.

After the Credit/No Credit forms are filed, and for the remainder of the semester, they shall be considered as privileged information. The Recorder 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 Recorder will then change the letter grade to a CR or an NC in the appropriate cases.

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 who are not working up to 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:

- Seven 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 sev-

enth semester;
31 credits presented for graduation at the end of the fourth year.

Academic Probation

If his/her academic performance falls well below expected achievement, an individual student will be placed on Academic Probation. If placed on probation, the student is:

1. Ineligible to represent Willamette University in any public performance;
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; 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 one dollar for each transcript unless more than one is ordered at a time, in which case a charge of fifty cents 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 to 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 Activities courses. No extra fees charged if addition of one of these courses constitutes an overload.
100-299 Courses generally suitable for freshmen and sophomores.
300-495 Courses generally suitable for juniors and seniors.
496-499 Senior year experiences.

Within these last three categories, the last two numbers differentiate types of courses as follows:

- 00-09** Course must be graded Credit/No Credit.
10-19 Course satisfies some area of the

Part A requirement of the General Education Program.

20-29 Course satisfies part of the Part B requirement of the General Education Program.

30-59 Course is a regular departmental offering, usually part of the major program.

60-89 Private lessons, ensembles, activity

classes (other than P.E.) in appropriate areas. Otherwise, general courses in areas not offering the foregoing.

90-93 Independent study courses.

94-95 Internships

96-99 Senior seminars or other senior year experiences.

General Education Program

The General Education Program is required of all candidates for graduation. In place for the first time in Fall, 1981, the General Education Program has grown out of several years of faculty/student/administration planning and has been carefully designed to provide the best in general liberal arts training. The division of GEP requirements between discipline-based inquiry (5 credits) and integration of knowledge (2 credits) allows students to familiarize themselves with the many dimensions of liberal education.

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 objectives. Students should complete a majority of their general education program courses prior to the junior year.

Part A: Discipline-based Areas of Inquiry

The *discipline-based courses* stress the distinctive modes of thinking and analysis of each disciplinary field. As the list below indicates, the student has within each of the five discipline areas a wide range of options by which to fulfill the requirement, but each option will provide an equivalent response to the criteria for that area. Students must earn one credit from *each* of the following areas for a total of five credits:

Fine Arts

Course criteria: **1.** to develop critical insight into the creative process as practiced in the fine arts; **2.** to consider how the fine arts heighten awareness of moral and aesthetic questions; and **3.** to create an awareness of the capacity of the fine arts both 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 descriptions):

- Art 111:** Drawing and Composition
Art 112: Color and Composition

Art 113: Fundamentals of Design

Art 114: Structural Design

English 215: History of the Cinema (Prerequisite: English Proficiency)

Intr 111: Human Creativity: The Fine Arts

Music 112: Introduction to Music Literature and Practicum (Auditions necessary)

Music 113: Spectrum of Music

Music 114: Musica Viva

Theatre 110: The Theatre: A Contemporary Introduction

Theatre 215: Major Forms of Drama

Theatre 216: Modern Trends in Drama

Humanities

Course criteria: **1.** to provide training in the analytical methods of disciplines which study civilization and culture from the viewpoint of the humanities; **2.** to present critical perspectives about cultural assumptions and experiences through examination of major philosophies, religions, historical developments, and cultural achievements of civilizations; **3.** 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 descriptions):

History 115: Western Civilization to 1715

History 116: Western Civilization, 1715 to Present

Intr 110: Great Ideas of the Western World

Philosophy 110: Philosophical Problems

Philosophy 311: Philosophy of Religion



Religion 112: History of Christianity

Religion 214: Religion in America

Literature

Course criteria: **1.** to provide training in analysis of literary works; **2.** to examine the creative and aesthetic dimensions of cultures as reflected in their great works of literature; and **3.** to consider how literature heightens awareness of moral and aesthetic questions.

Courses which meet the Literature requirement (See appropriate major program statements for course descriptions): All English courses have a prerequisite of English Proficiency.

English 210: Foundations of Literature

English 211: American Literature from the Beginnings to 1860

English 212: American Literature from 1860 to the Present

English 213: Survey of British Literature I

English 214: Survey of British Literature II

Japanese 314: Japanese Literature in Translation

Literature 110: Masterpieces of World Literature

Literature 210: The Modern Temper in Literature

Religion 110: Biblical Literature, History, and Thought

Religion 216: C. S. Lewis and the Religious Imagination

Natural Science

Course criteria: **1.** to provide training in the processes of scientific validation and proof; **2.** to examine major scientific discoveries, historical developments and theories which have influenced perceptions of nature; **3.** to explore the role of scientific knowledge and imagination in the evolution of civilization; and **4.** to consider the uses 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 descriptions):

Biology 110: Principles of Biology

Chemistry 110: Chemical Concepts and Applications

Chemistry 115: Introductory Chemistry I

Earth Science 110: Physical Geology

Physics 210: Astronomy

Physics 213: Light and Color

Physics 215: Introductory Physics

Psychology 210: General Experimental Psychology

Social Science

Course criteria: **1.** to provide training in the analytical methods of the social or behavioral sciences; **2.** to develop increased capabilities for effective and responsible citizenship through analysis of the social, political and economic processes by which societies function; and **3.** to con-

sider 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 descriptions):

Economics 110: Contemporary Economic Issues

Political Science 110: American Politics

Political Science 111: Survey of Politics: Freedom and Authority

Political Science 112: Politics and the Challenge of Scarcity

Political Science 113: Survey of Political Philosophy

Psychology 110: Introduction to Psychology

Sociology 110: Principles of Sociology

Sociology 111: Introduction to Anthropology

Sociology 112: Sex Roles in Society

Sociology 113: Environmental Sociology

Part B: Integration and Use of Knowledge

The *integration and use of knowledge courses* are, as their name implies, 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 using and integrating knowledge to develop critical thinking, informed judgment, and sensitivity to the complexities of contemporary personal and civic life. Students have a wide range of options by which to fulfill the 2-credit requirement in this part of the General Education Program, but each option will provide an equivalent response to the criteria for this area.

Course criteria: **1.** to develop appreciation for the interrelatedness of knowledge from a variety of liberal arts disciplines; and **2.** to focus on the process of integrat-

ing and using knowledge in making value judgments and ethical decisions in one's personal life and in functioning as an informed, responsible citizen in a world of increasingly complex and interdependent societies.

Courses which meet the Integration and Use of Knowledge requirement (See appropriate major program statements for course descriptions):

Chemistry 220: Environmental Chemistry (Prereq: CHEM 115)

Chemistry 221: Introductory Organic and Biological Chemistry (Prereq: CHEM 115)

English 223: Film Genre and Authorship

Envr 220: Environmental Systems under Stress

Envr 320: Environmental Ethics

History 420: Henry Adams and the Historical Consciousness (Prereq: Foundations of American Thought or consent of instructor)

History 421: Expatriates and the National Experience (Prereq: Foundations of American Thought or consent of instructor)

Intr 325: Contemporary Cultures of the Northwest (Prereq: English Proficiency)

Intr 120: Science and Society

Intr 125: Theories and Techniques of Human Interaction

Intr 223: Introduction to Global Perspectives

Intr 323: Agriculture, Energy, and World Equity (Prereq: Junior standing and some background in sociology, political science, environmental science, economics or agriculture)

Psychology 225: Adaptive Lifestyles

Religion 320: Religion and Science

Sociology 325: Life Cycle: Childhood and Adolescence (Prereq: An entry level sociology course)

Sociology 326: Life Cycle: Adulthood and Aging (Prereq: An entry level sociology course and one course in psychology)

Speech 420: Mass Media and Society

Speech 422: Rhetoric and American Eloquence (Prereq: Some work in Speech)

Programs of Special Interest

Interdisciplinary Freshman Program

Included in the offerings of the Integrative Studies Area and of special interest to first-year students are four interdisciplinary seminars: INTR 110: Great Ideas of the Western World; INTR 111: Human Creativity: The Fine Arts; INTR 120: Science and Society; and INTR 131: Visual Thinking: An Approach to Problem Solving.

Offered both semesters, these courses are staffed by faculty from a number of Humanities, Science, Social Science, and Fine Arts disciplines.

The seminar goals are to explore questions of the enduring values of human

civilization, to expose students to great works of philosophy, art, literature, and culture, and to help students attain competency in skills of reading, writing, calculating, and reasoning.

Minority Studies

An emerging study opportunity at Willamette is the College's growing number of courses which focus upon subject matter and issues related to the experiences of minority peoples in American society. These courses are designed both to address the liberal education needs of all Willamette students and to respond to interests of the University's increasing

minority student population. Among these are: INTR: 100 Minorities Seminar; Eng 240: Black Literature; History 330: Survey of African History; History 331: Afro-American History; Soc 131: Ethnic and Cultural Relations; Soc 231: Amerindians of North America.

Senior Year Studies

Cognizant that academic experiences for seniors which integrate and apply four years of study are equally as important as meeting the general education need 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 alternative futures, energy, world food problems, minorities, and human adaptation to change. An interdisciplinary senior seminar in the Humanities is offered each spring. 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, and independent study and research projects.

Aerospace Studies (AFROTC)

Under a cooperative agreement with the University of Portland, Willamette University students may participate in the Air Force Reserve Officers Training Corps program offered on the University of Portland campus. The purpose of the program, which is administered by the Aerospace Studies faculty at the University of Portland, is to select and train students to serve as officers in the United States Air Force. Air Force ROTC offers to men and women a two-year and a four-year program, both of which lead to an Air Force commission. Students who qualify may elect to pursue either of these programs. Scholarships are available on a competitive basis for those who qualify. For more information, see the University of Portland catalog or contact the Professor of Aerospace Studies, University of Portland, Portland, Oregon 97203, (503) 283-7216.

Combined Degree Programs

The combined degree program developed by Willamette University allows students interested in management, engineering, forestry, and elementary education to accelerate their training, and to earn degrees from two universities.

Combined Degree Program in Liberal Arts and Management

Although undergraduate degrees in Business and Public Administration are not offered, the College of Liberal Arts cooperates with the Geo. H. Atkinson Graduate School of Management in offering a 3-2 Program, through which a student can earn in five years, rather than the usual six,

a Bachelor's degree in an undergraduate major and a Master of Management.

Under the 3-2 Program, students study for three years in the College of Liberal Arts, earning at least 24 credits and completing most (in some cases, 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 the College of Liberal Arts graduation requirements and guidelines.

Early in the junior year, qualified students may apply for admission to the Atkinson Graduate School of Management. Satisfactory completion of the first year of the GSM Program should result in the completion of all requirements for the undergraduate degree in the student's major as delineated above. The students are then ready to complete the second, and final, year of the two-year program and receive the Master of Management degree.

Admission Requirements

Application for admission to the Master segment of the 3-2 Program is made during the first semester of the junior year. Applications are considered on an individual basis by the School's Committee on Admission. Generally, a student will be considered qualified 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 accumulated a "B" average or better; **3.** has scored 550 or above on the Graduate Management Admissions Test (which should be taken by February of the junior year); **4.** has demonstrated effective communication abilities in writing and speaking; **5.** has, or will obtain, sufficient background in mathematics to succeed in courses required for the M.M. degree (normally up to, and often including, the first course in calculus); **6.** has completed introductory courses in economics, political science, and either psychology or sociology. Transfer students may apply for admission to the 3-2 Program after completing three years of study at another institution if their undergraduate school will accept the first year of the M.M. Program as completing the requirements for the Bachelor's Degree. Other admission requirements are the same as previously listed.

Engineering

To offer the advantages of a combined liberal arts and engineering program, Willamette University has arrangements with Columbia and Stanford universities

whereby a student may receive both a Bachelor of Arts and an engineering degree in five years. A six-year combined program results in a Bachelor of Arts degree and a Master's degree in engineering.

After three years in residence at Willamette, during which time the student satisfies most requirements for a Bachelor of Arts degree and takes prescribed courses in chemistry, physics, and mathematics, he or she may qualify for transfer to Columbia University or Stanford University. At either 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 or Stanford and the Bachelor of Arts degree from Willamette University.

Another arrangement is possible with the engineering school of Columbia University on a four-two basis. Under this plan a student completes the bachelor's degree with a major in chemistry, physics, or mathematics at Willamette University before taking his/her two years of engineering work. The student then receives the Master of Science degree from Columbia University. This plan is available only in certain fields of engineering. Information concerning the engineering program may be obtained by consulting Professor Maurice Stewart of the Physics Department.

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 from Duke. Students interested in this program should contact Dr. Scott Hawke of the Biology Department.

Elementary Education

The combined degree program between Willamette and Western Oregon State College leads to a Bachelor of Arts degree or a Bachelor of Science degree in an academic area at Willamette, and a B.A. degree or a B.S. degree and certification in elementary education at Western Oregon State College. Located 15 miles from Salem, in Monmouth, Oregon, Western Oregon State College is a medium-sized state college with an outstanding curriculum in elementary education.

Under the combined degree program, a student would spend fall semesters at Willamette during the freshman, sophomore, junior, and senior years; spring semesters at Willamette during the freshman and sophomore years; and winter and spring quarters at Western Oregon State College during the junior and senior years.

Students interested in this option must plan their total college years very carefully and should contact Dr. Wright Cowger of the Education Department early in their freshman year.

Off-Campus Study

Willamette University is justifiably proud of the opportunities provided in its curriculum for foreign study and for off-campus intern experiences. Foreign study offers a dimension of liberal education that no on-campus experience can duplicate. Internship experience provides a significant means of applying and testing the theories and analytical skills learned in the classroom.

Foreign Study

The College of Liberal Arts is committed to foreign study programs that have significant ties with the curriculum. On-campus pre- and post-study opportunities strengthen the foreign study experience by enhancing the background students take with them to the foreign experience and allowing them upon their return to the campus to follow up their semester abroad with related studies.

In the 1981-84 period, the following Willamette University sponsored foreign study programs will be available:

Willamette Semester in Japan

Fall 1981/Fall 1983

Since 1965, Willamette University has enjoyed a sister college relationship with the International College of Commerce and Economics (usually referred to as ICC) in Kawagoe City, Japan, located about an hour by train from the heart of Tokyo.

Every other fall semester in odd-numbered years, 20 to 25 Willamette students and a Willamette professor enjoy a semester of study on the ICC campus. The curriculum includes courses in Japanese language, history, culture, and politics. Although the courses are taught in English, students are expected to study Japanese for at least a year before going on the program.

As well as incorporating this solid academic experience, the Japan semester allows students the opportunity for wide exposure to the Japanese culture. Students live with Japanese families as members of their households and are introduced to other aspects of the culture through such program excursions as those to industrial plants, famous religious shrines and temples, and a Shinkansen ("Bullet Train") to Kyoto and Hiroshima with side trips by bus to Nara and other nearby points of interest.

The Japan program is further enhanced by our reciprocal arrangements with ICC. Each Spring, 25-30 ICC students attend a special seven-week session on our campus, studying the English language and facets of the American culture and living in the dorms with the Willamette students. A larger group of ICC students comes to the

Willamette campus each summer for a three-week intensive study of English language and American culture. This exchange of students on a regular basis has fostered many lasting friendships among students and faculty. Over the years the ties between the colleges have thus become very strong and lend this program a unique distinction.

Willamette Semester in France

Spring 1982/Spring 1984

The French program is a language program. Courses are taught in French, and students going on the program must have completed two years of college French or the equivalent. The Spring 1982 program will be situated in Paris and will be a self-contained program in that Willamette will hire French professors and rent classroom space. Approximately 25 Willamette students will study under the directorship of a Willamette faculty member and will live with French families.

The curriculum of the French program will include courses in French language, culture, history, literature, and politics. The program will take advantage of its location to explore other facets of the French culture as these are offered in the museums, galleries, theatres, and general environment of Paris.

Semester in London

Fall and Spring 1981/1982/1983/1984

In a consortium arrangement with Whitman College, the University of Puget Sound, Pacific Lutheran University, and Gonzaga University, Willamette sponsors a program every semester in London. Approximately 30 students attend this program each semester, seven or eight of whom are from Willamette. The program is self-contained in that the consortium rents classroom space from the University of London and hires British professors to teach the group. Emphasis is on absorption of the British culture with courses in literature, politics, art history, and history especially designed to take advantage of the London setting.

Students live with British families and have opportunities for group field trips and excursions. Unlimited access to London is made possible through the inclusion of a London Transport "ride-as-you-please" pass as part of the program fee. In place since 1975, the London Program is a highly successful and popular one.

Year in Munich

1981/1982/1983/1984

Willamette students join students from Lewis and Clark College and Reed College for a year's study at the University of Munich. The program, taught in German, includes courses in German language, culture, and civilization. Students may also enroll in regular courses at the University of Munich. Approximately six Willamette students with strong back-

grounds in the German language take advantage of this program every year.

Semester in Spain

Spring 1983

Willamette, along with the same consortium that offers the London Program, plans to begin a program in Spain at the University of Salamanca in the Spring Semester of 1983, and plans to offer this program in alternate spring semesters thenceforth. Dating from the 13th Century, the University of Salamanca is one of Europe's oldest and played a prominent part in the great tradition of the medieval European university. Salamanca is located in northwestern Spain, about 107 miles from Madrid.

The program in Spain will be a language program, requiring two years of college Spanish or the equivalent with courses taught in Spanish. Students will enhance their introduction to Spanish culture by living with Spanish families and will have the added advantage of access to various facilities of the University.

Semester in Mexico

To increase our understanding of our Latin-American neighbors and to strengthen ties with Mexico, Willamette is planning a semester program in Mexico. The location is still to be determined.

This program will be conducted in English, but students should have at least one year of college-level Spanish to gain maximum benefit from it. Students will live with Mexican families and will have the opportunity for field trips and excursions to points of cultural and historical interest.

Post-Sessions

Professors at Willamette frequently offer month-long, off-campus programs following the end of the school year. In the past, these programs have been held in such locations as Hawaii, the American Southwestern deserts, and Florence, Italy. We anticipate that similar programs will be available in the 1982-84 period. Students may earn one academic credit on a post-session program.

Domestic Off-Campus Study

Willamette University recognizes the United Nations Semester Program and the Washington Semester Program as Willamette courses. Students may earn three to four Willamette credits from each program.

U.N. Semester: Sponsored by Drew University in Madison, New Jersey. Seminars on the United Nations are held at both the Drew campus and in New York City. The program includes supervised research projects on topics of student choice and has as prerequisites sophomore standing and at least one course in international relations.

Washington Semester: Sponsored by American University in Washington, D.C. Seminars are held on different aspects of American government and students hold

internships in government or legislative offices. Supervised independent research projects are included. Prerequisites are second semester junior standing, a course in American Politics, and evidence of advanced work in political science.

Information about the programs is available through the Political Science Department. Traditionally, the department recommends no more than two students for each program each year.

Internships

In addition to off-campus studies located at some distance from the home campus, Willamette also has a well-developed ongoing program of internships. Many of the University's academic departments cooperate in these programs, which take full advantage of Willamette's location in Oregon's state capital. 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, political science, sociology, and psychology most frequently enter internships; but speech majors often intern with local radio and television stations; English majors interested in journalism with the local newspaper, physical education majors with parks and recreation programs, and others in a variety of settings. In short, almost any student who would like an intern experience can find a suitable one within the curriculum.

Note: Prior to setting up an off-campus study program, students should check carefully with their major departments to determine how such study will fit in with major requirements. The Registrar and the Associate Dean of the College can supply information about the transfer of credits, etc.

Graduate Study Opportunities

Business Management

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

The most popular major for careers in public or private management is economics. It is possible to tailor sequences of economics courses to individual needs and objectives. In addition to economics, many other majors have relevance to busi-

ness careers in view of the broad perspective and basic analytical and communication skills necessary for success in business 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 the completion of 22-1/2 credits. Ordinarily, a student planning to enter dental school will complete all the requirements for the Bachelor of Arts degree prior to admission.

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 completion of the Graduate Record Examination.

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.

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.

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, four credits in Chemistry and one credit in Mathematics. The pre-medical advisor should be consulted for suggestions of the most appropriate courses.

Medicine

A student planning on admission to medical school should consult the pre-medical advisor and admission requirements of the medical schools of his or her choice. The following are suggested as minimum preparation for admittance to most medical schools: Biology 110 (Principles of Biology) or Biology 140 (Or-

ganismal Biology); Biology 235 (Fundamentals of Genetics); either Biology 466 (Cell Biology) or Biology 446 (Embryology) or Biology 230 (Microbiology) or Biology 346 (Vertebrate Zoology). Four credits in chemistry including Chemistry 115 and 136 (Introductory Chemistry I and II) and Chemistry 271-272 (Organic Chemistry I and II). Two credits in mathematics and two credits in physics are also to be completed.

It is possible to enter a medical school upon the completion of three years of undergraduate work provided all requirements for the Bachelor of Arts degree or Bachelor of Science degree will have been satisfied at the end of the first year of medical school. Usually, all general requirements except total credits for the bachelor's degree will have been met before entrance into medical school.

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 B.A. degree in any of the humanities is recommended.

Nursing

Willamette provides courses for those seeking careers in nursing. Course requirements for admission to the University of Oregon Nursing School may be met in one year by taking eight credits which should include two credits in chemistry, one credit in biology, one credit in anthropology, and one-half credit in nutrition. In addition, students are advised to take courses in literature, speech, and the social sciences. Two semesters of physical education activity courses are required.

A student wishing to attend another nursing school should check the specific requirements of that school.

Social Service and the Help 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, gain practical knowledge of research techniques while at the same time achieving credit toward graduation.

Teaching

Academic requirements necessary for a certificate to teach in secondary schools may be found in the Education Department, under Teacher Preparation, p. 24.

College of Law

Established in 1883, the Willamette University College of Law was the first in the Pacific Northwest. In 1967, the College of Law moved into the Truman Wesley Collins Legal Center. The College of Law has been on the approved list of the American Bar Association since 1938 and is a 36-year member of the Association of American Law Schools. Graduates receive a Doctor of Jurisprudence degree (J.D.) and are eligible to take the bar examination in any of the 50 states and in the District of Columbia.

The College of Law is justifiably proud of a long and distinguished record and numbers many of the Northwest's prominent jurists and attorneys among its graduates. Although the College of Law has a solid general curriculum, it is particularly proud of its offerings in Trial Practice, Tax, and Labor Law.

A fairly large number of Willamette's undergraduates are interested in the possibility of law as a career and plan to attend a law school after graduation. 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 of the law should have solid training in English composition, for the ability to express oneself concisely and clearly is essential in legal studies. Also recommended are courses that require abstract thinking and the application of facts to new situations. Courses in such areas as accounting, European history, government, logic, speech, philosophy, literary criticism, and political theory help develop these skills. The Political Science Department offers the following courses directly concerned with the law: PoliSci 324: Law and Public Policy; PoliSci 422: Constitutional Law; PoliSci 423: Civil Liberties.

In the College of Liberal Arts, there is a pre-law society through which students examine different facets of the law, meet with law students, and invite guest speakers to campus to discuss legal developments. Dr. Susan M. Leeson of the Political Science Department acts as pre-law advisor and has available a file of law school catalogs and pre-law handbooks, explaining admissions standards at various law schools, and information about the Law School Admissions Test (LSAT).

The Associate Dean of the College of Law will arrange interviews and visits to College of Law classes for interested students. Information regarding the College of Law is available upon request by writing the Office of Admissions, College of Law, Willamette University, Salem, Oregon 97301.

Atkinson Graduate School of Management

The Geo. H. Atkinson Graduate School of Management offers professional education for managerial careers in business, government, and not-for-profit organizations. Unique to the Northwest, and one of only a few of its kind in the nation, the two-year program leads to the degree of Master of Management (M.M.). In offering this program, the Atkinson School goes beyond business management, beyond public management, and embraces problems, techniques, examples, and solutions drawn from governmental, non-profit and business organizations. The program is designed to produce managers who will increase productivity in government, business, and service organizations; who know how to get things done in any management setting; who recognize the importance of understanding other segments of society; and who are adaptive and innovative.

Recognizing that a core of basic skills is essential for effective management, the Atkinson School has developed a highly integrated system of required first year courses in economics, finance, accounting, organizational behavior, principles of government, quantitative methods, computer studies, and marketing. In the second year, students' programs are individually structured to fit career objectives.

Although Willamette University does not offer undergraduate degrees in business or public management, the Atkinson School cooperates with the College of Liberal Arts in offering a combined degree program in Liberal Arts and Management. In this 3-2 Program, a student can earn in five years a bachelor's degree in an undergraduate major *and* a Master of Management degree. This arrangement provides a special opportunity for the individual who desires accelerated advancement to a professional degree. (See page 9 for additional information on the 3-2 Program.)

The Atkinson School is strategically located adjacent to the Oregon State Capitol, and to other government offices, public institutions, and non-profit associations. It maintains extensive relationships with businesses in Salem, Portland, Eugene, and other communities in the region.

The Seeley G. Mudd Building, completed in 1975, provides efficient and spacious facilities for the Atkinson School. In addition to classroom and office space, the building houses a collection of periodicals and books, a student lounge, and the University Computer Center.

The Atkinson School welcomes inquiries from students, and is happy to arrange interviews and visits to classes and facilities for interested undergraduate students. Further information can be ob-

tained by writing directly to the Geo. H. Atkinson School of Management, Willamette University, Salem, Oregon 97301.

Section II

Major Programs and Course Descriptions

**“Knowledge
joined to action —
knowledge about
what man has
been and is —
can protect the
future.”**

From *Blackberry Winter* by
anthropologist Margaret Mead, Opening
Days lecturer at Willamette 1977.

American Studies

American Studies offers an inter-area major for those students desiring a broad perspective of American society and culture. Its objective is to provide a combination of approaches to American life in order that a fuller awareness of it can be attained and that the American heritage can be evaluated in its contributions to world civilization.

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

A student majoring in American Studies must complete the following.

A. Six specific courses:

Eng 212 American Literature from 1860 to the Present

Hist 341 Foundations of American Thought

Poli 110 American Politics

Rel 214 Religion in America

Soc 130 The American Society

Intr 496 Seminar in American Studies

B. Four courses in addition to A, two each from Groups I and II:

Group I: Humanities

Art 256 American Art History

Eng 211 American Literature from Its Beginnings to the Civil War

Eng 349 Modern American Literature

Hist 230 Topics in US History — Early Period

Hist 231 Topics in US History — Later Period

Group II: Social Science

Econ 110 Contemporary Economic Issues

Poli 331 Urban Politics

Poli 332 American Foreign Policy

Soc 131 Ethnic and Cultural Relations

Soc 231 Amerindians of North America

Soc 332 The Urban Community

Soc 334 Social Stratification

C. Three courses in addition to A and B, selected from all the courses in the American Studies curriculum:

Group III: Other Courses

Art 257 Architecture in America

Art 258 Photography in America

Bio 255 General Ecology

Erth 240 Resource Geography

Eng 223 Film Genre and Authorship

Hist 337 American Colonial History

Hist 340 United States History since World War II

Poli 333 Politics, Economics, and Planning

Poli 335 American Political Thought

Spe 422 Rhetoric and American Eloquence

Soc 335 Organizations: Structure and Process

Soc 273 American Popular Culture

Faculty

James Bjorkquist, Associate Professor of Sociology, Director.

Contributing faculty from American Literature, History, Religion, Government and Sociology.

Art

The Art Department is committed to the broad liberal arts tradition as well as to the specific activities of creating art and studying its history. An art course taken singly can relate to virtually any other humanistic major program at the University; taken in conjunction with other art courses, it can become an element in a core of offerings that make up the departmental major in art. The goal of the Art Department is to acquaint students thoroughly with the disciplines of art and art history and to promote awareness of art's relevance to human experience.

Students majoring in Art have found their study a desirable background for careers in such fields as high school and college teaching, 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 govern-

ment. The Art Department cooperates with the Education Department in its program leading to a teaching certificate in secondary art education. This option should be anticipated as early as possible in the student's program.

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

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 217 Survey of Art History, Prehistoric Through Romanesque (Part A, Humanities)

Art 218 Survey of Art History, Gothic to Modern (Part A, Humanities)

A student majoring in Art must complete a minimum of eight credits in the department. Only two courses from Art 111, 112, 113 and 114 may be counted toward the eight-credit minimum. Art majors have latitude in tailoring a course of study. Most students emphasize either art studio or art history, but a fairly equal blend of both aspects of art study is also encouraged.

A student majoring in Art with an emphasis on studio work completes at least 5-1/2 credits in studio courses and two in art history (Art 218 and Art 357). The student emphasizing art history completes at least six credits in art history and at least two courses in studio (Art 111 or 113; Art 245 or 250). All majors take the course Senior Seminar and Thesis (1/2 credit) in the spring semester of the senior year. Studio seniors participate in a senior exhibition; art history seniors write a senior paper.

In addition, certain courses outside the Art Department are required for art majors. Art History emphasis majors study a foreign language (preferably German) at least through the proficiency level, thus earning a B.A. All art majors are required to take two of the following courses (in addition to the General Education course in the Fine Arts):

English 351 Mysticism and Creativity

English 252 Poet-Painters: Blake and Rossetti

English 215 History of Cinema

Intr 111 Human Creativity

Music 113 Spectrum of Music

Music 112 Introduction to Music and Practicum

Music 114 Musica Viva

Theatre 355 Fundamentals of Scenic Design

Theatre 110 The Theatre: A Contemporary Introduction

Theatre 232 Theatre History: From 1650 to the Present

Equivalent courses may be accepted for any of the above, but prior approval from the art faculty is required.

A further requirement for majors emphasizing art history is at least one credit earned in a course or courses from the following list:

History 115 History of Western Civilization to 1715

History 116 History of Western Civilization, 1715 to Present

History 345 European Intellectual History of the 17th and 18th Centuries

History 346 European Intellectual History of the 19th and 20th Centuries

History 357 Ancient Rome

History 356 Greece and the Hellenistic World

History 359 The Renaissance

Religion 130 World Religions

Religion 112 History of Christianity

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. It contains an art history lecture room; studios for print-making, painting, design, ceramics, sculpture, and drawing; the Hallie Brown Ford Gallery; faculty offices, and a student lounge. The department is well-equipped with a large slide collection and studio equipment needed to make works of art in a variety of media.

Faculty

Mary Ann Johns, Chair, Associate Professor

Roger P. Hull, Associate Professor

Carl A. Hall, Associate Professor

Robert H. Hess, Associate Professor

Course Descriptions

111 Drawing and Composition

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

112 Color and Composition

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*. Hall.

113 Fundamentals of Design

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 textures in various media. *Fall*. Hess.

114 Structural Design

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.

217 Survey of Art History, Prehistoric Through Romanesque

Great works of art and architecture from prehistoric times through the civilizations of Egypt, Mesopotamia, Greece, Crete, Etruria, Rome and the Early Christian Era are seen in relation to cultural, geographical, and historical settings. *Fall*. Hull.

218 Survey of Art History, Gothic to Modern

Great works of art and architecture of Western Europe from 1200 to the present day. Emphasis on the evolution of Western culture. *Spring*. Hull.

230 Printmaking I (1/2)

Studio work in the fields of etching, woodcut, and wood engraving. Recommended prerequisite: Art 111 or 112. *Fall*. Hall.

231 Printmaking II (1/2)

Individual interpretations of graphics in the field of lithography. Recommended prerequisite: one course in art. *Spring*. Hall.

235 Oil Painting I (1/2)

Exploration of the media of oil painting as a means of personal expression. Study of the historical and contemporary use of oil painting and related media. *Fall*. Hall.

236 Oil Painting II (1/2)

Continuation of Oil Painting I, with emphasis upon advanced work in oil painting. *Spring*. Hall.

240 Life Drawing I (1/2)

Lectures and creative studio work in draw-

ing from the human figure. The figure's role in 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*. Hess.

241 Life Drawing II (1/2)

Advanced studio work: on color and the individual artistic interpretations of the human figure in the various media of two-dimensional art. Prerequisite: Art 240 or permission of the instructor. *Spring*. Hall.

245 Ceramics I (1/2)

Potentialities and restrictions of using various clay bodies in three dimensional design. Handbuilding, wheel work, glaze application, and firing techniques. *Every semester*. Johns.

246 Ceramics II (1/2)

Intensive work with handbuilding and/or the potters wheel. Concentration of glaze and batch calculations. Firing techniques and their influence on glazes and types of clays. Prerequisite: Art 245 or permission of the instructor. *Spring*. Johns.

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.

251 Sculpture II (1/2)

Advanced design projects stressing various materials and technical procedures in sculpture, with individual structural and organizational problems assigned, to exhibit the ability to work in different media of a three-dimensional nature. Prerequisite: Art 250 or permission of the instructor. *Spring*. Hess.

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. *Spring*. Johns.

254 Fabric Constructions (1/2)

An introduction to two-dimensional and three-dimensional fabric construction techniques: quilting, soft sculpture, stitchery, basketry, printing on fabric and mixed media. *Spring*. Johns.

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. *Intermittently*. Hess.

256 American Art History

American painting and sculpture of the 17th through the early 20th century with emphasis on art's place in American culture. *Fall*. Hull.

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.

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.

259 Oriental Art History (1/2)

Cultural development of India, China, Japan and peripheral regions expressed in their architecture, sculpture, porcelains, ritual bronzes, and paintings. *Fall.* Johns.

333 Design In Advertising (1/2)

Graphic work in various advertising techniques, emphasizing pictorial communication. Prerequisite: Art 111. *Fall.* Hall.

355 Italian Renaissance Art History

Painting, sculpture, and architecture of the Italian Renaissance, with emphasis on 15th century Florence. Recommended prerequisite: Art 218. *Spring.* Hull.

356 Northern Renaissance and Baroque Art History

Painting and sculpture of the 15th through the 17th centuries primarily in Flanders, France, Germany, Spain and Holland.

Recommended prerequisite: Art 218.

Periodically. Hull.

357 Twentieth Century Art History

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

360-371 Independent Projects (1/2)

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

372-373 Independent Study in Art History I and II (1/2)

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

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 (for studio emphasis majors) or paper (for art history emphasis majors). Prerequisites: Courses leading to the status of second semester senior art major. *Spring.* Art Staff.

mercial travel, insurance) and apply biology information to problems they encounter.

Courses offered by the Biology Department which will satisfy General Education Requirements include:

Biology 110 Principles of Biology (Part A, Natural Science)

Biology 429 Perspectives in Biology (Part A, Natural Science)

A Biology major must include the completion of eight credits in Biology, specifically Biology 110, 140, 242, 266, 429 (1/2 credit), 499 (1/2 credit) and three elective biology credits. In addition, two credits of college chemistry and one statistics credit are required. Those majors planning to apply for admission to graduate or professional schools in the sciences are strongly urged to complete the following additional courses: Chemistry 271 and 272, Physics 215 and 236, Mathematics 241. Senior evaluation includes satisfactory completion of Biology 499 and an oral examination.

Faculty

Donald R. Breakey, Professor, Chair
Scott D. Hawke, Associate Professor
Susan R. Kephart, Assistant Professor
Grant O. Thorsett, Professor
Elizabeth Yocom, Instructor, part-time

Biology

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

First, there is offered 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.

Students who major in Biology are expected to acquire an understanding of: physiological functions of living organisms and the structures and systems which determine those functions; basic energy conversion systems; theories of inheritance, evolution and development; and the history and progress of biology.

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, com-

Course Descriptions

110 Principles of Biology

Principles and concepts which apply to all living organisms with special emphasis upon Man and his 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. One lab. *Every semester.* Staff.

136 Principles of Nutrition (1/2)

Composition and utilization of foods, vitamins, and other nutrients and nutritional requirements of man. Prerequisite: Biol 110. *Spring.* Yocom.

140 Organismal Biology

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. *Every semester.* Staff.

230 Microbiology

A study of bacteria and viruses: their structure, physiology, taxonomy, growth and reproduction. The relationship of mi-

crobes 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 of techniques, selected immunological procedures and standard water analysis. Prerequisites: Biol 110 and Chem 115. *Fall*. Thorsett.

235 Fundamentals of Genetics (1/2)
Principles of inheritance: topics drawn from Mendelian genetics, bacterial genetics, viral genetics and molecular genetics. Prerequisite: Biol 110. *Fall*. *First half semester*. Thorsett.

242 Plant Anatomy and Physiology
Life processes of living plants and the associated morphological structure of members of the various plant groups. Photosynthesis and nutrition, movement and use of materials, respiration, reproduction and growth and development. Prerequisites: Biol 110 and 140. One lab. *Spring*. Kephart.

246 Human Anatomy
A thorough description of the structural characteristics of the human body systems from the cellular to the organ level of organization. Prerequisite: Biol 110. One lab. *Fall*. Hawke.

252 Plant Diversity
Field and laboratory course; classification and probable relationships, the distribution and ecology of those organisms traditionally considered as plants; special study of the Oregon flora. Prerequisites: Biol 110 and 140. One lab. *Alternate Springs*. Kephart.

255 General Ecology
Organisms in the natural environment; plant and animal populations; the community concept; and some methods of description and analysis of ecological communities. Prerequisite: Biol 110. One lab or field trip. *Spring*. Breakey.

256 Field Zoology
Laboratory and field course; methods of seeking, collecting and identifying animals. Taxonomic and ecological principles which apply to local forms. Prerequisites: Biol 110 and 140. Two labs and/or field trips. *Spring*. Breakey.

266 General and Comparative Physiology
The focus is to determine the different methods used by living organisms to satisfy their physiological needs and to identify the basic principles underlying biological activity of all living systems. An attempt is made to develop biological generalizations which integrate and coordinate functional relationships among the different groups of organisms. Prerequisites: Biol 110 and 140. One lab. *Spring*. Hawke.

335 Molecular Genetics (1/2)
Structure of genetic material; molecular

mechanisms for gene replication, expression and control; mutagenesis; DNA repair and recombination; the genetic code; control of gene action. Prerequisites: Biol 235 and college chemistry. *Fall*. *Second half semester*. Thorsett.

346 Vertebrate Zoology
A review of the classes of Vertebrates and comparison of morphological and embryological characteristics; phylogenetic relationships and examples of adaptive mechanisms. Prerequisites: Biol 110 and 140. One lab. *Fall*. Breakey.

355 Marine Ecology (1/2)
Description of the oceans as a specific environment including physical, chemical and geological limitations; energy relationships of communities in the sea; methods of adaptation by marine organisms; types of intertidal environments and intertidal communities. Prerequisites: Biol 110 and 255. Field Trips. *Fall*. *First half semester*. Breakey.

375 Evolution (1/2)
The history of the development of evolution theories; theories of the mechanisms for the development of species, and descriptions of adaptations to specific environments. Concepts and evidence of the evolution of Man. Prerequisites: Biol 110 and 140. *Fall*. *Second half semester*. Breakey.

429 Perspectives in Biology (1/2)
A seminar course. Each student will be expected to prepare oral and/or written reports from selected topics. The topics will be taken from several areas including: the meaning of science; the scope of biology; the ethical responsibilities of scientists; the social implications of scientific research; and the historical development of biology as a natural science. Prerequisites: Four courses in Biology or Junior

Biology Major. *Spring*. All Biology Faculty.

446 Embryology
An investigation of the basic morphological processes involved in the ontogenetic development of vertebrate and invertebrate animals, including a presentation of physiological, genetic and bio-chemical evidence for the mechanisms controlling development. Prerequisites: Biol 110 and 140. Two labs. *Alternate Springs*. Hawke.

466 Cell Biology
Cellular structure and function. The emphasis is on the biochemical activities of cells: enzymatic activity, energy transformation including respiration and photosynthesis, membrane transport, synthesis, mobility and the control of metabolic activity. Cellular ultra-structure including membranes, mitochondria, chloroplasts, golgi apparatus, endoplasmic reticulum are discussed. Prerequisites: Biol 110 and Chem 271. One lab. *Alternate Springs*. Thorsett.

490 Independent Study (1/2)
Individual programs in which a student can study a topic not normally available in the department curriculum. Each program of study must have the approval of the Biology Department faculty. For those who require the study of a topic not offered. *Periodically*. Staff.

499 Senior Research Seminar (1/2)
A seminar course required of all majors in Biology during the senior year. Discussions related to research techniques will be 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 Major. *Fall*. All Biology Faculty.

Chemistry

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

For both majors and non-majors the study of chemistry provides practice in logical thinking; an awareness of the environmental impact of chemistry; preparation to enter and succeed in graduate and professional programs, including medi-

cal, dental, veterinary and nursing school; 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 knowl-

edge; 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, Physical Organic Chemistry, 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 such medically-oriented professions as medicine, dentistry, veterinary medicine, nursing, clinical chemistry, pharmacology, public health and forensic chemistry; secondary school teaching; research, quality control, development or management careers in industry, government or business; college or university teaching; or other applications of chemistry 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.

Chemistry courses offered to fulfill requirements of the General Education Program are:

Chemistry 110 Chemical Concepts and Applications (Part A, Natural Science)

Chemistry 115 Introductory Chemistry I (Part A, Natural Science)

Chemistry 220 Environmental Chemistry (Part B)

Chemistry 221 Introductory Organic and Biological Chemistry (Part B)

Eight credits in chemistry are required for a major. Specific courses required are Introductory Chemistry II, Organic Chemistry I & II, Physical Chemistry I & II, Instrumental Analysis, and Inorganic Chemistry. The usual first course in the chemistry program is Introductory Chemistry I, although well-qualified students may begin at a higher level.

Chemistry majors also are required to complete two credits of mathematics including differential and integral calculus; Introductory Physics I & II; and Introduction to Computer Science I. The Senior Year Experience must include a research project approved by the department.

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, and should have a reading knowledge of a foreign language (preferably German or Russian). Additional credits in Mathematics and Physics also are recommended as preparation for graduate school.

The chemistry department is housed in Collins Hall which recently was completely remodeled and was reoccupied in the fall of 1981. 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.

Faculty

Paul M. Duell, Professor, Chair
Frances H. Chapple, Professor
David E. Goodney, Assistant Professor
Norman J. Hudak, Professor
Arthur D. Payton, Research Professor

Course Descriptions

110 Chemical Concepts and Applications

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*. Staff.

115 Introductory Chemistry I

Chemical equations are discussed with emphasis on the application of the mole concept. Gas laws, oxidation-reduction, atomic and electronic structure, bonding theories for both ionic and covalent substances, molecular geometries, electrochemistry and the chemistry of representative elements are treated. Relationships among the concepts of chemistry and societal concerns are part of class discussions. One laboratory per week is included. *Every semester*. Staff.

136 Introductory Chemistry II

Both theoretical and experimental aspects of equilibria and kinetics are explored as they apply to chemical systems. Gas and solution equilibria are discussed, including topics such as acid-base and solubility mechanisms and catalysis. Elementary thermochemistry and thermodynamics

are applied to reactions and phase changes. The energetics associated with equilibria and kinetics serve as a unifying theme. Included within the experimental aspects of the course are qualitative and quantitative analysis. One laboratory per week is included. Prerequisite: Chem 115 or equivalent. *Spring*. Staff.

220 Environmental Chemistry

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. The course includes one laboratory or field trip per week. Prerequisite: Chem 115. *Spring*. Goodney.

221 Introductory Organic and Biological Chemistry

Properties and reactions of simple organic molecules with emphasis on those compounds containing functional groups commonly found in biomolecules. Stereochemistry, bioenergetics and uses of instrumental methods. Structure and functions of biological importance. Application of chemical and physical methods to biological problems including metabolic pathways and enzyme action. Impact of organic and biochemistry on individual and societal concerns. One laboratory per week is included. This course requires minimal mathematical skills. Prerequisite: Chem 115. *Fall*. Hudak.

271-272 Organic Chemistry I & II

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. One laboratory per week is included each semester. Prerequisite: Chem 136. 271 *Fall*; 272 *Spring*. Hudak.

341 Instrumental Analysis

Chemical analysis stressing quantitative instrumental techniques. Instrumental methods include ultraviolet, visible and infrared spectrophotometry; NMR spectroscopy; Raman spectroscopy; potentiometry and potentiometric titration; polarography; radiochemistry techniques; gas chromatography; applied electronics; special interest topics. One laboratory per week. Prerequisite: Chem 271. *Fall*. Goodney.

351 Biochemistry

Molecules of biological importance: proteins, nucleic acids, polysaccharides, and lipids; intermediary metabolism and biological oxidation; and the biosynthesis of carbohydrates, lipids, mononucleotides, and amino acids. No laboratory. Prerequisite: Chem 272. Co-requisite: Chem 381. *Fall in even-numbered years.* Hudak.

362 Inorganic Chemistry

Atomic structures; chemical bonding; periodicity and the chemistry of the elements; coordination chemistry; theory, structures and reactions; acid-base concepts; bioinorganic chemistry; other topics selected from nonaqueous solutions, organometallic chemistry, special types of inorganic structures, inorganic nomenclature. One laboratory per week. Prerequisite: Chem 341. *Spring.* Duell.

381 Physical Chemistry I

Mathematical tools. Description of physicochemical systems, first and second laws of thermodynamics. Derivation and use of thermodynamic functions, third law of thermodynamics. Phase rule. Colligative properties. Chemical Equilibrium. One laboratory per week. Prerequisite: Chem 136 and Math 241. *Fall.* Chapple.

382 Physical Chemistry II

Kinetic theory of gases and an introductory treatment of statistical mechanics; chemical kinetics at the practical and theoretical levels; elementary quantum mechanics; molecular structure and spectra. One laboratory per week. Prerequisite: Chem 381. *Spring.* Chapple.

472 Physical Organic Chemistry

Applications of spectrometric methods to the elucidation of the structure of organic compounds; theoretical organic chemistry, reaction mechanisms, organic intermediates, and substituent and medium effects in organic reactions; and special topics in organic chemistry. The laboratory is concerned with several different individual projects. Prerequisite: Chem 272, Co-requisite: Chem 381. *Spring in even-numbered years.* Hudak.

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, ligand field theory. No laboratory. Prerequisite: Math 241 and consent of instructor. *Every semester.* Payton.

481 Quantum Chemistry

Quantum mechanics applied to chemical systems including theories of valence, wave mechanics, atomic orbitals, molecular orbitals, diatomic molecules, polyatomic molecules, carbon compounds, transition metal compounds. No laboratory. Prerequisite: Math 241 and/or 242. *Fall.* Payton.

482 Statistical Mechanics

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. No laboratory. Prerequisite: Math 241 and consent of instructor. *Spring.* Payton.

483 Thermodynamics

Use of exact differentials, line integrals and partial derivatives. Equations of state, internal energy, the first law, Joule and Joule-Kelvin experiments, 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. No laboratory. Prerequisite: Math 241 and consent of instructor. *Fall.* Payton.

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.

Computer Science (Non-major)

The courses in Computer Science are designed to provide the liberal arts student with a basic understanding of the computer, its power, and its limitations. In addition to helping the student appreciate the significance of the computer's impact on our society, these courses will enable the student to use the computer in other courses and in future work.

Career options growing directly out of the study of Computer Science include programming and systems analysis. Students adding some expertise in Computer Science to majors in the disciplines of the social and natural sciences greatly increase their career choices within their chosen field.

The core program in Computer Science consists of two sequences: (1) Introduction to Computer Science I and II; and (2) Intermediate Computer Science I and II. These courses are designed to provide support both to the liberal arts student who needs only minor contact with computing and to the student majoring in disciplines demanding a strong background in computer science.

The University has excellent computer facilities. The Computer Center for the PRIME system is housed in the Atkinson Graduate School of Management with terminals located among several departments of the College of Liberal Arts.

Faculty

J. Michael Dunlap, Associate Professor, Chair

Michael Ward, Assistant Professor

Nicholas Liepins, Director of University Computing

Course Descriptions

140 Computing Concepts

The electronic digital computer has be-

come commonplace in American life. Because of the importance of computers in our society and the impact of computing on the quality of life, it is our belief that some study of computers is an essential part of a liberal education. This course is designed for the student who wishes to receive a broad exposure to computing without engaging in a rigorous exploration of technical matters. The course examines: computer use, social issues related to computer, and a brief encounter with computer programming. *Fall.* Staff.

205 Individual Study of Fortran (1/2)

Knowledge of several programming languages is desirable for those who must work with a variety of computers. However, only about one-fourth of a computer programming course deals directly with the language. The remainder is related to algorithmic problem solving. This course is offered for students who already have facility with some computer programming language and desire to extend their abilities into another language. It is a self-paced course which examines language syntax and requires a modest number of computer programs to be written. This course grants an opportunity to examine one of the family of languages related to FORTRAN including FLECS. Prerequisite: One course in computer programming. *Every semester.* Staff.

206 Individual Study of Basic (1/2)

Knowledge of several programming lan-



guages is desirable for those who must work with a variety of computers. However, only about one-fourth of a computer programming course deals directly with the language. The remainder is related to algorithmic problem solving. This course is offered for students who already have facility with some computer programming language and desire to extend their abilities into another language. It is a self-paced course which examines language syntax and requires a modest number of computer programs to be written. This course grants an opportunity to examine one of the family of languages related to BASIC. Prerequisite: One course in computer programming. *Every semester.* Staff.

230 Introduction to Programming

Computer programming is becoming a common skill among educated people. This course is designed to be a gentle introduction to programming for students with minimum backgrounds in mathematics or analytical problem solving. The course enhances the ability to solve problems through the practical application of problem solving to the context of a computer program. Specific study includes: problem solving by computer, discussions of techniques of problem expression and layout, data representation, program structure, programming language syntax and semantics. Restrictions: Not open to students who have had a course in computer programming. *Spring.* Dunlap, Ward.

231 Introduction to Computer Science I

This is the first of four semesters of work leading to a strong supporting area in Computer Science. The four semester sequence is designed to consider application and theory of Computer Science in a way which both enhances a major field and provides a base of study upon which other Computer Science work can be built. This course is designed to introduce the student to the field of Computer Science through a thorough treatment of computer programming. The content includes introductory programming, program structuring, introduction to the nature of computers, description of data structures. Prerequisite: Math 241 (may be taken concurrently.) *Fall.* Staff.

232 Introduction to Computer Science II

This is the second of four semesters of work leading to a strong supporting area in Computer Science. The content includes sorting, searching, advanced data structures, file maintenance and job sequencing including background tasks, examination of the utilization of time-share systems, and a second computer programming language. Prerequisite: CS 231 and Math 241. *Spring.* Dunlap, Ward.

341 Intermediate Computer Science I

This is the third of four semesters of work

leading to a strong supporting area in Computer Science. The content includes machine organization, digital logic, assembly language programming, structure of instruction sets, concepts of data organization, methods of representing data in storage. Prerequisite: CS 231, CS 232 and Math 241. *Fall.* Dunlap.

342 Intermediate Computer Science II

This is the fourth of four semesters of work leading to a strong supporting area in Computer Science. The content includes techniques for operating upon data structures, structured programming, program verification, and algorithm analysis. Prerequisite: CS 231, CS 232, CS 341 and Math 241. *Spring.* Dunlap.

391 Independent Study in Applications Programming

This is an independent study course in Application Programming. The student is

expected to select and complete a major program or project which deals with the application of the computer to some other field of study. *On demand.* Dunlap, Ward.

392 Independent Study in Systems Programming

This is an independent study course in Systems Programming. The student is expected to select and complete a major program which deals directly with the control system of the computer. *Periodically.* Dunlap, Ward.

451 Topics in Computer Science

This course provides the flexibility to offer special topics of interest in Computer Science. Possible courses include micro computer operating systems, digital logic, computer interfacing, programming languages, etc. Specific content and requirements set by instructor. Prerequisite: Consent of instructor. *Periodically.* Ward.

Earth Science (Non-major)

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.

"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. The Earth Science course that meets the General Education requirement is: Earth Science 110: Physical Geology (Part A, Natural Science).

Faculty

Gilbert LaFreniere, Assistant Professor, Chair

Course Descriptions

110 Physical Geology

An introduction to internal and external earth processes within the new 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.

230 World Geography

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.* Staff.

240 Resource Geography

This course introduces the physical environment as background for understanding major patterns and problems of resource availability, production, use, politics, and implications. Includes consideration of energy, mineral, atmospheric, water, land,

biotic (especially food) and human resources; resource alternatives and futures. *Spring*. Staff.

331 Geography of Europe

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 Soviet Union, follows. Important present-day issues (e.g., energy, devolution, Eurocommunism) are discussed in connection with relevant regions. *Alternate Springs*. Staff.

333 Geography and Culture of the Soviet Union (1/2)

A survey of the geography and contemporary culture of the Soviet Union (emphasiz-

ing the seven European republics and Great Russian culture). Topics include the physical, resource, historical, political and economic geography; social and family life, work, education, sport and recreation, language and communications, travel, arts, and humanities. *Alternate Falls*. Staff.

350 Environmental Geology

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. *Alternate Springs*. LaFreniere.

490 Independent Study in Geography

Study of a specific aspect of geography or of a geographical problem, individually or in a group. Prerequisite: Permission of instructor. *On demand*. Staff.

Thomas H. Hibbard, Professor
Jack Leonard, Associate Professor
Thomas B. Brand, Lecturer (part-time)

Course Descriptions

110 Contemporary Economic Issues

This course focuses on a selected set of contemporary issues or problems and the ways in which economic modes of thinking can help to clarify the nature of these issues and alternative approaches to resolving policy problems. The emphasis will be on economic reasoning and the economic dimensions of social problems, but will also attempt to deal with the interrelationships among the social, political and economic dimensions of contemporary problems. *Every semester*. Hanson, Hibbard, Beaton.

130 Principles of Economics

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*. Hanson, Hibbard, Beaton, Gillis.

230 Introduction to Radical Political Economics

This course is an introduction to the methodological framework and philosophical roots of radical political economy. We will begin by developing the concept of socio-economic formation, the Marxist concepts of mode, relations and forces of production, and the interactions between these concepts. With this theoretical focus we will turn towards an examination of the internal structure and dynamics of capitalism as a specific socio-economic formation. This will be undertaken so as to correctly determine the relationship between various forms of political/economic oppression and the basic economic and political institutions of capitalist society. Our final concern will be with building a framework for evaluating the laws of motion of our present highly advanced capitalist system, and in using that framework to guide us in determining our future action. *Alternate years*. Staff.

235 Principles of Accounting

Theory of accounting and procedures as a basis for sound economic decisions and the planning and administration of business organizations and public enterprise. *Every semester*. Leonard.

236 Managerial Accounting

Preparation and analysis of financial statements; the determination of income;

Economics

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

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

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

Economics 110 Contemporary Economic Issues (Part A, Social Science)

The Introductory Program: Students may begin their study of economics at Willamette with either Economics 110 or Economics 130. The first of these courses, Contemporary Economic Issues, focuses on a selected set of issues or problems and the ways in which economic modes of thinking can help to clarify the nature of these issues and alternative approaches to

resolving policy problems.

The Major Program: Eight credits in economics are required of majors, including three courses in economic theory (Economics 130, 357 and 358) and a course in statistics (Economics 359). The other economics courses are elective, and may be chosen on the basis of each student's academic interests and possible career objectives. In addition to these economics courses, each major is required to complete a course in calculus (Mathematics 230 or the equivalent) and an introductory course in political science. In order to take advantage of possible internships available through state and other agencies, and to participate in senior-level courses such as Economic Simulation (Economics 451) and the Senior Research Seminar (Economics 496), majors are encouraged to complete the required courses by the end of the junior year.

Faculty

C. Russell Beaton, Professor, Chair
Richard M. Gillis, Professor
James S. Hanson, Associate Professor

the valuation of assets, liabilities and equity; cost budgeting; the impact of taxation and government policy, and the theory of internal control to understand the theory of the firm in the free enterprise system and of national income determination. Prerequisite: Econ 235. *Spring*. Leonard.

331 Finance and Investments

Analysis of financial decision-making and business and corporate finance and investments as related to the business structure, the institution and the individual. Corporate financial policies and structure, the capital markets, mechanisms of investment and the planning of investment programs. Prerequisite: Econ 110 or 130. *Spring*. Leonard.

332 Money and Banking

Nature of money, the role of the banking system, the effect of change in the supply and demand of money on the level of employment and prices, and theories of interest. Federal Reserve System. The place of government in monetary and banking practice and regulations and monetary relationships. Prerequisite: Econ 110 or 130. *Fall*. Leonard.

338 Business Law

The laws governing business contracts, agency, sales, commercial paper, property, negotiable instruments, business organization, insurance, suretyship, and torts. *Every semester*. Brand.

340 Labor Economics

This course is concerned with some of the most fundamental questions facing any society: how should human labor be organized, for what purposes, and for whose benefit? Our specific focus will be on work under capitalism. We will begin with the development of work and the history and struggles of the American Labor Movement. The second part will cover questions of wage determination, labor market segmentation, and the existence and impact of racism and sexism. The final part will concentrate on alternative visions of work and society. Prerequisite: Econ 110 or 130. *Alternate years*. Hibbard.

345 Environmental Economics

Problems of environmental protection and natural resource utilization. Analysis of strengths and shortcomings of the market mechanism, role of social sciences, dimension of the problem, and possible solutions. Prerequisite: Econ 110 or 130. *Fall*. Beaton.

346 Regional Economics and the Economy of Oregon

This course will cover regional economic theory, including location theory, inter-regional 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 110 or 130. *Spring*. Beaton.

347 Economics and Politics of State and Local Budgeting

This course is an introduction to state and local government finance. Advantages and disadvantages of different revenue sources including user charges, various taxes, borrowing, and revenue sharing are considered. Methods of selecting projects and allocating expenditures are studied. This course concludes with an assessment of the economics and politics of alternative public-sector budgeting systems. Prerequisite: Econ 110 or 130 and Poli 110. *Alternate years*. Hibbard.

348 Economic Philosophy for a Post-Industrial Society

Concentrates on examination of philosophical and methodological bases which serve to structure current economic nature of industrial society. Examines current social and economic trends and the variety of options for the future. Examines implications of these future alternatives for economic philosophy and methodology. Prerequisite: Econ 110 or 130. *Alternate years*. Beaton.

351 Comparative Economic Systems

This course examines the causes, nature, and performance of different economic systems in theory and practice. It focuses on capitalist market economies, centrally planned economies, socialist market economies, and the economic systems utilized in various utopian writings and experimental communities. Prerequisite: Econ 110 or 130. *Fall*. Hibbard.

352 The Economics of Developing Countries

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 manpower 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 110 or 130. *Spring*. Hanson.

353 International Economics

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 also will 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 130. *Fall*. Hanson.

357 Intermediate Microeconomics

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. Prerequisite: Econ 130. *Fall*. Hibbard.

358 Intermediate Macroeconomics

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. Prerequisite: Econ 130. *Spring*. Gillis.

359 Economic Statistics

This course deals with statistical estimation and hypothesis testing as well as correlation, both simple and multiple. In addition to traditional tests ("Z", "T", "F", etc.) non-parametric tests are introduced. Finally, time series analysis and index number construction will be covered. Note: Even if you have taken another statistics course, Econ 452 must be taken to satisfy the statistics requirement for Economics. *Fall*. Gillis.

448 History of Economic Thought

This course will trace the development of economic thought from the decline of feudalism to the present. We will investigate Classical, Marxist, Neoclassical, Keynesian, and Modern Marxist and Neoclassical theories. Our goal will be to understand the various theories as well as the historical context in which they became important. Prerequisite: Econ 130. *Alternate years*. Beaton.

451 Economic Simulation (1/2)

This course will deal with business simulation models, as well as computer models in micro- and macro-economics. In addition, it is hoped that the students will learn some computer-assisted instruction techniques. Prerequisites: Econ 130, 357, 358 and 359. *Spring*. Gillis.

452 Introduction to Econometrics (1/2)

This course represents an extension of our introductory statistics course and will deal primarily with curvilinear simple regression and both linear and curvilinear multiple regression, as well as various methods of projecting trends. Note: Even if you have taken another statistics course, Econ 452 must be taken to satisfy the statistics requirement for economics. Prerequisite: Econ 359 or another statistics course. *Spring*. Gillis.

458 Mathematical Economics

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 130, 357, and 358. *Alternate years.* Beaton.

490 Independent Study

To enable a qualified student to engage in supervised study in topics not covered in other departmental courses. *On demand.* Staff.

496 Senior Research Seminar

This seminar 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. Emphasis will be placed on student-led discussions and presentations, with active participation of faculty members. Prerequisites: Econ 130, 357, 358, and 359. *Spring.* Staff.

Education

Education courses have the primary purpose of furnishing a sound professional preparation for secondary teachers. They also satisfy requirements for the Basic Secondary Oregon Certificate, and completion of the prescribed program usually qualifies one for certification in other states as well.

Willamette University provides a program for the preparation of middle, junior, and senior high school teachers in the following fields: Art, French, Spanish, German, Physical Education, English, Mathematics, Music, Biology, Chemistry, Physics, Integrated Science, Social Studies, Speech and Drama. The Willamette program of teacher education is organized around the professional semester concept which reserves one of the last two semesters of residence, or in some cases an added (ninth) semester, for most of the professional education courses and student teaching. General education and major work should be in an academic area closely related to one's intended teaching field.

The Basic Secondary Certificate for Oregon and comparable certification elsewhere may be achieved upon completion of the bachelor's degree and the professional education program. Standard certification may be achieved by following an approved one-year program of graduate work at any institution which is accredited for standard preparation. This may be done either before the beginning of a teaching career or after some teaching experience has been obtained.

Admission to the program is accomplished by written application and subsequent acceptance by the Education Department. All interested students should make personal contact with the department faculty. Each student is responsible for satisfaction of all requirements. De-

tailed written information may be obtained from the Education Office. Willamette offers a joint B.A.-B.S. degree program with Western Oregon State College for elementary teachers. By careful scheduling, a student can spend two of the eight semesters at WOSC and obtain a degree from each institution and elementary certification. Persons interested in this option should contact a member of the Education Department as soon as possible for early planning.

Program

Prospective teachers major in one or more academic areas; there is no major in Education. The usual sequence of professional courses leading to certification is:

Educ 205 Introduction to Teaching

Educ 335 School, Teacher, and Student plus the *Professional Semester* which includes:

Educ 445 Psychological Foundations

Educ 455 Principles of Teaching

Educ 495 Supervised Teaching and one Methods Course, Educ 430, 431, 432, 433 and/or 434, 435, or 436.

NOTE: Students preparing to teach Music or Physical Education do not take a Methods course during the Professional Semester. Students preparing for the combined certificate in mathematics *plus* one other area must take both Educ 433 and Educ 434 methods courses.

The course Educ 340, Teaching of Reading and Writing, is required of all prospective teachers and can be completed before, during, or after the Professional

Semester.

Requirements outside the Department:

Two courses are required:

1. Soc 131 Ethnic and Cultural Relations, or Soc 334 Social Stratification (or an approved equivalent), and
2. One course in Economics

A course in Public Speaking is strongly recommended.

Program requirements for the elementary certificate are available in the Education Office.

Faculty

Jodi Engel, Assistant Professor, Chair
Wright Cowger, Professor
Ted Ozawa, Associate Professor
Alan Ball, Instructor (part-time)
Stephen DeHaas, Instructor (part-time)
John Tenny, Instructor (part-time)
Richard Togni, Instructor (part-time)
Jane Wilson, Instructor (part-time)

Course Descriptions

106 College Learning Skills (1/2)

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

205 Introduction to Teaching (1/2)

A study of teaching through field studies, simulations, practica, and readings. Evaluation made by the student, his peers and faculty on the student's potential as a teacher. *Prerequisite for the Professional Semester.* Second semester freshmen, sophomores or juniors are encouraged to schedule this course. Not open to first semester freshmen. *Every semester.* Cowger, Ozawa.

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. *Prerequisite for the Professional Semester.* *Every semester.* Engle.

340 Teaching of Reading and Writing (1/2)

Modern theories underlying methods of teaching reading; current developmental and remedial programs with emphasis on secondary needs and materials. Includes a unit on teaching composition. Required for all secondary certification. *Every Semester.* Tenny.

430 Methods of Teaching Art (1/2)

Methods and objectives; consideration of classroom materials and equipment; curriculum developments; observation. *Offered as needed.* Staff.

431 Methods of Teaching English

(1/2)

Methods and objectives; consideration of classroom materials and equipment; curriculum developments; observation. *Fall*. Ball.

432 Methods of Teaching Modern Foreign Languages

(1/2)

Methods and objectives of teaching modern foreign languages in the secondary school; linguistics; use of audio-lingual materials and the language laboratory; evaluation of materials; demonstrations; observations. *Fall*. Wilson.

433 Methods of Teaching Mathematics

(1/2)

The study, observation, and use of special classroom techniques, procedures and materials; consideration of recent curriculum developments. *Fall*. DeHaas.

434 Mathematics Teaching Strategies

(1/2)

Concerns math teaching strategies for secondary math courses up to and including Algebra I in public and private schools. Prerequisite: Admission to Teacher Education Program. *Every semester in conjunction with student-teaching*. Ozawa.

435 Methods of Teaching Science

(1/2)

Concepts and curriculum for science studies, materials, methods, procedures, new approaches to teaching and evaluation procedures. *Spring*. Ozawa.

436 Methods of Teaching Social Studies

(1/2)

Concept and curriculum of the social studies, materials, methods, procedures and evaluation. Special emphasis on nature and structure of individual social studies courses commonly taught in secondary schools, and new approaches in social studies teaching. *Spring*. Togni.

445 Psychological Foundations of Education

Human growth and development; theories and methodology as it relates to skill acquisition, educational foundations, evaluation, classroom management and individual and cultural differences in educational situations. Part of Professional Semester. *Every Semester*. Engel.

455 Principles of Teaching

The course emphasizes teaching strategies, classroom management, the use of teaching media, and the evaluation of both teaching and learning. Some field observations are included. Part of Professional Semester. *Every semester*. Cowger, Ozawa.

495 Supervised Teaching

(1-1/2)

Teaching experience in the secondary classroom under guidance and supervision of experienced teacher and college supervisor; includes weekly seminars and conferences. Part of the Professional Semester. *Every semester*. Cowger, Engel, Ozawa.

Literature (Part A, Literature)

The English major must complete a minimum of eight credits in the Department. Courses related to the English Proficiency Requirement do not count toward this minimum. The advisor and the major will develop together a major program that ensures the study of the literary tradition, the literary genres, and the language itself.

Individual research is encouraged through Reading and Conference (English 390) and, for students with excellent academic records in their English studies, Independent Study (English 490). Senior evaluation includes a thesis developed from a designated seminar, Independent Study, or a directed creative project. Majors seeking graduation with distinction may also elect a written or oral examination.

The major program requires: English 210 Foundations of Literature; one survey sequence (e.g., English 211 and 212; English 213 and 214); or two related major period courses (e.g., English 345 and 346; English 346 and 347); one Shakespeare course (English 341 or 342); English 496 or Intr 497 or English 490 for the senior experience; three additional credits in English.

Outside the English Department, majors are strongly encouraged to take a foreign language through the proficiency level, thus earning a B.A. — and beyond that level if they contemplate graduate study — and three courses from the following related fields: theatre, music, speech, religion, philosophy, art history, history, and interdisciplinary arts courses.

Faculty

Gerard Bowers, Professor, Chair
Adele Birnbaum, Associate Professor
Virginia Bothun, Associate Professor
Wilbur Braden, Professor
Carol Long, Associate Professor
Richard Lord, Professor
Kenneth Nolley, Associate Professor
Michael Strelow, Assistant Professor
Richard Sutliff, Assistant Professor

Course Descriptions**008 English Composition**

(1/2)

Individualized for students referred from other courses and students who need help in maintaining proficiency in English. Weekly conferences with an English Department member. Student and professor work together at improving the student's powers of expression. Admission by assignment. *On demand*. Staff.

009 The Craft of Writing I (E.S.L. Section)

A special section for non-native speakers of English. Substitutes for the basic freshman writing course, English 010 (The Craft of Writing I). *Fall*. Birnbaum.

010 The Craft of Writing I

The art of self-expression through words. Admission by assignment. *Fall*. Staff.

English

The goal of the English Department is to strengthen the moral and aesthetic imagination through the study and teaching of literature and language. Working toward this goal, the Department recognizes that a general liberal arts education is an invaluable element in career preparation. Students majoring in English have found this study a desirable background for future service in law, medicine, business, teaching, or government.

The English Department offers language and literature studies on several levels — from assisting students to satisfy the graduation requirement of English proficiency in its "Craft of Writing" program and the general education literature requirement in the courses listed below, through more advanced courses in expository and imaginative writing, to the appreciation of literature in general and of major literary figures and movements in particular.

Courses in the English Department that

satisfy the General Education Program literature area requirement are:

English 210 Foundations of Literature (Part A, Literature)

English 211 Survey of American Literature I (Part A, Literature)

English 212 Survey of American Literature II (Part A, Literature)

English 213 Survey of British Literature I (Part A, Literature)

English 214 Survey of British Literature II (Part A, Literature)

Literature 210 The Modern Temper in

130 The Craft of Writing II

The standard freshman composition course in which most freshmen satisfy proficiency. 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. *Every semester.* Staff.

210 Foundations of Literature

The major forms of western literature exemplified in selected readings from classical to modern authors. Elements of prosody. Basic principles of literary criticism. Designed as the initial course in English Literature for the English major. Prerequisite: English Proficiency Requirement. *Every semester.* Staff.

211 American Literature From Its Beginnings to the Civil War

A study of the main forces in American literature from Colonial times to the Civil War. Emphasis will be placed on the conflict of ideas in religious, philosophical, and political contexts as reflected in the works primarily of major figures: Franklin, Edwards, Jefferson, the Federalist Papers, Poe, Hawthorne, Melville, Emerson, and Thoreau. Prerequisite: English Proficiency Requirement. *Fall.* Nolley, Sutliff.

212 American Literature From Whitman to World War II

A study emphasizing indigenous developments in American literature; special emphasis is given to the poetry of Walt Whitman and Emily Dickinson, the humor and social criticism of Mark Twain, the local color movement, the rise of realism in Howells and James, the 20th Century resurgence of poetry, and proletarian literature of the thirties. Unity is centered on psychological and sociological problems of the individual in conflict with society. Prerequisite: English Proficiency Requirement. *Spring.* Nolley, Sutliff.

213 Survey of British Literature I

A survey of the major works of English literature from its beginnings to the end of the 17th Century. The course will acquaint students with the masterpieces of English literature of the period and with some of the methods of critical analysis which have been found most useful in elucidating these works. Prerequisite: English Proficiency Requirement. *Fall.* Braden.

214 Survey of British Literature II

A survey of the major works of English literature from Pope to the present. The student will be expected to acquire not only a thorough knowledge of the works and authors studied, but also a familiarity with the traditional periods of English literature viewed in their historical, philosophical, religious and social implications. Prerequisite: English Proficiency Requirement. *Spring.* Bowers.

215 History of Cinema

Important cinematic works viewed with regard to theme, style, and technique in an

effort to explore both the achievement and the potential of the film as a medium of artistic expression. Prerequisite: English Proficiency Requirement. *Spring.* Nolley.

223 Film Genre and Authorship

A study of the relationship between the unique visions of individual film-makers and the shaping conventions of various film genres. As each film genre embodies numerous aesthetic, social and moral assumptions, each film of the type simultaneously reaffirms and redefines those assumptions. The course will explore the nature and development of a genre and the individual creative visions it inspires. *Fall.* Nolley.

230 Intermediate Writing

Emphasis on expository and argumentative modes of writing with the purpose of enhancing style and organization. Prerequisite: English Proficiency Requirement. *Fall.* Birnbaum.

231 Design and Writing

A writing course on the intermediate level which encourages students to practice both expository and creative writing, while exploring and imitating design concepts in the non-verbal arts. Prerequisite: English Proficiency Requirement. *Alternate years.* Bowers.

232 Imaginative Writing I

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.* Sutliff.

240 Black Literature

A survey of the development of Black literature in the 20th Century from its source in rural folklore (chants, songs, etc.) to its contemporary poetry rooted in the language of Black people. The distinctiveness of a Black literature based on aesthetics derived from a unique Black experience will be emphasized. *Alternate years.* Staff.

241 The Novel

A survey of the development of the novel in England and America from Defoe to the 20th Century. The class will consider the evolution of technique and theme, noting both the continuity and uniqueness of the English and American tradition. Prerequisite: English Proficiency Requirement. *Alternate years.* Long.

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. Prerequisite: English Proficiency Requirement. *Spring.* Nolley.

251 History of the English Language (1/2)

A study of the history of the English lan-

guage from its Indo-European origins to the present day. Prerequisite: English Proficiency Requirement. *Spring.* Nolley.

252 Poet-Painters

Blake and Rossetti: Study of Blake and Rossetti, their unique technical and spiritual achievements in the twin realms of poetry and painting. Prerequisite: English Proficiency Requirement. *Alternate years.* Bowers.

330 Advanced Writing

Analysis and practice in expository forms with emphasis on style and rhetorical strategy. Prerequisite: Consent of Instructor. *Spring.* Bothun.

332 Imaginative Writing II

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.* Sutliff.

340 Medieval Literature: Chaucer

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: English Proficiency Requirement. *Alternate years.* Birnbaum.

341 Shakespeare: The Earlier Plays

A detailed study of the histories and selected comedies and tragedies written before 1601. Elizabethan cultural setting, poetic and dramatic form, growth of Shakespeare's craftsmanship. Prerequisite: English Proficiency Requirement. *Fall.* Braden.

342 Shakespeare: The Later Plays

A detailed study of selected comedies, tragedies and romances written between 1601 and 1611. Jacobean cultural setting, poetic and dramatic form, Shakespeare's mature craftsmanship. Prerequisite: English Proficiency Requirement. *Spring.* Lord.

344 Renaissance Literature: Milton

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: English Proficiency Requirement. *Alternate years.* Lord.

345 Seventeenth Century English Literature

A survey of British literature from 1603 to 1660 (exclusive of Milton), with emphasis on metaphysical poetry, prose styles and Jacobean tragedy. Major attention is devoted to the poems of John Donne. Prerequisite: English Proficiency Requirement. *Alternate years.* Lord.

346 Eighteenth Century Literature

A survey of English literature from 1660 to

1798, with particular emphasis upon Restoration comedy, the rise of journalism and the novel, satire (Swift and Pope), and the theory and practice of neo-classical poetry (Dryden, Pope and Johnson). Attention will be given to intellectual history and to the flowering of the comic spirit in the period. Prerequisite: English Proficiency Requirement. *Alternate years.* Braden.

347 Nineteenth Century Literature
The critical study of selected Romantic, Victorian and Decadent writers, with attention to related economic, cultural, and religious trends. Prerequisite: English Proficiency Requirement. *Alternate years.* Bowers.

348 Modern British Literature
A study of selected works of prose, poetry, and drama from a large variety of 20th Century authors. Works representative of the end of the Victorian Age, the period following World War I and the beginning of the Modern Age will be included in order to show the development of theme and style in 20th Century British literature. Prerequisite: English Proficiency Requirement. *Alternate falls.* Long.

349 Modern American Literature
A variety of works in prose, poetry and drama will be studied in order to observe the major themes and stylistic trends of 20th Century American literature. Attention will be given to the post World War I period and to some contemporary works

(post 1950) in an effort to illustrate the development of modern literature. Prerequisite: English Proficiency Requirement. *Spring.* Long.

350 Shakespeare: Selected Plays and Modern Transformations

An interdisciplinary study of four Shakespeare plays (A Midsummer Night's Dream, Henry IV, Hamlet, and Othello) and some of the works of music, film, dance, and graphic art inspired by the plays. Major attention will be given to the plays themselves, using operas, ballets, films, and illustrations based on or inspired by them to illuminate the richness of Shakespeare's art. (Recommended for students who have had English 213, 341 or 342.) Prerequisite: English Proficiency Requirement. *Fall.* Braden.

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

352 Theories of Criticism
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: English Proficiency Requirement. *Alternate years.*

Bowers.

390 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 and English Proficiency Requirement. *On demand.* Staff.

490 Independent Study
Intensive study of a selected area. By permission of the department. *On demand.* Staff.

496 Senior Seminar
Intensive study of a specific topic, genre, period, or figure. Area of concentration will be announced during the preceding year. Prerequisite: Consent of instructor and English Proficiency Requirement. *Fall.* Staff.

Literature

210 The Modern Temper in Literature
Concentrating on the modern period (1890-1970), this course will study the shift from realism to absurdism in the drama, and will consider parallel movements in prose, fiction, and verse. Readings will be drawn from American, English, French, and German authors such as O'Neill, Pinter, Beckett, and Brecht. The basic tools of literary criticism will be introduced. Form and genre will be studied in relation to culture and as an expression of central modern values. *Spring.* Leland and Long.

Environmental Science

The Environmental Science program seeks to encourage students to develop an appreciation of the importance to life and society of 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 the environment, human action, and consequences. Seven university departments contribute faculty and courses to this program.

Education in environmental studies may provide direct career opportunities in government service or business (e.g., re-

source 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.

Environmental Science courses that meet the General Education requirement are:

Envr 220 Environmental Systems Under Stress (Part B)

Envr 320 Environmental Ethics (Part B)
(Other courses in the Environmental Science Program that meet General Education requirements are so designated in their subject area descriptions.)

The Environmental Science major takes a basic core of discipline-oriented courses in the natural and social sciences. Integration is promoted through a series of environmental science courses which provide progressive development from (a) an optional introduction to environmental problems, their basic causes and solutions (Environmental Systems Under Stress, Envr 220), to (b) a junior year course on environmental assessment and methods (Envr 336), to (c) several intermediate and advanced electives and an optional off-campus Internship, to (d) a culminating Senior Research Seminar (Envr 496).

Through electives in the program a student can emphasize either natural sciences or social sciences.

The Environmental Science major must take a minimum of thirteen courses, as specified below.

A. Required Core Courses (8)

Biol 110 Principles of Biology

Chem 115 Introductory Chemistry

Erth 110 Physical Geology

Econ 130 Principles of Economics

Poli 112 Politics and the Challenge of Scarcity

Soc 113 Environmental Sociology

Envr 336 Environmental Analysis
(Junior year)

Envr 496 Senior Research Seminar
(Senior year)

The major must also take five of the following electives, distributed in at least four disciplines and including at least two natural science and two social science courses.

Environmental Science Electives:

Envr 220 Environmental Systems Under Stress (Fr-So year)

Envr 320 Environmental Ethics (Jr-Sr year)

Envr 494 Internship (Sr year)

Natural Science Electives:

Biol 255 General Ecology

Chem 220 Environmental Chemistry

Erth 240 Resource Geography

Erth 350 Environmental Geology

Social Science Electives:

Econ 345 Environmental Economics

Intr 230 Environment and Behavior

Poli 231 Urban Politics

Poli 333 Politics, Economics and Planning

Soc 330 Population

Additional Recommended Courses:

Biol 230 Microbiology

Econ 348 Economic Philosophy for a Post-Industrial Society

Erth 230 World Geography

Intr 323 Agriculture, Energy and World Equity

Phys 230 Contemporary Physics

Soc 235 Social Change

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.

Faculty

David Goodney, Assistant Professor,
Chemistry, Director

C. Russell Beaton, Professor, Economics
Donald R. Breakey, Professor, Biology

W. Randall Ireson, Assistance Professor,
Sociology

Noel F. Kaestner, Professor, Psychology
Gilbert LaFreniere, Assistant Professor,
Geology and Environmental Science
Susan M. Leeson, Associate Professor,
Political Science

Edwin J. Stillings, Professor, Political Science

Course Descriptions

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

220 Environmental Systems Under Stress

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 members, discussions, films, reading, projects. *Fall*. Staff.

320 Environmental Ethics

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 interpreta-

tions of history; evaluation of the idea of progress as the ruling philosophy of history of the modern West; the socio-cultural impacts of scientific and technological development; and an account of Western man's continuing search for the good life and for means of inducing altruistic behavior. Prerequisite: Junior or Senior standing. *Spring*. LaFreniere.

336 Environmental Analysis

The course provides a historical and social conceptual framework within which the present functioning of environmental institutions is examined. Within this perspective the student is taught how to acquire and critically analyze environmental information, and report-writing skills specific to environmental impact analysis. Federal and state environmental regulations and case studies of environmental conflicts are included. Prerequisite: Junior or Senior standing. *Fall*. LaFreniere.

494 Environmental Science Internship

Student participation off campus with an agency, group of individual working on some aspect of 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.

496 Senior Research Seminar in Environmental Science

Individually or in small groups, students design and conduct a research project; 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 to research projects. Prerequisite: Senior majoring in Environmental Science. *Spring*. Staff.

Foreign Languages/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 foreign 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:

Japanese 314 Japanese Literature in Translation (Part A, Literature)

Literature 110 Masterpieces of World Literature (Part A, Literature)

Major degree programs are offered in French, German, and Spanish; and opportunities for language study in Japanese and Russian. Interdisciplinary major degree programs are also offered in International Studies for foreign language students desiring an area emphasis (see page p. 37). For each language offering a major, 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, and three credits in Literature. Comprehensive examinations are required of all department majors in their senior year. 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, Political Science, and Religion.

The department faculty strongly urges its students to improve their language competency and to broaden their education through off-campus study in approved programs. Of special interest to students of Foreign Languages and Literatures is the Willamette Semester Abroad in France, in Hispanic countries, and in Kawagoe, Japan, at the International College of Commerce and Economics. In cooperation with two other universities, Willamette also offers students a one-year program in Germany at the University of Munich.

Foreign language students enjoy the use of the University's modern, well-equipped listening and level-3 language laboratory and enhance their language skills in the Willamette International Studies House (WISH) where they may reside with exchange students, meet with professors for additional foreign language conversation, and attend guest lectures, films, and other cultural events.

Faculty

Paule G. Drayton, Professor, Chair
Ludwig Fischer, Assistant Professor
Christine Gentzkow, Assistant Professor
Francoise Goeury-Richardson, Associate Professor

Jo Martin, Assistant Professor

John Uggem, Assistant Professor

Marta Velez, Assistant Professor

Magda Schay, Instructor (part-time)

Julio Viamonte, Associate Professor

(part-time)

Richard Wiltshire, Instructor (part-time)

Course Descriptions

French

131 & 132 Elementary French I & II

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

231 & 232 Intermediate French I & II

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 College Board score. 231, *Fall*; 232, *Spring*. Drayton, Goeury-Richardson.

331 French Composition and Discussion

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*. Drayton, Goeury-Richardson.

332 Advanced French Composition and Discussion

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. Conducted in French. Prerequisite: Fren 331 or consent of the instructor. *Alternate years*. Drayton.

333 History of French Civilization

Geography, history and the chronological development of culture; current developments in modern France. Offered in French. Prerequisite: Fren 331. *Alternate years*. Goeury-Richardson.

335 French Conversation

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.

430 History of French Thought

A survey of the main themes of French thought from the Renaissance to the present. Composition and prepared talks will be based upon essays and other exposito-

ry materials dealing with history, philosophy, politics, social criticism, science, etc. Conducted in French. Prerequisite: Fren 331 or 332. *Alternate years*. Drayton.

431 Phonetics

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.

432 Introduction to French Linguistics

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.

433 19th Century French Literature

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 331 or 332. *Alternate years*. Drayton.

434 20th Century French Literature

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 331 or 332. *Alternate years*. Drayton.

435 Gide and Camus

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 331 or 332. *Alternate years*. Drayton.

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. Prerequisite: Fren 331 or 332. *On demand*. Drayton, Goeury-Richardson.

German

131 & 132 Elementary German I & II

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

231 & 232 Intermediate German

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

331 German Composition and Discussion

Reading and discussions in German 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 language requirement in German or consent of the instructor. *Alternate years*. Gentzkow.

332 Advanced German Composition

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.

333 Contemporary German Culture

In examining contemporary German culture since 1945, this course will concentrate on trends, movements, forces, and attitudes that shape life within the four German speaking countries. Special emphasis on the relation between the arts and the economic development in the Federal Republic of Germany and the German Democratic Republic. Prerequisite: Germ 331 or equivalent. *Alternate years*. Fischer.

430 History of German Thought

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 foreign language requirement in German. *Alternate years*. Gentzkow.

431 From the Enlightenment to Romanticism

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 Schiller, Kleist, Tieck, and Fichendorff and their contemporaries. Prerequisite: Germ 331 or consent of instructor, and Engl 210. *Alternate years*. Fischer, Gentzkow.

432 Realism and Naturalism

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, and Engl 210. *Alternate years*. Gentzkow.

433 Modern Literature

Representative novels and short stories of such writers as Thomas Mann, Hesse, Musil, Boll, Grass and others. Poetry of the Symbolist, Impressionist, Expressionist and Surrealist Hauptmann, such as Hofmannsthal, Brecht, Durrenmatt and Frisch. Prerequisite: Germ 331 and Engl 210. *Alternate years*. Gentzkow.

490-491 Reading and Conference

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: Germ 331. Junior or Senior standing and G.P.A. of 3.00 or better. *On demand*. Fischer, Gentzkow.

Japanese

131 & 132 Elementary Japanese I & II

Introduction to the fundamental structure of Japanese. Classroom instructions will consist of intensive aural-oral drills as well as reading and writing based on assigned texts. Approximately 300 kanji in addition to hirakana and katakana will be attempted. There will be periodic quizzes, a midterm and the final. 131, *Fall*; 132, *Spring*. Martin.

231 & 232 Intermediate Japanese I & II

Improvement on the basic skills acquired in Elementary Japanese (131 & 132). 700 new kanji will be introduced. The emphasis is primarily on reading and writing. A systematic review of the fundamental structure of the Japanese language will be made. Periodic quizzes, tests and the final will be expected. Prerequisite: Japn 131 and 132 or consent of instructor. 231, *Fall*; 232, *Spring*. Martin.

314 Japanese Literature in Translation

The course examines selected works in novels, essays, drama, and poetry from the classical and modern periods. The selected works will include *The Tale of Genji* by Murasaki Shikibu (978-1015) and *Snow Country* by Kawabata Yasunari (1899-1974). Formal and contextual analysis will employ the Western standard of criticism. The works are viewed in their historical context also in order that the unique aspects of Japanese literature be made clear. *Fall*. Martin.

Russian

131 & 132 Elementary Russian I & II

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

231 & 232 Intermediate Russian I & II

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

331 Russian Composition and Discussion

In this course the two 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. Classes conducted in Russian. Prerequisite: Completion of foreign language requirement or consent of instructor. *Alternate falls*. Schay.

333 Russian Civilization and Culture

Studies in geography, history, economics and the chronological development of culture and ideas. Class discussions. Oral and written reports in Russian or consent of the instructor. *Alternate springs*. Schay.

431 Russian Literature: Modernism and Revolution

Short-lived movements in prose and poetry from the origins of symbolism to the establishment of The Union of Soviet Writers, representative works of the symbolist, acmeist, futurist and peasant poets and major prose works of Chekov, Sologub, Bely, Bunin, Gorky, Zamiatin, Kaverin, Olesha and others. Offered through Independent Study for International Studies/Soviet Emphasis majors. Schay.

Spanish

131 & 132 Elementary Spanish I & II

Basic skills: comprehension, speaking, reading and writing. Laboratory work. 131, *Fall*; 132, *Spring*. Uggem, Velez.

231 & 232 Intermediate Spanish I & II

Continued development of basic skills with classroom and laboratory exercises. Readings in Spanish, including the second semester, selections in the student's special fields of interest. Prerequisite: Elementary Spanish or two years of high school Spanish or equivalent with satisfactory College Board scores. 231, *Fall*; 232, *Spring*. Uggem, Velez.

331 Spanish Composition and Discussion

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 foreign language requirement or consent of instructor. *Fall*. Velez.

333 Hispanic Civilization

Studies in the geography, history, and the chronological development of culture and the 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*. Velez.

334 Introduction to Spanish Literature

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*. Uggen.

430 History of Hispanic Thought

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*. Velez.

431 Contemporary Novel and Short Story of Latin America

A study of representative prose fiction writers of Latin America, including Gallegos, Alegria, Garcia Marquez, Carpentier, Asturias, Hernandez Cata, Borges, Quiroga and Cortazar. Conducted in Spanish. Written and oral exams. One term paper. Prerequisite: Consent of instructor. *Alternate years*. Uggen.

432 20th Century Spanish Literature: Drama, Poetry, Novel and Essay

Study of 20th Century Spanish Literature, beginning with the Generation 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*. Velez.

433 Spanish American Literature: Modernismo: 1888-Present

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*. Velez.

434 Literature of the Golden Age

Study of the great writers of the 16th and 17th Centuries with emphasis on Cer-

vantes, 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*. Velez.

490-491 Reading and Conference

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. Prerequisite: Span 331, Junior or Senior standing; GPA of 3.0 or better;

consent of instructor. *On demand*. Velez, Uggen.

Literature

110 Masterpieces of World Literature

Reading, analysis and discussion of selected literary masterpieces. An introduction to the appreciation, the understanding and methodical interpretation of representative texts in the genres of essay, novels, drama and poetry. Special emphasis on reflections of the theme "the individual and society" in literary works of Spanish, French, German, Russian and Japanese authors such as Cervantes, Calderon, Moliere, Sartre, Camus, Kleist, Durrenmatt, Dostoevsky, Tolstoi, Murasaki. *Fall*. Fischer, Drayton, Uggen, Schay, Martin.

History

The program in history is designed to provide a firm foundation in the history of western civilization, of American culture in its European and English contexts, and of other civilizations as they have come into the orbit of the western world. The department is especially strong in cultural and intellectual history and in the histories of the major modern nation states. Our program places emphasis on an understanding of the nature of historical inquiry, on an exposure to the variety of historical interpretations, and on the ability to think historically as this contributes to an understanding of human experience, personal self awareness, and good citizenship.

The breadth of history and its inter-relatedness with other disciplines makes the study of history a significant part of a liberal education. The ability to gather facts that pertain to a problem, to analyze this material, and to present an argument cogently and succinctly is also a valuable background for most professional careers. Willamette history majors tend to gravitate to law, education, government service, business and the church. It is noteworthy that recent history majors have done very well on law school entrance examinations and have been successful in obtaining admission to law schools and to graduate schools in history, business administration, and theology.

Courses in the history department which satisfy the General Education humanities area requirement are:

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

History 116 Western Civilization, 17th Century to the Present (Part A, Humanities)

History 420 Henry James and Historical Consciousness (Part B)

History 421 Expatriates and the National Experience (Part B)

The history major must complete eight credits in history. The major must include History 115 and History 116, two courses in U.S. History, and History 499. All majors must successfully complete a senior thesis which consists of either an extensive research paper on a historical topic or a critical analytical essay on historical writing; this is accomplished through History 499 or specially approved seminars.

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, political science, religion, speech).

Faculty

Robert Lucas, Professor, Chair
William E. Duvall, Associate Professor
Francis Kent Markus, Associate Professor
George S. McCowen, Jr., Professor

Course Descriptions

115 Western Civilization to 1715

A survey of the cultural, intellectual, political and socio-economic developments of western man 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, Markus.

116 Western Civilization, 17th Century to the Present

A survey of the cultural, intellectual, political and socio-economic developments of modern western man including the scientific revolution of the 17th Century, the Enlightenment, the age of democratic revolutions, the industrial revolution, the rise of nation state, totalitarianism, two world wars, and the rebuilding of Europe. *Spring*. Duvall, Lucas, Markus.

230 Topics in United States History: Early Period

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.

231 Topics in United States History: Later Period

Developments of the modern American state and the impact of major issues on American society and culture from the Civil War through World War II. *Spring*. Markus, McCowen.

330 Survey of African History

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; and the process of decolonization and establishment of independent countries. *Alternate Falls*. Staff.

331 Afro-American History

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 Afro-Americans, the experience of slavery and

segregation, Blacks during the Civil War and Reconstruction, Black social history in the 20th century, the Civil Rights Movement, and Black contributions to American cultural, intellectual, and artistic life. *Alternate Springs*. Staff.

332 Latin America From Independence to Recent Times

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 Falls*. Staff.

333 Middle East in Modern Times

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 Falls*. Staff.

334 Far East in Modern Times

This course will cover the histories of China, Japan and Vietnam, with an emphasis upon China, from the period of initial Western impact to the recent past. The introduction to the course will describe traditional values and institutions in the Chinese cultural sphere, and the course will then concentrate upon the conflict between those traditional values and institutions and those introduced by the Western powers. An important theme will be the conflict between traditionalism and nationalism in the countries involved, and the process by which Communist groups came to dominate the nationalist movements in China and Vietnam but failed to do so in Japan. *Alternate Springs*. Staff.

335 A Cultural History of Japan

This course examines Japan with respect to her literature, art, ideology, economy, and political system, focusing on the periods Pre-modern (1600-1868) and Modern (1869-). The basic approach is observation of Japan in relation to the world outside: Korea, China, and particularly the West. *Spring*. Martin.

337 American Colonial History

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.

340 United States History Since World War II

Development, interaction, and impact of major issues on American society during the period from 1945 to the present. The Cold War, the Truman Era, the Eisenhower Years, the New Frontier, the Great Society, the Nixon Era and the Vietnam involve-

ment. *Fall*. Markus.

341 Foundations of American Thought

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.

345 European Intellectual History of the 17th and 18th Centuries

Major trends in European thought during the 17th and 18th Centuries, the scientific revolution, the Enlightenment, the Baroque and Classical expressions in art and literature, and the early rise of Romanticism. *Fall*. Duvall.

346 European Intellectual History of the 19th and 20th Centuries

Major trends in European thought during the 19th and 20th Centuries. Romanticism, Liberalism, Socialism, Marxism, Relativism, Freudianism, Existentialism, the moral philosophy of Camus. *Spring*. Duvall.

347 History of Modern Socialism

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 Falls*. Duvall.

349 History of Modern England

From the Tudors, institutional, political, economic, social, religious, and cultural aspects of the development of English life, and England's contributions to the modern world. *Alternate Falls*. Markus.

350 History of Modern France

From the revolution of 1789 to the present, considering (1) the revolutionary tradition and its impact, and (2) the difficulties of France culturally, socially, and economically, in making the adjustment to the 20th century. *Alternate Falls*. Duvall.

351 Germany from Bismarck to Hitler

The uniqueness of German civilization and Nazi Germany, the unification movement, the Hohenzollern Empire, the Weimar Republic, the Third Reich, World War II, and Germany since 1945. *Alternate Falls*. Markus.

352 History of Modern Russia

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, the evolution of the Communist party. *Alternate Springs*. Markus.

354 History of World War II

Political, technological, diplomatic, in-

stitutional, cultural and military history of WWII with emphasis on the origins of the war and the impact of the war on world society and stability. *Spring*. Markus.

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 B.C. Lastly, the diffusion of Greek culture in the East following the conquests of Alexander the Great. *Fall*. *First half semester*. Lucas.

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*. *Second half semester*. Lucas.

358 History of the Middle Ages. 358A Early Middle Ages; 358B High Middle Ages

Western Europe from the 11th through the 13th centuries, revival of economic and urban life, the Investiture Controversy, the 12th century renaissance, the Crusades, the rise of the feudal monarchies, Scholasticism, Gothic art and architecture, literature of the period, and the secularization of Europe in the 13th century. *Spring*. 358A *First half semester*; 358B *Second half semester*. Lucas.

359 The Renaissance and Reformation. 359A The Renaissance; 359B The Reformation

Western Europe between 1300 and 1648. 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. *Spring*. 359A *First half semester*; 359B *Second half semester*. Lucas.

396 Seminar in Historiography

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.

420 Henry Adams and Historical Consciousness (1/2)

In this reading colloquium an exploration will be made into the brilliant, eclectic mind of Henry Adams. Adams' writings, including autobiography, novels, essays and historical works, will be examined in the light of his developing understanding of history in relation to other disciplines and societal needs. Through the study of Adams and his efforts to understand the

past in relation to his own time, students will be challenged to examine the significance of historical consciousness in the contemporary world. Prerequisite: Hist 341 or consent of the instructor. *Spring*. *First half semester*. McCowen.

421 Expatriates and the National Experience (1/2)

A reading colloquium in the biography and writings of leading American expatriates, such as Henry James, T.S. Eliot and Gertrude Stein, 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. Pre-

requisite: Hist 341 or consent of instructor. *Spring*. *Second half semester*. McCowen.

490 Readings in Modern European History

Intensive individual reading in the field of Modern European History, offering the interested student the opportunity to probe beyond the advanced survey level of History 345 and 346. *Spring*. Duvall.

499 Senior Tutorial

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. *Fall and Spring*. 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 an ideal 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 218 Survey of Art History, Gothic to Modern (Part A, Humanities)

Engl 210 Foundation of Literature (Part A, Literature)

Rel 110 Biblical Literature, History and Thought (Part A, Literature)

Hist 215 Western Civilization to 1715 (Part A, Humanities)

Hist 216 Western Civilization 1715 to Present (Part A, Humanities)

Phil 110 Philosophical Problems (Part A, Humanities)

Rel 112 History of Christianity (Part A, Humanities)

The Major in Humanities consists of the following:

Art 218 Survey of Art History, Gothic to Modern and a choice of one advanced course in art history

Engl 210 Foundations of Literature and a choice of one advanced course in literature

Hist 215 Western Civilization to 1715; History 216, Western Civilization 1715 to Present; and a choice of either History 345, European Intellectual History of the 17th and 18th Centuries, or History 346, European Intellectual History of the 19th and 20th Centuries

Phil 110 Philosophical Problems and a choice of one advanced course in philosophy

Rel 112 History of Christianity and REL 110: Biblical Literature, Literature, History, and Thought or one other course in religion. Three additional credits in one of the following areas: Art History, English History, Music History and Literature, Philosophy, Religion and Theatre History and Literature

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.

For course descriptions see appropriate departmental statements.

Faculty

Roger Hull, Associate Professor, Art, Director

Contributing Faculty from the Humanities

Integrative Studies Area (Non-major)

The basic goal of the Integrative Studies Area is to foster courses which provide integrated perspectives and allow students to apply aspects of several disciplines to contemporary problems and issues. Training in multi-perspective thinking is valuable preparation for the assumption of civic responsibilities and for many careers which demand broadly based expertise and problem-solving aptitudes.

The Integrative Studies Area provides a curricular home for freshman and senior seminars, for a variety of interdisciplinary courses, and for the cross disciplinary programs in American Studies, International Studies and Religious Studies. (See their individual program descriptions for details.)

Courses in the Integrative Studies Area that satisfy the General Education requirements are:

Intr 110 Great Ideas of the Western World (Part A, Humanities)

Intr 111 Human Creativity: The Fine Arts (Part A, Fine Arts)

Intr 120 Science and Society (Part B)

Intr 125 Theories and Techniques of Human Interaction (Part B)

Intr 223 Introduction to Global Perspectives (Part B)

Intr 323 Agriculture, Energy, and World Equity (Part B)

Intr 325 Contemporary Culture of the Northwest (Part B)

Beginning in Fall 1982, the Integrative Studies Area will also present a thematic program within Part B of the General Education Program. This special Part B program will offer several courses built around a central theme and will present such related co-curricular activities as films, special discussion groups, and speakers.

Internship Program

Primarily through the Integrative Studies area, the University offers an internship program, open to all students. Three types of internships are available:

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 for 6-8 hours weekly, and earn 1/2 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 10-12 hours a week in offices, agencies, and institutions related to the major, earning 1 to 2 credits, depending on the time spent at the intern site.

3. Professional Internship For a limited number of seniors, professional internships provide on-the-job experience with para-professional standing. Students work 15-18 hours a week, usually for two credits. 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.

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.

Course Descriptions

100 Minorities Seminar (1/2)

A recommended course for all minority students, the Minorities Seminar serves as an extensive orientation to a meaningful college education at Willamette University. Special attention is given to identity and adjustment problems of minority students at a predominantly white, middle class school located in an overwhelmingly white community. Supplementary readings, guest speakers, participation in campus cultural and intellectual life, discussion of academic and professional goals and issues, and study of minority cultural roots are featured activities in the course. Prerequisite: New-student status recommended. *Fall*. Cadena.

110 Great Ideas of the Western World An interdisciplinary freshman seminar to explore the intellectual heritage of Western civilization. This inquiry will examine central ideas and values in classical,

medieval, and modern thought as reflected in great works of literature, philosophy and culture. The course seeks understanding of major past and present concerns regarding the human situation. Emphasis is placed upon achieving competency to read perceptively, think logically, write and speak clearly, and utilize the library effectively. *Fall or Spring*. Humanities Staff.

111 Human Creativity: The Fine Arts

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

120 Freshman Seminar: Science and Society

This seminar will explore the development and undertakings of science as they relate to social change, cultural values and creative problem solving. Scientific methodology will be treated as a method of understanding and controlling natural phenomena, as an exercise in creative thinking, and as an agent for social change. The course will deal with problems of ethics and ambiguity arising from the applications of science. Technology will be explored in its roles of both curing and causing social problems. *Fall or Spring*. Social Science/Natural Science Staff.

125 Theories and Techniques of Human Interaction

Interpersonal relating skills for listening to others, expressing oneself, clarifying values, solving problems, and changing interaction patterns. Intra-personal skills for resolving internal conflict, exploring new potential, seeing developmental stages, meeting individual needs, strengthening personality traits, and changing basic attitudes. The course is practical in its approach, although it is up to the student whether he or she chooses to apply the material to real life situations. *Every semester*. Canning.

131 Visual Thinking: An Approach to Problem-Solving

An interdisciplinary freshman seminar to develop the fluent and flexible production of ideas in a context of problem-solving. Alternate modes of thinking will be explored with special emphasis upon visual-thinking: seeing, imagining, and drawing. Study and practice of explicit problem-solving strategies. *Fall or Spring*. Staff.

223 Introduction to Global Perspectives

This course integrates the perspectives of several disciplines — anthropology, foreign culture studies, economics, geography and politics, among others — to examine world patterns of interaction. Emphasis on the global context and cross-cultural comparisons with the goal of increasing awareness of the diversity of our world and the trends toward increasing interdependence of nations and peoples. *Spring*. Gentzkow, Hanson, Shay.

230 Environment and Behavior

The course will introduce the student to a broad range of interactions of man with several aspects of the environment. These will include the social interface with the levels of the built environment and the natural environment. Interpersonal and cross-cultural forces will be included in the analysis. Problem identification, methods, and models of man will stress a futures approach. *Fall*. Kaestner.

235 Introduction to Language and Linguistics

An introduction to the scientific study of language. The course examines the nature of human and non-human language, discussing particularly the distinguishing features of human language; the processes by which languages grow and change; the nature and scope of linguistic diversity; the interlocking relationships between sound, meaning and syntax. The course is intended to introduce the student to basic theories and methodologies for analyzing language. *Fall*. Linguistics staff.

240 Introduction to Management in Business and Government (1/2)

An introduction to administrative functions (finance, marketing, management, human resources) performed in business and government organizations, and to the impact of the social, political, legal and economic environment upon business and government. Prerequisite: Sophomore standing or above. *Fall*. Archer.

323 Agriculture, Energy, and World Equity

This class will survey several typical agricultural systems, note the resources needed for them, and examine some of the political, social, economic, and ecological factors which have made some groups and societies affluent and others poor. Possible solutions to problems of resource scarcity and inequality will be considered. Prerequisite: Junior standing and some background in sociology, political science, environmental science, economics, or agriculture. *Alternate springs*. R. Ireson.

325 Contemporary Cultures of the Northwest

A course designed to consider contemporary Northwest issues in a cultural perspective using methods from the Humanities and the Social Sciences. Stu-

dents will pursue individual research projects while studying the Northwest as a cultural region. History and literature of Oregon and the Northwest will be emphasized to provide a context for speculation about the present and future development of the region. Time and space dimensions of culture will be stressed to help students acquire a sense of the dynamic relationships between the human presence and the region's biophysical environment. Prerequisite: English Proficiency Requirement. *Fall*. Berberet, Long.

331 The Continental Novel

A study of representative European novels (in English), tracing the development of Romanticism, Realism, and Naturalism in the 18th and 19th Centuries, and of the modern novel in the 20th Century. Novelists studied include Chekhov, Turgenev, Dostoevsky, Flaubert, Zola, Goethe, Mann, Hesse, Unamuno, Camus, Robb-Grillet, and Solzhenitsyn. Prerequisite: English Proficiency Requirement. *Alternate Springs*. Birnbaum.

341 Medieval Literature: Dante

A close reading of Dante's masterpiece, *The Divine Comedy*, and also Dante's youthful spiritual autobiography, *The New Life*. Lectures on medieval politics, religion, philosophy, music and art. The goal is to bring to life for the student the thought and imagination of this important era of Western European culture. Prerequisite: English Proficiency Requirement. *Alternate falls*. Birnbaum.

350 Statistics for the Behavioral Sciences I: Descriptive (1/2)

This is an introduction in Descriptive Statistics including the following topics: introduction to symbols; summation; number scales; frequency distributions and graphing; percentiles; measures of central tendency; measures of variability; the normal curve; correlation and regression. Classroom time is devoted to lectures, question/answer periods and quizzes. This course is a prerequisite for Statistics for Behavioral Sciences II: Inferential. *Fall. First half semester*. Kaestner.

351 Statistics for the Behavioral Sciences II: Inferential (1/2)

This is an introduction to Inferential Statistics including the following topics: introduction to probability; hypothesis testing and interval estimation; analysis of variance; statistical power analysis; chi-square contingency testing and other non-parametric methods. Classroom time is devoted to lectures, question/answer periods, and quizzes. *Fall. Second half semester*. Kaestner.

496 Seminar in American Studies

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. Re-

quired for majors. *Spring*. American Studies Staff.

497 Humanities Senior Seminar

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. Team-taught by faculty in humanities subject fields and designed to provide seniors or second-semester juniors 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.

498 Alternative Futures Senior Seminar

Integration and synthesis of content of diverse undergraduate disciplinary course work within a future-based context. Development of societal and personal alternative future scenarios in addressing widely perceived humanistic, social, political and environmental problems of the present. Each student will complete a research project related to an actual problem and its future implications, in addition to group consideration of implications for individual lives and values. *Alternate springs*. 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.

All majors take the five core courses comprising the Global Context. Each major then selects a Regional Focus: Western Europe, Eastern Europe or Hispanic. Knowledge at the regional level will develop through three required courses which deal with the politics, economics and history of the selected area. Majors will also develop grounding in a specific foreign language and culture within their region. It is possible for a major, building upon the core courses, to design a thematic or global special emphasis, substituting appropriate courses at either the regional or cultural level or both. Student proposals for a special emphasis must be prepared before the end of the sophomore year, have a supervising committee of at least three faculty members, and be approved by the International Studies Program faculty.

Faculty

Gerard Bowers, Professor, English
Paule Drayton, Professor, French

William Duvall, Associate Professor, History
Ludwig Fischer, Assistant Professor, German
Christine Gentzkow, Assistant Professor, German
Francoise Goeury-Richardson, Associate Professor, French
James Hanson, Associate Professor, Economics
Thomas Hibbard, Professor, Economics
Carol Long, Associate Professor, English
Francis Kent Markus, Associate Professor, History
Kenneth Nolley, Associate Professor, English
Magda Schay, Instructor, Russian
Theodore Shay, Professor, Political Science
John Uggen, Assistant Professor, Spanish
Marta Velez, Assistant Professor, Spanish
Majors are required to take the following courses:

Core Courses

Intr 223 Introduction to Global Perspectives
Poli 232 Introduction to International Politics
Erth 230 World Geography
Econ 353 International Economics (Prerequisite: ECON 130 Principles of Economics)
Poli 431 Seminar in International Relations

Western Europe

Poli 231 Western Europe and Political Systems
Econ 351 Comparative Economic Systems
Hist 116 History of Western Civilization: 1715 to Present

Eastern Europe

Poli 342 Communist Political Systems
Econ 351 Comparative Economic Systems

Hist 116 History of Western Civilization: 1715 to Present

Hispanic

Poli 337 Political Systems of Developing Countries
Econ 352 Economics of Developing Countries
Hist 332 Latin America from Independence to Recent Times

Within the Regional Focus, each student is to select a cultural emphasis. The Western Europe focus has three possible cultural specialties:

Britain

Engl 250 Introduction to Structural and Transformational Grammar (1/2 cr.)
Engl 251 History of the English Language (1/2 cr.)
Engl 214 Survey of British Literature II
Engl 348 Modern British Literature
Engl 349 History of Modern England

France

Fren 331 French Composition and Discussion
Fren 333 History of French Civilization
Fren 430 History of French Thought
Hist 350 History of Modern France

Germany

Germ 331 German Composition and Discussion
Germ 333 Contemporary German Culture
Germ 430 History of German Thought
Hist 351 Germany: From Bismarck to Hitler

The Hispanic focus has the following cultural specialty courses:

Hispanic

Span 331 Spanish Composition and Discussion
Span 430 History of Hispanic Thought
Span 333 Hispanic Civilization
Hist 332 Latin America From Independence to Recent Times
The Eastern Europe focus has the following cultural specialty courses:
Russ 331 Russian Composition and Discussion
Russ 333 Russian Civilization and Culture
Russ 431 Russian Literature: Modernism and Revolution
Hist 352 History of Modern Russia

International Studies majors are encouraged to participate in appropriate foreign study experiences, and courses taken abroad may often be substituted for required courses in the program. Students are reminded of the option of designing their own emphasis described earlier.

Facilities are those provided by departments from which the International Studies courses are selected.

For course descriptions, see appropriate departmental statements.

Mathematics

A phenomenon of the second half of the 20th Century has been the increasing mathematization of many fields of human endeavor. In addition to the natural sciences and engineering, the social sciences and humanities are now being examined quantitatively and are making significant use of mathematics. The liberally educated mathematical scientist is needed to meet the challenges presented by today's problems.

Courses serve those who wish to make mathematics a part of a liberal education, those who desire a math background for other disciplines, and those who wish to major in mathematics.

Mathematics majors choose careers as teachers, statisticians, industrial mathematicians, research workers in the biological, management, or social sciences, computer programmers or analysts, and actuaries. Their training can also serve as a stepping stone to professional training or graduate work in a variety of fields.

A major requires eight credits in courses numbered 241 or above and including Seminar in Mathematics. The Seminar serves as the senior evaluation and includes oral presentation of research and reading topics.

The Mathematics Department has two mini-computers for classroom use in addition to the campus-wide PRIME system.

Faculty

Richard Iltis, Professor, Chair
Jack H. Hafferkamp, Associate Professor
Richard Samuel Hall, Jr., Professor
Stephen K. Prothero, Associate Professor
Junpei Sekino, Assistant Professor

Course Descriptions

010 Intermediate Algebra (1/2)

A review of basic Algebra followed by a treatment of such topics as: polynomials, fractions, radicals and exponents, graphing, and the solution of systems of linear equations. *Fall and Spring.* Staff.

109 Techniques of Mathematics

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: Practical Arithmetic, Elementary Algebra, Applied Geometry, Computer Literacy, Practical Statistics. *Fall and Spring.* Staff.

131 Trigonometry (1/2)

A treatment of the circular functions. Development of techniques for the solu-

tion of triangles, conditional equations and identities. *Fall and Spring.* Staff.

137 Introduction to Finite Mathematics (1/2)

An elementary treatment of the following topics: counting, probability, vectors and matrices, linear programming, and game theory. *Fall.* Staff.

138 Elementary Statistics

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

230 Elements of Calculus

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. *Fall and Spring.* Staff.

241-242 Analytic Geometry and Calculus I & II

Analytic geometry in rectangular and polar coordinates; differential and integral calculus of a single variable; infinite series; and applications. *Fall and Spring.* Staff.

243 Analytic Geometry and Calculus III

Analytic geometry of three-dimensional coordinate systems; partial differentiation; vector calculus; multiple integration; line integrals; and applications. *Fall and Spring.* Staff.

253 Linear Algebra

Vector spaces; linear transformations, matrices, and systems of equations. Prerequisite: Math 242. *Spring.* Staff.

333 Probability and Statistics

Mathematical foundations of probability and statistical theory; application of derived formulae to the interpretation of data. Prerequisite: Math 243. *Twice every three years in rotation with Math 346, 354, and 434.* Staff.

344 Differential Equations

Elementary differential equations; linear equations of second order; Laplace transformations; infinite series solutions. Prerequisite: Math 243. *Fall.* Staff.

346 Advanced Calculus

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, sequences and series. *Twice every three years in rotation with Math 333, 354, and 434.* Staff.

354 Modern Algebra

Number systems, groups, rings, fields, properties of polynomials, matrices, applications. Prerequisite: Math 243. *Twice every three years in rotation with Math 333, 346, and 434.* Staff.

434 Applied Mathematics: Optimization

Formulation of problems in mathematical terms, solution of the problems, interpretation and evaluation of the solutions. Topics will be chosen from among the following: inventory problems, growth and survival models, programming, scheduling, Markov chains, games, queuing problems. Prerequisite: Math 253 or consent of instructor. *Twice every three years in rotation with Math 333, 346, and 354.* Staff.

444 Complex Variables

Complex numbers, limits, differentiation, analytic functions, integration, conformal mapping, Riemann surfaces, applications. Prerequisite: Math 243. *Alternate years.* Staff.

445 Numerical Analysis

Application of numerical methods to the solution of mathematical problems. Numerical differentiation and integration and solutions of differential equations. Prerequisite: Math 243. Co-requisite: Computer Programming. *Alternate years.* Staff.

455 Topology

Fundamentals of set theory and topological spaces, especially metric spaces and the properties of connectedness and compactness; continuous functions and homeomorphisms. Prerequisite: Math 243 and consent of instructor. *Alternate years.* Staff.

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. Prerequisite: Permission of the instructor. *On Demand.* Staff.

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. Prerequisite: Consent of instructor. *On Demand.* Staff.

499 Seminar in Mathematics (1/2)

Independent study selected in consultation with the mathematics faculty and presented to the class. 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 of musical leadership in music education, musical performance 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 approached in a way designed to develop basic musicianship, the ability to perform the literature well, and develop a set of principles and terms that lead to a fuller intellectual grasp of the art.

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

Music 112 Introduction to Music and Practicum (Part A, Fine Arts)

Music 113 Spectrum of Music (Part A, Fine Arts)

Music 114 Musica Viva (Part A, Fine Arts)

A music handbook, in which policies are spelled out 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, strings, woodwinds, brass and percussion instruments.

Bachelor of Music Education

The Bachelor of Music Education is the basic professional program for students who plan to teach music at the elementary or secondary level. This degree satisfies all the requirements for teacher certification with the Basic Norm in Music for the State of Oregon. Willamette has had a tradition of excellence in Music Education and many Willamette graduates hold distinguished posts in music education throughout the Pacific Northwest, California and Canada.

Bachelor of Music Therapy

Willamette University is one of three schools on the West Coast which has an accredited music therapy program. The campus is near the many state institutions and other community agencies which can

benefit from the services provided by music therapy students. These facilities include Oregon State Hospital, Fairview Home for the Developmentally Disabled, State Schools for the Blind and the Deaf, three correctional institutions, nursing homes, a community mental health day treatment center, special education classrooms, and many group homes. Beginning in the freshman year, students have an opportunity to gain field experience in many of these facilities.

Admission, Scholarships and Financial Aid

Music students applying for admission are required to audition before members of the music faculty. If an applicant is unable to appear personally, a performance tape may be sent in lieu of the personal audition and interview. The audition and interview may be arranged at one of the regional audition centers. In order to be considered "Music Majors" all entering students must complete an audition.

A number of music scholarships, as well as 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 Library, and various secretarial and clerical jobs. Information regarding employment may be obtained from the Music Department Chairman or the Director of Student Financial Aid.

Facilities

The Fine Arts Building houses the Music Library, the Band, Orchestra and Choir rehearsal rooms, faculty studio-offices, 16 practice rooms, and the 1,250-seat G. Herbert Smith Auditorium. The Music Library, located in the West Wing of the Fine Arts Building, contains a comprehensive and up-to-date collection of musical scores, books, microfilm and recordings. A collec-

tion of orchestra and band instruments is available to music students.

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 whereby visiting guest artists perform and present master classes on campus. These are open to the public and music majors are required to attend. In addition, the Music Department sponsors a weekly student recital, the purpose of which is to provide students with the opportunity to play before an audience of their peers and for music students to experience the repertoire of the various media.

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:

Willamette Chamber Orchestra

Willamette Choir

Willamette Symphonic Band

Willamette Singers

Willamette Opera Theatre

Chamber Music Ensembles

University Jazz Ensemble

Music majors are required to participate in at least one large ensemble (orchestra, band or choir) every semester. Voice performance majors may count major roles in the Opera Theatre toward fulfilling four semesters of their ensemble requirement.

Instrumental Proficiency Requirement for Music Majors

No later than the first semester of the senior year all candidates for music degrees 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 Sophomore Evaluation section for performance requirement.) The instrumental proficiency requirement is satisfied by an audition before a faculty jury. The repertoire for this audition must include at least one piece from each of the applicable major periods. One composition must be memorized; for singers, all pieces must be memorized.

Sophomore Evaluation

During the second semester of the sophomore year, all music majors are expected to complete a Sophomore Evalua-

tion, the purpose of which is to survey the student's first two years of work and to officially approve or deny the student's petition to major in music.

A candidate for the Bachelor of Music in Performance will be expected to take the Sophomore Qualifying Examination in Performance prior to the Sophomore Evaluation interview. A transfer student who has completed the sophomore year elsewhere will complete a Sophomore Evaluation at the end of the first semester in residence. (See music handbook for specific explanation of Sophomore Qualifying Examination.)

Senior Comprehensive Examinations and Senior Recitals

During the senior year, each music major must either satisfactorily complete a Senior Comprehensive Examination, a Senior Evaluation, a Senior Project, or present a Senior Recital depending upon the degree sought.

The various majors satisfy this requirements as follows: Performance Majors — a Senior Recital; Music Therapy Majors — a Senior Project; Music Education Majors — a Senior Evaluation; Bachelor of Arts in Music and Bachelor of Science in Music Majors — A Senior Recital or a Senior Comprehensive Examination.

Curricula

All music majors must satisfy a set of basic music requirements, as well as an additional set of requirements specific to each degree program.

Basic Music Requirements for all Professional Degree Music Programs

Fundamentals of Music (determined by placement exam)	entry level	1/2 cr.
Introduction to Music		
Literature	entry level	1/2 cr.
Ear Training I, II, III, IV		2 cr.
Music Theory I, II, III, IV		2 cr.
Music History		2 cr.
Applied Instruction		1-1/2 cr.
Ensembles		2 cr.
		9-1/2-10-1/2 cr.

Additional Requirements

B.M. in Performance (instrument other than voice)	
1 credit from: Style Analysis, Counterpoint	1 cr.
Music History Period Course	1 cr.
Applied Instruction	6-1/2 cr.
Senior Recital	1/2 cr.
	9 cr.

B.M. in Performance (voice)

1 credit from: Style Analysis, Counterpoint	1 cr.
Music History Period Course	1 cr.
Applied Instruction	6-1/2 cr.
Diction for Singers I and II	1 cr.
German, French (one year each)	2-4 cr.
Senior Recital	1/2 cr.
	12-14 cr.

Bachelor of Music Education Additional Music Requirements

Basic Conducting	1/2 cr.
Secondary Applied Classes	1-1/2 cr.
	2 cr.

Education Course Requirements

Introduction to Teaching	1/2 cr.
The School, Teacher and Student	1/2 cr.
Teaching of Reading	1/2 cr.
Public School Music Methods — Elementary, Classroom, Vocal and Instrumental	1-1/2 cr.
Psychological Foundations of Education	1 cr.
Principles of Teaching	1 cr.
Supervised Teaching	1-1/2 cr.
	6-1/2 cr.

B.M. in Music Therapy

Basic Conducting	1/2 cr.
Secondary Applied Classes	1-1/2 cr.
Applied Instruction	3 cr.
Music Therapy Principles I, II, III, IV	2 cr.
Recreational Music	1/2 cr.
Psychology of Music I, II	1 cr.
Music Therapy Practicum I, II, III, IV	2 cr.
	10-1/2 cr.

Therapy majors must include 5 credits of Psychology and Sociology in their programs.

Professional degree candidates must also satisfy the University's 7-credit General Education Program (see p.) and the proficiency requirements in English and mathematics (see p.).

Bachelor of Arts and Bachelor of Science in Music

Music majors who are candidates for Bachelor of Arts or Bachelor of Science degrees should see the catalog section concerning the requirements and guidelines for the Bachelor of Arts and Bachelor of Science degrees (see page 2-3).

Required Courses:

Ear Training I, II, III, IV	2 cr.
Music Theory	2 cr.
Music History	2 cr.
Applied Instruction	1-1/2 cr.
Ensembles	1-1/2 cr.
Style Analysis, Counterpoint	1 cr.
Music History Period Course	1 cr.

Based on placement exams, students may also be required to take:

Fundamentals of Music	1/2 cr.
Introduction to Music Literature	1/2 cr.
	11-12 cr.

Note: Variable credit is given for Music 170, 270, 370 and 470: Applied Instrumen-

tal and Vocal Instruction I, II, III and IV. Performance majors, who take one-hour lessons each week and are expected to practice a 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.

Faculty

Gary Bangstad, Associate Professor (Choral Music), Chair
 Amy Barlowe, Assistant Professor (Violin)
 Martin Behnke, Associate Professor (Bands)
 James Cook, Professor (Piano)
 Donna Douglass, Assistant Professor (Music Therapy)
 Bruce McIntosh, Associate Professor (Cello)
 Mary Anne Rees, Assistant Professor (Theory)
 Richard H. Stewart, Professor (Music Education)
 Julio Viamonte, Associate Professor (Voice)
 Maurice Brennen, Instructor part-time (Tuba)
 Dean Comley, Instructor part-time (Trumpet)
 David Crane, Instructor part-time (Horn)
 John Doanctor part-time (Guitar)
 Laura Thomas Groves, Music Librarian
 Marcia Hauff, Instructor part-time (Organ, Piano, Harpsichord)
 Donald Hibbard, Instructor part-time (Bassoon)
 Jeanne Johnson, Instructor part-time (Flute)
 Mary Lott, Instructor part-time (Oboe)
 Valerie McIntosh, Instructor part-time (Voice)
 Terry Ostergaard, Instructor part-time (Percussion)
 Catherine Schnelker, Instructor part-time (Piano)
 Donald Uhl, Instructor part-time (Jazz Studies)

Course Descriptions

Theory and Musicianship:

130 Fundamentals of Music (1/2)

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. *Fall.* Barlowe.

131 Theory I (1/2)

The course will include the basic techniques of melodic analysis and the fundamental principles of 18th and 19th diatonic harmony. Secondary dominants are introduced. Prerequisite: Music 130 or consent of instructor. *Fall.* McIntosh.

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*. McIntosh.

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*. McIntosh.

134 Ear Training II (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*. McIntosh.

190 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 option will usually be open only to seniors. *Every Semester*. Staff.

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*. Rees.

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: Music 134 or consent of instructor. *Fall*. Rees.

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: Music 231 or consent of instructor. *Spring*. Rees.

234 Ear Training IV (1/2)

The ear training aspect of course will introduce impressionistic techniques. This course will continue Ear Training III in keyboard harmony, sightsinging, melodic and harmonic dictation. Prerequisite: Music 232. *Spring*. Rees.

255 Basic Conducting (1/2)

Basic techniques of choral and instrumental conducting taught by specialists in each field. Techniques needed by music education majors and to enhance any musician's participation in a baton-conducted ensemble. Emphasis on practical problems to gain experience. Prerequisite: Music 131. *Spring*. Behnke.

331 Style Analysis I (1/2)

Fluent analytical techniques; application to selected scores. Analysis of all stylistic

elements, with stress on form. Musical form in relation to the other stylistic elements and the historical style periods. Prerequisite: Music 233. *Alternate years*. Rees.

332 Style Analysis II (1/2)

Complementing Style Analysis I with repertoire performed in the semester. Other compositions from periods not covered in Style Analysis I. Prerequisite: Music 233. *Alternate years*. Rees.

333 & 334 Counterpoint I and II (1/2)

Literature, styles, forms and techniques of contrapuntal writing from the 16th through the 20th Centuries. Prerequisite: Music 231. *Alternate years*. Rees.

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 Symphonic Band and the Chamber Orchestra. *Spring*. Stewart.

Music History and Literature:

112 Introduction to Music Literature and Practicum

Introduction to Music is being offered as 1/2 credit. The other 1/2 credit will be fulfilled by the student's involvement in the practical performing side of music through the study of an instrument in private lessons or through participation in choir, band, orchestra or opera theatre. Thus we are including a survey of the development of music literature in a general way with emphasis on the main styles and composers, including reading, projects and directed listening with an overview of music against its social background, as well as some information about the other arts and their relationship to music and the practically oriented problem of making music happen in an individual, personal manner. *Fall*. Staff.

113 Spectrum of Music

A team-taught course in music designed for the non-music major interested in acquiring an introduction to and an appreciation for all types of music. Includes readings about music of all eras set against a general cultural background. Illustrations are presented through in-class performances and guided listening to recordings. The class is oriented through its staffing to three broad areas: A general historical survey of music and musical style, a specific orientation to the world of opera and a specific orientation to the relationship of jazz to American life. *Spring*. Barlowe, Behnke, Viamonte.

114 Musica Viva

This course is offered every other year. People with little or no experience in music can learn through this course to express themselves in a musical language. To attain this, the student will study musical aesthetics, music theory and history of

the 20th Century. The class will be divided into three parts: lectures, discussions and performances of works that the students compose. *Fall*. McIntosh.

142 History and Appreciation of Jazz Music (1/2)

Designed for the non-musician interested in the pure enjoyment of how to listen to and understand jazz music. It covers the history of the unique American art form from slave days to the present. It is profusely illustrated with audio and visual aids, including tape recording and slides. *Alternate years*. Uhl.

241 & 242 Aesthetic Evolution of Opera

Influence of aesthetic trends and their social-political causes in the evolution of Opera from its origins at the close of the 16th Century to our days. Designed primarily for Liberal Arts Majors. *Alternate years*. Viamonte.

341 Music History: 500 to 1600

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: Music 233 or consent of instructor. *Fall*. Cook.

342 Music History: 1600 to Present

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: Music 233. *Spring*. Cook.

441 Music of the Baroque Era

Vocal and instrumental literature of the Baroque era, from 1580 to 1730. Designed to provide a background for the understanding and appreciation of the modern revival of Baroque music. Emphasis on literature of practical value to school and amateur community groups as well as masterworks from the period. Attention given to performance practices. Prerequisite: Sophomore standing or above. *Alternate years*. Barlowe.

442 Introduction to Contemporary Music

An analytical, historical and aural examination of the various musical idioms of the 20th Century, geared to provide the uninitiated listener with aural and intellectual bases for their perception. Designed primarily for Liberal Arts Majors. *Alternate years*. McIntosh.

443 Music Literature of the Romantic Era

A class designed to study the music of the 19th Century from late Beethoven to Wagner. Includes a discussion of style,

forms and general history of the period with outside listening required and in-depth analysis of the works. Designed primarily for music majors. *Alternate years.* Cook.

444 The Music of Beethoven

Major works of Beethoven, placed in historical perspectives through a study of compositional styles before and after Beethoven in an attempt to determine how his musical style reflects the Classic-Romantic spectrum of musical thought. Designed for music majors and liberal arts students with some musical background. *Alternate years.* Cook.

Applied Music:

154 Brass Class(1/2)

Applied study at the beginning level. Class instruction. *Alternate years.* Behnke.

155 Percussions Class(1/2)

Applied study at the beginning level. Class instruction. *Alternate years.* Behnke.

156 String Class(1/2)

Applied study at the beginning level. Class instruction. *Alternate years.* Barlowe.

157 Voice Class(1/2)

Applied study at the beginning level. Class instruction. *Every semester.* V. McIntosh.

158 Woodwind Class(1/2)

Applied study at the beginning level. Class instruction. *Alternate years.* Stewart.

159 Class Guitar(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.

161 Keyboard Skills I(1/4)

Teaches (a) reading skills, (b) simple tonic, subdominant and dominant seventh harmonizations of tunes, (c) improvisation, (d) transposition, (e) sight reading, (f) major and minor scales in all keys and (g) beginning piano literature from all periods. *Fall.* Rees.

162 Keyboard Skills II(1/4)

Continues study started in Keyboard Skills I. *Spring.* Rees.

164 Beginning Group Piano for Liberal Arts Majors I(1/4)

Teaches (a) music reading skill, (b) simple tonic, subdominant and dominant seventh harmonizations of tunes, (c) sight reading, (d) major and minor scales and (e) beginning piano literature. Course, with a minimum enrollment of six and a maximum of eight, is offered on a "to be arranged" basis twice a week for one-half hour each meeting. *Fall.* Douglass.

165 Beginning Group Piano for Liberal Arts Majors II(1/4)

Continues study started in Beginning Group Piano for Liberal Arts Majors I. *Spring.* Douglass.

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. (Before private study, piano students must be able to play all scales and music of the difficulty of Bach's two-part Inventions, and have permission of the instructor.) *Every Semester.* Staff.

261 Keyboard Skills III(1/4)

Continues study started in Keyboard Skills II with (a) more complicated chords for tune harmonizations, (b) more advanced improvisations, (c) more advanced transposition, and (d) more advanced piano literature. Develops skills in (a) hymn playing and (b) open score reading. *Fall.* Rees.

262 Keyboard Skills IV(1/4)

Concludes study started in Keyboard Skills III. *Spring.* Rees.

266 Diction for Singers I: English and Italian(1/2)

Principles of phonetics for singing in English, Italian and Latin, including differences in pronunciation between spoken and sung vowels and consonants. Application of the International Phonetic Alphabet. *Fall.* Viamonte.

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. Use will be made of the International Phonetic Alphabet. *Fall.* Viamonte.

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.

370 Applied Instrumental and Vocal Instruction III(1/4-1/2-1)

Third Year. Entrance to this course follows Music 270 and the satisfactory completion of the Instrumental Proficiency requirement. *Every Semester.* Staff.

470 Applied Instrumental and Vocal Instruction IV(1/4-1/2-1)

Fourth year. Continuation of Music 370. *Every Semester.* Staff.

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. Preceded by a preview; performed before a faculty jury. Required of all Performance Majors. *Spring.* Staff.

Music Therapy:

150 Therapy Practicum I(1/4)

For first year music therapy students. Field experience in local agency as a volunteer. Course acquaints student, through observation and assistance with group activities, with some of the special populations a music therapist will encounter. Evaluation of student by university instructor and agency personnel. Weekly semi-

nars with instructor on campus. May be repeated once for credit. *Every semester.* Staff.

151 Music Therapy Principles I(1/2)

An overview of Music Therapy for first year students to acquaint them with the many aspects of the field and to help students determine the validity of their proposed interest. Includes field trips to several institutions. *Fall.* Douglass.

250 Therapy Practicum II(1/4)

For second year music therapy students. Field experience in local agency with assignment to assist in group activities. Evaluation of student by university instructor and agency personnel. Weekly seminars with instructor on campus. May be repeated once for credit. *Every semester.* Douglass.

251 Music Therapy Principles II(1/2)

Area of study which emphasizes preparation of student for clinical work. Skills to be developed include medical charting, task analysis, writing behavioral and performance objectives and assessment. Prerequisite: Music 151. *Spring.* Douglass.

253 Recreational Music(1/2)

Recreational use of music in agencies for normal and special populations with emphasis on developing creativity in students. Study includes eurhythmics, dancing, recreational instruments, musical games and variety show production. Course valuable for all students involved in music therapy, physical education and general education. *Spring.* Douglass.

350 Therapy Practicum III(1/4)

For third year music therapy students Field experience in local agency with assigned responsibilities to develop and lead group activities. Evaluation by university instructor and agency personnel. Weekly seminars with instructor on campus. May be repeated once for credit. *Every semester.* Douglass.

351 Music Therapy Principles III(1/2)

Study of psychological and physiological effects of music as applied to various handicapping conditions. Survey of research in Music Therapy through journal readings. Prerequisite: Music 251. *Fall.* Douglass.

450 Therapy Practicum IV(1/4)

For fourth year music therapy students. Field experience in local agency as group leader of music activities. Evaluation by university instructor and agency personnel. Weekly seminars with instructor on campus which include preparation of student for internship. May be repeated once for credit. *Every semester.* Douglass.

451 Music Therapy Principles IV(1/2)

Study of music in special education, with emphasis on Public Law 94-142 and how it affects music educators/therapists in the public schools. Overview of all handicapping conditions covered by the law, plus an introduction to the gifted child. Student

presentations of various methods which can be applied to clinical and school settings. Prerequisite: Music 351. *Spring*. Douglass.

454 Psychology of Music I (1/2)

The study of the psychological aspects of music with emphasis upon problems of perception, psycho-acoustics and experimental aesthetics. Preparation of Senior Research Project. For senior music therapy majors or permission of instructor. *Fall*. Stewart and Douglass.

455 Psychology of Music II (1/2)

Continuation of the study of research in Music Therapy and areas covered in Psychology of Music I. Includes study of Senior Research Project. Prerequisite: Music 454. *Spring*. Douglass.

Music Education:

258 Public School Music Methods — Elementary Classroom (1/2)

Principles, procedures and objectives in school music on the elementary school level. Learning processes, maturation and materials are considered in adapting music study to the child. Class procedures; ensembles, programming and performance; general administration. Directed observation of elementary classroom music practice. Prerequisite: Music 133. *Fall, 1982*. Stewart.

358 Public School Music Methods — Instrumental (1/2)

Principles, procedures and objectives in school instrumental music on the elementary and secondary levels. Learning processes maturation and materials are considered in adapting music study to the student. Class procedures; ensembles, programming and performance; general administration. Directed observation of instrumental public school music practice. Prerequisite: Music 133. *Spring, 1982*. Stewart.

458 Public School Music Methods — Vocal (1/2)

Principles, procedures and objectives in school vocal music on the elementary and secondary school levels. Learning processes, maturation and materials are considered in adapting music study to the student. Class procedures, ensembles, programming and performance; general administration. Directed observation of vocal public school music practice. *Fall, 1981; Spring, 1983*. Frame.

Music Ensembles

030X Chamber Orchestra (1/4)

The Chamber Orchestra performs works written for a small orchestra. In addition, the Chamber Orchestra occasionally accompanies the Opera or a choral organization. May be repeated for credit. *Every Semester*. McIntosh.

031X Jazz Ensemble (1/4)

Music in various modern ensemble styles will be studied through rehearsal and per-

formance. Opportunities will be available for students to score for the group and to rehearse the group. May be repeated for credit. Co-requisite: Music 032X. *Every Semester*. Behnke.

032X Symphonic Band (1/4)

Exploration of a wide variety of significant literature for band, 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. In some years a concert tour is taken. The entire band also plays for all home football games. May be repeated for credit. *Every semester*. Behnke.

033X University Choir (1/4)

Exploration of a wide variety of significant literature, representing all styles and periods, and including both unaccompanied and instrumentally-accompanied works. In some years a concert tour is taken; (each year a work is performed with the Salem Symphony). By audition. May be repeated for credit. *Every semester*. Bangstad.

034X Opera Theatre (1/4)

A practical course in operatic singing and acting. An operatic production with full

orchestra is presented every year. A student having a major role signs up for this course and also course 035X upon advice from the instructor. *Every semester*. Viamonte.

035X Opera Practicum (1/4)

A practical course in operatic singing and acting. An operatic production with full orchestra is presented every year. Intended for students singing in a minor role or in the chorus. *Every semester*. Viamonte.

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.

037X Willamette Madrigal Singers (1/4)

Exploration of choral literature for small groups, representing all styles and periods. Performs with the University Choir, from which its membership is drawn and occasionally takes concert tours with other organizations, as well as performing by itself both on and off campus. May be repeated for credit. *Every Semester*. Bangstad.

Philosophy

Philosophy at Willamette is primarily a disciplined study of traditional philosophical problems embedded in Western Civilization, including some concepts that are of crucial importance for contemporary culture. Proficiency in reasoning and clarity in expression are stressed. Each of the faculty members offers a unique approach to the discipline, and the department offers a practical and personal orientation toward the study of philosophy, as well as a technical and academic one.

The Philosophy major provides exceptional preparation for any professional school stressing a liberal arts background. Most majors continue in graduate study in philosophy, or enter law school or seminary. Teaching in the field is limited to those having an unusual aptitude.

The courses in the Philosophy Department that satisfy the General Education requirement are:

Phil 110 Philosophical Problems (Part A, Humanities)

Phil 331 Philosophy of Religion (Part A, Humanities)

The Philosophy major requires seven

credits: Philosophical Problems (Phil 110), Philosophical Ethics (Phil 335), History of Philosophy: Ancient (Phil 430), History of Philosophy: Modern (Phil 431), History of Philosophy: Contemporary (Phil 432), Symbolic Logic (Phil 340), and one Seminar in Philosophy (Phil 496, 497, 498 or 499). Senior evaluation includes the Graduate Record Exam, with written and oral comprehensive examinations optional.

Faculty

Jerry Canning, Professor, Chair
Thomas Talbott, Associate Professor
David Austin, Assistant Professor

Course Descriptions

110 Philosophical Problems

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 studying about it. Areas covered will include metaphysics (What is the nature of ultimate reality?), epistemology (How do I know what's really true?), ethics (What makes an action right or wrong?), logic (What makes an argument worth accepting?), and the philosophy of religion (Is it possible to prove the existence of God?). Orientation of individual faculty members teaching this course will range from technical analysis to personal relevance, with the critical evaluation of philosophical ideas being common to all approaches. *Every Semester.* Canning, Talbott.

130 Applied Philosophy

A critical analysis of the philosophies that the members of the class actually live by. Careful attention is given to the distinction between philosophical principles intellectually believed in, and those in fact acted upon. The content of the course includes methods for uncovering such principles, criteria for evaluating them, and techniques for responsibly experimenting with alternatives to them. Changing one's philosophy of life is in no way required; becoming aware of it is. The course is practical and personal in its orientations, and experiential as well as didactic in its methodology. It is restricted to 10 members only and requires consent of the instructor after a personal interview conducted sometime before registration. *Every semester.* Canning.

311 Philosophy of Religion

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.* Staff.

335 Philosophical Ethics

Problems of moral judgement and general value theory. Representative theories of major moral philosophers; emphasis on contemporary ethical theory. Prerequisite: Phil 110. *Alternate years.* Talbott.

340 Symbolic Logic

The construction of a formal system including a truthfunctional 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.

430 History of Philosophy: Ancient and Medieval

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. *Alternate years.* Staff.

431 History of Philosophy: Modern 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. *Alternate years.* Staff.

432 History of Philosophy: Recent

Post-Kantian and contemporary western philosophy. Major philosophers and movements of the 20th Century, including American. Metaphysics is stressed, rather than ethics or social philosophy. Prerequisite: Phil. 110. *Alternate years.* Staff.

496-499 Seminar I-IV

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 and consent of the staff. *One per year.* Staff.

Physical Education

The Physical Education Department performs several roles within the University, with basic concerns for human movement and health. The Physical Education major is designed to provide students with the essential knowledge and training to become effective teachers of physical education or to explore such other options as physical therapy, fitness assessment/prescription and administration. The focus of the service program is to promote the total development of Willamette students through activities which accommodate a changing life style and increase the potential for personal fulfillment.

Recent graduates in Physical Education find careers in public and private education, as well as in recreational agencies, sports clubs, and as physical therapists. A significant number of majors also go on to graduate school.

Depending on their interests, Physical Education majors follow either a teaching certification track or a non-teaching track. All majors are required to take these core courses: Biology 110: Principles of Biology; Biology 246: Human Anatomy; PE 135: History and Principles; PE 254: Physiology of Human Movement; PE 340: Care and Prevention of Injuries; PE 356: Tests and Measurements; PE 357: Motor Learning; PE 447: Kinesiology; PE 241, 242, 243; one of 244 or 246 and one of 245 or 247. All majors are encouraged to take Public Speaking; SPEECH 150 and Introduction to Psychology; PSYCH 110.

Education track majors are also required to take: Sociology 131 or 334; PE 151; PE 448; and PE Activity Labs 241, 242, 243 and either 244 or 247. They must also meet the teaching certification requirements: ED

205, 335, 445, 455, 495, and 340 (See Education Department, p.).

In the non-education track, students indicating a career interest in such areas as Physical Therapy, Recreation, or Commercial Physical Education are advised to take courses in other disciplines which are appropriate to their needs. At the present time, students seeking adequate preparation in the expanding areas of Commercial Physical Education are directed towards business classes within our curriculum. Ideally, such students would benefit greatly from a double major in Physical Education and Economics or by being able to structure a program with a business emphasis.

Individual programs and field experiences can be developed for those students interested in working with recreational agencies, or private sports clubs, or in attending graduate school in physical therapy. Intern opportunities exist for majors to gain additional experience in a variety of related areas.

During the senior year, each major must

satisfactorily complete the Undergraduate Assessment Examination in Physical Education.

The department is housed in the 72,000 square foot Lestle J. Sparks Physical Education and Recreation Center, which includes field house, gymnasium, swimming pool, handball courts, weight room and other exercise and recreation facilities in the area. The University also has a football stadium, all-weather track, spacious baseball field, tennis courts and other playing fields.

Faculty

Linda Andrews Garret, Assistant Professor, Chair
Charles Bowles, Professor
James P. Brik, Assistant Professor
Richard Glas, Assistant Professor
Frances A. Howard, Associate Professor
Cheryle Lawrence, Instructor
Tommy Lee, Assistant Professor
William G. Trenbeath, Assistant Professor

Course Descriptions

020X-099X Activity Classes (1/4)

Will be listed separately on the time schedule for each semester. These include aerobic dance, archery, badminton, basketball, canoeing, creative dance, cross country, cycling, fencing, field hockey, folk dance, football, golf, lacrosse, lifesaving, racquetball, racquet games, scuba, soccer, softball, springboard diving, square dance, swimming, tennis, track and field, volleyball, water safety instruction, water skiing, wrestling, yoga, and team sports.

135 History and Principles of Physical Education

Historical, scientific, psychological and sociological studies related to Physical Education. Principles of teaching, learning, curriculum and evaluation. The basic development of each individual's philosophy of physical education. *Fall*. Glas.

151 Organization and Administration of Physical Education

The elementary and secondary school programs including basic physical education, intramurals and inter-school athletics. A special emphasis on curriculum development, personnel policies and budgeting practices. *Spring*. Brik.

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*. Lee.

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 man-

agements. *Fall*. Glas.

241-247 Physical Education Activity Lab (1/4 or 1/2)

Principles and analysis of movement skills for various sports activities with teaching and evaluation methods. *One every semester*. Staff.

254 Physiology of Human Movement

Physiological systems of the human body as affected by different levels of exercise with emphasis on the inter-relationships of the skeletal, muscular, nervous, respiratory, circulatory and digestive systems. Prerequisite: Biol 246. *Spring*. Bowles.

333 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*. Bowles.

339 First Aid/Cardiopulmonary Resuscitation (1/2)

Evaluation, diagnosis, treatment and prevention of specific traumatic conditions incurred by the human body. Course experiences lead to certification in First Aid and CPR by American National Red Cross. *Fall*. *Second half semester*. Lawrence.

340 Care and Prevention

Presents the essential information related to vigorous activity (i.e. nutrition, conditioning, warm-up). Also includes practical experience in recognition, evaluation, care and rehabilitation procedures for

sports. Prerequisite: Biol 246. *Fall*. Lawrence.

350 Personal Health

A course using a concept/value approach to a variety of factors influencing one's health, including nutrition, disease, sexuality, drugs, tobacco, emotional/mental health, death and dying and community health. *Spring*. Lawrence.

356 Tests and Measurements in Physical Education (1/2)

Principles and techniques for construction, organization, administration, interpretation and evaluation of measuring devices used on physical education and athletic programs. *Fall*. Brik.

357 Motor Learning (1/2)

A course designed to aid students in becoming more knowledgeable about the processes by which individuals acquire motor skills. The class will examine a major portion of the research in several aspects of motor learning and will be related to the application of teaching skills, motor activities and coaching progressions. *Fall*. Brik.

447 Kinesiology (1/2)

The structural and mechanical principles of human movement as applied to the teaching of skills in physical education and athletics with special emphasis on analysis and prescription. Prerequisite: Biol 246. *Spring*. Trenbeath.

448 Special Physical Education (1/2)
Organization and Administration of physical education programs designed to serve the exceptional student. *Spring*. Garrett.

Physics

Physics deals with the interactions between matter and energy, and the physics curriculum responds to four groups of students interested in those interactions: those seeking knowledge as part of their general education; those preparing themselves to teach in secondary schools; those planning post graduate study in physics, astronomy, or allied fields; and those seeking engineering degrees under the three-two or four-two combined degree programs.

Many career possibilities are open to those acquainted with physics. Our graduates work as astronomers, engineers, and physicists in government, industry, and universities as well as in geophysics, oceanography, computer science, medical and health physics, and in patent law. Courses in the Physics Department that

satisfy the General Education Requirement are:

Physics 210 Astronomy (Part A, Natural Science)

Physics 213 Light and Color (Part A, Natural Science)

Physics 215 Introductory Physics I (Part A, Natural Science)

All physics majors must successfully complete eight credits in physics including the equivalent of the following basic courses: Physics 215, Introductory Physics I; Physics 236, Introductory Physics II; Physics 331, Modern Physics; Physics 335, Thermal Physics; and Physics 339, Mechanics.

Majors must also successfully complete a study of calculus through differential equations and one course in computer science. Students intending to do graduate study in physics also take: Physics 342, Wave Phenomena; Physics 345, Electromagnetism; and Physics 453, Quantum Mechanics.

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.

The physics department occupies the entire third floor of Collins Hall plus additional space on two other floors. Advanced laboratories are equipped with a wide variety of instrumentation. Individual research space is available. The department has a particularly wide range of spectroscopic equipment. There is a well-equipped photography laboratory and an observing deck on the roof.

Faculty

Maurice B. Stewart, Professor, Chair
Daniel G. Montague, Professor
Robert L. Purbrick, Professor

Course Descriptions

210 Astronomy

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.

213 Light and Color

The physical basis of visual experience illustrated by the application of theories of reflection, refraction, interference, diffraction, polarization, and scattering to everyday phenomena such as rainbows, reflections in water, sun dogs, and mirages. Student photography of phenomena. *Alternate springs*. Stewart.

215 Introductory Physics I

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. Offered in two

sections, one with calculus prerequisite, the other with pre-calculus mathematics prerequisite. *Every semester*. Staff.

230 Contemporary Physics

A largely non-mathematical treatment of physics. For example, light, motion, forces, energy and waves. Relativity, atoms, nuclei and elementary particles, energy sources and radioactivity. Not intended for physics or pre-engineering majors. *Alternate falls*. Montague.

236 Introductory Physics II

The electric field. Coulomb's Law. Gauss' Law. Electric potential. Capacitance. Electric current. Electromotive Force. Kirchhoff's rules. The magnetic field. Ampere's Law. Faraday's Law. Inductance. Alternating Current. Electromagnetic waves. Light. Reflection and refraction. Lenses. Huyghen's principle. Interference, diffraction and polarization. Offered in two sections, one with calculus prerequisite, the other with pre-calculus mathematics prerequisite. *Every semester*. Staff.

240 The Photographic Process

The science of photography, theory and laboratory of black-white and color photography. History of the photographic process, photographic emulsions, exposure and development, sensitometry, photographic optics, negative and prints, and holography. Prerequisite: A course in physics or chemistry or consent of instructor. *Alternate springs*. Purbrick.

331 Modern Physics

Theory of special relativity, quantum effects, atomic structure and spectra, molecular structure and spectra, x-rays, solid state physics, nuclear physics, elementary particles. Prerequisite: Phys 236 and calculus. *Spring*. Purbrick.

335 Thermal Physics

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. Prerequisite: Phys 215 and calculus. *Alternate falls*. Montague.

339 Mechanics

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. Prerequisite: Phys 215 and two courses in calculus. *Alternate falls*. Stewart.

342 Wave Phenomena

Superposition, reflection, refraction, interference, diffraction, and polarization of waves, illustrated with physical optics.

Prerequisite: Phys 236 and two courses in calculus. *Alternate springs*. Stewart.

345 Electromagnetism

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. Prerequisite: Phys 236 and calculus. *Alternate springs*. Purbrick.

348 Electronics

DC and AC circuits, electron emission from metals, electrons in solids, vacuum tubes, transistors, power supplies, voltage and power amplifiers, oscillators, cathode ray tubes, integrated circuits, and application of electronics. Prerequisites: Phys 236 and calculus. *Alternate falls*. Purbrick.

439 Nuclear and Particle Physics

Quantum effects, atomic structure, relativity, x-rays, nuclear physics and elementary particles. Prerequisites: Phys 331 and calculus. *Alternate falls*. Montague.

442 Condensed Matter Physics

Treatment of crystal structure on an atomic scale including bulk, thermal, electric, magnetic, semi-conducting and superconducting properties of matter. Prerequisite: Phys 331 and calculus. *Alternate springs*. Montague.

445 Atomic and Molecular Spectroscopy

A study of atomic spectra, molecular spectra and structure, and special related topics such as magnetic resonance spectroscopy and atomic and molecular Lasers. *Alternate falls*. Purbrick.

453 Quantum Mechanics

Mathematical development and applications. Methods of Schroedinger and Heisenberg, operators and matrices, approximation methods, perturbation theory, applications to atomic, molecular and solid state physics. Prerequisite: Phys 331 and Math 344. *Alternate springs*. Montague.

490 Independent Study

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

Political Science

Political Science courses are designed to give students opportunities to develop both practical and theoretical understandings of the political world. Students are encouraged to develop the rational 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 frequently are available for qualified students with required academic preparation.

Political Science majors find career opportunities in law, politics, public administration, planning, management, journalism, teaching, social service, business and government.

Political Science courses that fulfill the General education course requirement are:

Poli 110 American Politics (Part A, Social Science)

Poli 111 Survey of Politics: Freedom and Authority (Part A, Social Science)

Poli 112 Politics and the Challenge of Scarcity (Part A, Social Science)

Poli 113 Survey of Political Philosophy (Part A, Social Science)

A Political Science major consists of eight credits in Political Science plus an introductory course in Economics. At least four of the credits required for the major must be completed at Willamette. The eight credits for the major must include (1) Poli 110, and (2) one of the following entry level courses: Poli 111 or Poli 112 or Poli 113, plus six Political Science credits selected by student and advisor in tracks to be devised by the department.

Faculty

Susan M. Leeson, Associate Professor, Chair

Suresht R. Bald, Assistant Professor

Theodore L. Shay, Professor

Edwin J. Stillings, Professor

Course Descriptions

110 American Politics

Review of elements of American government in light of contemporary political issues. Analysis of political processes through which public concerns are trans-

lated into public policies. Development of analytical tools to examine American politics in its economic and social context. *Every semester.* Leeson, Shay, Stillings.

111 Survey of Politics: Freedom and Authority

Introduction to the major concepts of governance within a political system: freedom, authority, law, legitimacy, community, and responsibility. Examination of basic concepts in the context of the history of political ideas as well as in the contemporary context. Only one of Poli 111, 112 or 113 may be counted towards the major. *Fall.* Shay.

112 Politics and the Challenge of Scarcity

Political implications of the contrasting views of human nature reflected in classical political thought, modern social contract theory, and Marxism. Major focus on contemporary social problems arising out of the increasing demands for energy and resources. Only one of Poli 111, 112 or 113 may be counted towards the major. *Fall or spring.* Stillings.

113 Survey of Political Philosophy

Survey of political-philosophic tradition from Plato through Freud. Focus on careful reading, analysis and synthesis of major philosophic works. Works (or lengthy excerpts) are read in English translations of the originals. Consideration of major differences between the classical and modern traditions in political philosophy and their impacts on modern constitutionalism, politics, and political behavior. Only one of Poli 111, 112 or 113 may be counted towards the major. *Fall and spring.* Bald, Leeson.

231 Western European Political Systems

Introduction to the structure and historical development of political institutions and the nature of political culture with special emphasis on the United Kingdom, France, and West Germany. Prerequisites: Poli 110 and one entry level Poli course. *Fall.* Bald.

232 Introduction to International Politics

Ideology, political institutions, military and economic factors involved in the systematic attempt to achieve order in international relations. Comparison of schools of thought and theories in international politics. Problems of national security and nuclear deterrence. Prerequisites: Poli 110 and one entry level Poli course. *Fall.* Bald.

331 State and Urban Politics

Problems, issues, and processes involved in governing America at the state and local level. Prerequisites: Poli 110 and one entry level Poli course. *Spring.* Staff.

332 American Foreign Policy

Analysis of the foreign dimension of the policy process and its relation to American political thought. Central focus on post-World War II policy, executive and legislative functions, roles of Defense and State Departments in foreign policy formation. Concepts of community, interdependence, national interest, economic development analyzed. Prerequisites: Poli 110 and one entry level Poli course. *Spring.* Bald.

333 Politics, Economics, and Planning

Focus on the challenge of planning in light of threatened resource and energy shortages. Definition of problems in relation to their political, economic, and technical dimensions. Rational calculation as a social process for considering and evaluating policy alternatives. Nature and use of guidance systems — including market and governmental strategies — to implement policies. Prerequisites: Poli 110 and one entry level Poli course or Econ 130 or Envr 220. *Fall.* Stillings.

334 Law and Public Policy

Examination of law in its social context and the extent to which law reflects social philosophy and public policy. Analysis of law in its formal setting — opinions, precedents and rules — and its informal settings — police discretion and the political nature of juries and prisons. Consideration of the impact of legal education on values and social responsibility. Prerequisites: Poli 110 and one entry level Poli course. *Spring.* Leeson.

335 American Political Thought

Survey of American political thought from the revolutionary period to present. Emphasis on the Constitutional era and the impact of that thought on contemporary thought and institutions. Heavy reliance on primary sources. Prerequisites: Poli 110

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and one entry level Poli course. *Fall*. Leeson.

336 Political Theory and the 21st Century

Examination of the adequacy of the Lockean model of human nature as mankind moves into an era of threatened scarcity and environmental devastation. Political and economic consequences of the Second Law of Thermodynamics as a limit on our relationship with physical nature. Relevance of the transcendent dimension of human nature as a limit on our relationship with one another as we seek new political and economic structures to govern our relationships with the physical environment. Prerequisites: Poli 110 and one entry level Poli course. *Spring*. Stillings.

337 Political Systems of Developing Countries

Comparative examination of the political processes, systems, and problems of new and developing nations in light of historical, cultural, economic, and national development factors. Research topics related to Latin America, Africa, and Asia. Prerequisites: Poli 110 and one entry level Poli course. *Fall*. Shay.

342 Communist Political Systems

Theory and practice of communism as it relates to the operation of the political system in the Soviet Union with comparative reference to Eastern European countries and the People's Republic of China. Structure and function of the Communist Party and its relation to state and society.

Analysis of the operations of foreign policies. Prerequisites: Poli 110 and one entry level Poli course. *Spring*. Shay.

361 Introduction to Public Administration

Organizational and administrative theory. Problems, techniques, and tools of managing public organizations. Prerequisites: Poli 110 and one entry level Poli course. *Spring*. Stillings.

431 Seminar in International Relations

Intensive examination of the principles of international relations and their application to contemporary politics and economic and cultural issues. Prerequisites: Junior or Senior standing, Poli 110, one entry level Poli course and Poli 232 or Poli 332 (both are desirable). *Spring*. Bald.

432 Constitutional Law

Development of the Constitution from the perspective of Supreme Court decisions: separation of powers, federalism, commerce clause, and selected procedural issues. Analysis of the relationship between the Court and the other branches of government. Review of economic and political doctrines that have shaped American constitutional history. Consideration of the purpose, nature and function of judicial review in a political system based on popular sovereignty. Prerequisites: Senior

standing, Poli 110 and one entry level Poli course. *Fall*. Leeson.

433 Civil Liberties

Continuation of Constitutional Law. Focus on the Bill of Rights, the 14th and other selected Amendments as vehicles for protecting basic civil rights and liberties in America. Historical analysis of the evolution of rights and liberties. Case studies of differences in approach and result between the Warren and Burger Courts in the area of civil rights and liberties. Prerequisites: Poli 110, one entry level Poli course and Poli 432. *Spring*. Leeson.

483 Seminar in Systematic Political Analysis

Examination of the literature in Political Science emphasizing current theories and research techniques, construction of models, use of analytical techniques, and the development of research design. Prerequisites: Junior or Senior standing, Poli

110 and one entry level Poli course. *Fall*. Shay.

484 Research Seminar in Comparative or State Politics

A research project of major proportions is designed, researched, and defended. Prerequisites: Junior or senior standing, Poli 110, one entry level Poli course, and consent of instructor. *Spring*. Shay.

495 Internships in Government and Politics

Supervised internships in state and local government. Focus on Oregon State Legislature in odd-numbered years. Interns are placed only in positions which provide academic learning opportunities and the availability of such positions may be limited. Students are selected on the basis of their demonstrated capabilities including research and writing skills. Prerequisites: Junior or senior standing, Poli 110, one entry level Poli course, Poli 331, and consent of instructor. *Spring*. Staff.

Psychology

The primary goal of the Psychology Department is to provide a rich diversity of learning experiences that are responsive to the special needs, interests, and talents of individual students. This emphasis is reflected in psychology class offerings and especially in the unlimited field research and internship opportunities available in the many government and private agencies located in Salem. The student has access to a real-world laboratory that includes clinical, educational, and research programs at the Oregon State Hospital, the Fairview School, and many other public and private service agencies.

Comparable practicum and internship programs typically are available only at the graduate level of study. These opportunities exist throughout the psychology major's undergraduate years and culminate in a major internship (or its equivalent) in the fall semester of the senior year.

Majoring in psychology within the context of a general liberal arts education effectively prepares students for future careers in human services, law, medicine, business, teaching, and government. Successful completion of courses offered by the department, along with participation in the practicum/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.

Courses in the Psychology Department that satisfy the General Education Program requirement are:

Psychology 110 Introduction to Psychology (Part A, Social Science)

Psychology 210 General Experimental Psychology (Part A, Natural Science)

Psychology 225 Adaptive Life Styles (Part B)

The major program requires: Psych 210, General Experimental Psychology; INTR 350-351, Statistics for the Behavioral Sciences (1/4 credit); six additional credits in Psychology (Psych 110, Introduction to Psychology, may be included in these six credits although this is not recommended); and Senior Year Experience: 1

credit in Major Program Internship (INTR 394), Practicum (Psych 491), or Thesis (Psych 490). Prerequisites for the senior Year Experience are Psych 210 (normally taken by sophomore year), INTR 350-351 (normally taken in junior year), and Psych 300 (to be taken in spring semester of junior year).

The department has ample laboratory space and equipment, including elaborate apparatus in animal research, electrophysiological measurement, and sensory psychology. The computer terminal and mini-computers housed in the department allow ready access for data analysis for class and individual research projects.

Faculty

William J. Devery, Associate Professor, Chair

Noel Kaestner, Professor

Loren K. McBride, Associate Professor

Mary Ann Youngren, Assistant Professor

Richard Schwartz, Lecturer

Richard A. Yocom, Assistant Professor

Course Descriptions

110 Introduction to Psychology

Major traditional fields and contemporary problems of psychology: learning, perception, and motivation as they pertain to the behavior and interaction with the social environment. *Every semester.* Staff.

210 General Experimental Psychology

An examination of scientific method, procedure, measurement and control in selected psychological areas. The use of apparatus (including micro-computers), statistical analysis and an introduction to the shared-time computer, use of library search methods and research writing will be included. The laboratory will include both human and animal subjects. A major independent research paper will be an outcome of this course. Prerequisite: Students often first take Psyc 110. *Every semester.* Devery, Kaestner.

225 Adaptive Lifestyles

This course presents an interdisciplinary approach to understanding issues related to contemporary lifestyles. Theoretical perspectives and empirical findings from the fields of psychology, biology, and sociology will be explored and integrated in developing personally applicable strategies for coping with stress, understanding human sexuality, and enhancing interpersonal relationships. A major focus is on experiential learning through participation in small group discussions and completion of individual projects. *Fall.* Youngren.

300 Pre-Internship 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 poten-

tial internship/practicum projects, and field trips will be scheduled to selected agencies. By the end of the course, the student is expected to have negotiated a contract with the instructor and an off-campus supervisor for his/her senior year experience. Prerequisites: Psyc 210 and Intr 350-351. *Spring.* Youngren, Kaestner.

330 Development Psychology

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, intelligence, language development, and the influence of Piaget). Students are placed in a practicum setting in local grade schools. Prerequisite: Psyc 110 or 210. *Fall.* McBride.

331 Experimental Research in Personality

Examination of the field of personality emphasizing an experimental laboratory research orientation. Emphasis on the trait/state problem as illustrated by topical problems in stress, anxiety, defense mechanisms, conflict, and the study of important personality traits. Includes a laboratory experience in which students carry out a project which evolves over the semester. Prerequisite: Psyc 110 or 210. *Spring.* McBride.

332 Theories of Personality

An introduction to major theories of personality with emphasis on how the theorists' ideas evolved in the context of their life experiences and on current clinical applications. Theorists include Freud, Jung, Adler, Horney, Maslow, and Rogers. Prerequisite: Psyc 110 or 210. *Spring.* Youngren.

334 Exceptional Children

This course will cover exceptional behavior of children including: gifted, learning disabilities, hyperactivity, chronic illnesses, sensory defects, autism, and abuse. Experts in the healing arts and education will be invited to the class. The goal of this course is to help student development in this important area of psychology and related fields. *Alternate springs.* Devery, Engel.

335 Clinical and Abnormal Psychology

Theories, diagnosis, and treatment of major psychopathological syndromes: anxiety and related neuroses, depressions, psychophysiological disorders, psychosis, behavioral disorders, and mental retardation. Prerequisite: Psyc 110 or 210. *Fall.* Youngren.

336 Social Psychology

A study of individual behavior in a social setting. Major content areas include at-

titude 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 primarily theory and findings from experimental laboratory research. Prerequisite: Psyc 110 or 210. *Spring.* McBride.

340 Psychology of Learning

A systematic introduction to the nature of the learning process emphasizing a topical/theoretical approach. The first half of the semester deals with several subfacets of Pavlovian and instrumental conditioning with a heavy emphasis on data coming primarily from research with animals. The second half of the semester deals rather exclusively with human processes with particular emphasis on concept learning, verbal behavior, and the nature of memory. Prerequisite: Psyc 210. Consent of instructor required for non-psychology majors. *Fall.* McBride.

341 Personnel and Industrial Psychology

An analysis of work behavior in an organizational setting. Major topics include social organization, work motivation, principles of leadership and management, techniques of assessing jobs and employees, use of psychological tests, and consumer behavior. Class emphasizes practical problem-solving with several opportunities to hear speakers employed in private as well as public settings. Students can develop a semester-long project as the basis of determining grades. Prerequisite: Psyc 110, 210, or consent of instructor. An interest in the social sciences is advised. *Spring.* McBride.

344 Comparative Psychology

The learned and species-specific behavior of humans and animals is studied through the works of selected ethologists, anthropologists and psychologists. The latitude and potentials of human behavior (territoriality, aggression, sexual and bonding relationships, parenting, etc.) are examined in the context of a broad range of species. Laboratory, field trips and extensive closed-circuit television. *Spring.* Devery.

345 Physiological Psychology

An examination will be made of neuroanatomy, neurophysiology and psychopharmacology as it relates to the study of the behavior of the whole organism. A laboratory will introduce the use of the stereotaxic apparatus in lesion making and the placement of chronic electrodes. Extensive human testing and recording will also be done. Prerequisite: Psyc 210 or lab/science course. *Fall.* Devery.

430-431 Topical Seminar in Psychology I & II

An opportunity to take a specialized, advanced level class from a psychologist

working professionally in the Salem community. Each class is a half-credit, half-semester course. Most topics are of a mental health orientation, but the specific nature of a given class will vary according to the expertise of the visiting psychologist. *Alternate springs.* Visiting psychologists.

433 Principles and Techniques of Behavior Modification

Behavior and nonbehavioral events which provide a coherent description of techniques used for modifying operant activity. Practical situations and applications to human problems. Prerequisite: Psyc 110 or 210. *Spring.* Youngren.

435 Psychological Tests and Measurements

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 patterns. Prerequisite: Psyc 210 or 335 or consent of instructor. *Spring.* Youngren.

440 Techniques of Counseling

Introduction to counseling techniques with primary focus on experiential learning of communication skills used in counseling individuals. Prerequisite: Psyc 332 or 335. *Alternate years.* Banaka.

445 Advanced Research and Statistical Methods

Review of elementary inferential statistics. Chi-square, T, and f. Intermediate research designs and their analysis, including randomized blocks, repeated measurements, multiple classification and covariance. Correlation procedures including biserial R, partial correlation and multiple correlation, as well as non-parametric devices such as Cochran Q, Kruskal-Wallis Wilcoxon sign-rank, Mann-Whitney U, etc. Individual field study or experiment is required. Prerequisite: Intr 350-351. *Spring.* Kaestner.

490 Thesis

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. Satisfactory completion of the thesis fulfills the senior year experience requirement for psychology majors. Prerequisites: Psyc 210 and Intr 350-351. *Every semester.* Staff.

491 Psychology Practicum

A field experience (minimum of 10-12 hours per week) supervised by professional research and/or clinical staff in liaison with a faculty member. A paper and oral presentation are required. Satisfactory completion of this course fulfills the senior year experience requirement for psychology majors. Prerequisite: Psyc 210 and 300 and Intr 350-351. *Fall. On demand.* Youngren, Kaestner.

Religion (Non-Major, see Religious Studies)

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 design 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:

Religion 112 History of Christianity (Part A, Humanities)

Religion 214 Religion in America (Part A, Humanities)

Religion 110 Biblical Literature, History and Thought (Part A, Literature)

Religion 216 C.S. Lewis and the Religious Imagination (Part A, Literature)

Religion 320 Religion and Science (Part B)

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

Faculty

James A. Hand, Professor, Chair
Philip S. Hanni, Assistant Professor, Chaplain
Lane C. McGaughy, Geo. H. Atkinson Professor of Religious and Ethical Studies

and the messages conveyed. Emphasis upon oral interpretation. *Fall.* McGaughy.

112 History of Christianity

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.* Hand.

130 World Religions

Living religions of the world (primitivism, Judaism, Christianity, Islam, Hinduism, Buddhism, Taoism, Confucianism, Shinto), their histories, ideas, influences, institutions, architecture and arts. *Spring.* Staff.

132 Introduction to Religion

This course is an introduction to the study of religion as an academic discipline. The focus of the course is on religion as a dimension of human life. The aim of the course is to acquaint the student with the complex problems and issues which arise in the attempt to study and understand religious phenomena in their broadest human context. *Fall.* Staff.

214 Religion in America

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; mutual influence of religion and American culture. *Fall.* Hand, Hanni.

216 C.S. Lewis and the Religious Imagination

Course Descriptions

110 Biblical Literature, History, and Thought

An introduction to the Old Testament and New Testament based on the critical reading of selected biblical texts. Acquaintance with the distinctive ideas and representative themes of the Bible understood within the social and historical context of their emergence. The relation of the genres of biblical prose and poetry to the stories

An introduction to basic issues in theology and ethics via Lewis' Christian literature. Reading and discussion of his major fiction works and selected essays. Reflection upon and appreciation of his use of the literary genres of fiction, fairy story, myth, fantasy, etc. as serious and indispensable media for certain dimensions of religious knowledge. *Spring*. Hand.

230 Modern European Christian Thought

Major developments in Christian thought in Europe from the Enlightenment to Vatican II: Rationalism, Romanticism, the Oxford Movement, German Idealism, New-Orthodoxy, Christian Existentialism, New-Thomism, some contemporary trends. *Alternate springs*. Hand.

231 Religion in Japan

An introduction to the unity and diversity of Japanese religions and their relation to the history and culture of the Japanese people. The structure of the course is two dialogues running simultaneously: one is the East-West dialogue relating key motifs of Japanese spirituality with our own heritage and the other is the interplay between the religions of Japan and the development of Japanese civilization and culture. *Alternate springs*. Hand.

232 Paul and His Letters

A systematic study of the life and thought of Paul of Tarsus and his contributions to the development of early Christian doctrine, as revealed through his letters and other New Testament writings. The methodology of modern scholarship will be used throughout. *Alternate years*. McGaughy.

234 Jesus and the Gospels

A study of the four Gospels with a view to (a) rediscovering the historical Jesus and his teachings, and (b) appreciating the theological insights of each of the Gospels. Historical and religious background of the Gospels. Critical problems, parables, miracles, the resurrection, current interpretations. *Alternate years*. McGaughy.

320 Religion and Science

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*. Hand.

330 Reading and Conference (1/2)

An overview of the field of Religious Studies, along with an acquaintance with the sub-divisions and methods of the study of religious phenomena. *Usually offered once a year*; primarily for newly declared Religious Studies majors. Staff.

332 Twentieth Century American Theology

Some major American theologians including Reinhold Niebuhr, H. Richard Niebuhr, Paul Tillich, Carl Michalson, William

Stringfellow, Martin Luther King, Jr., Abraham Heschel, and Robert McAfee Brown will be read and discussed. *Alternate years*. Hanni.

334 Modern Jewish Thought: Elie Wiesel and Martin Buber

Readings and discussions based on selected writings and filmed interviews of these two distinctive Jewish religious leaders. Special attention will be given to the traditions of Hasidic tales and to the manner in which Wiesel and Buber use biblical materials. *Alternate years*. Hanni.

336 Bonhoeffer: Life and Thought

The man, his major works, and his role in articulating Christian theology for his times. His relation to his contemporaries and his impact on events and developments of the mid-20th century. *Alternate falls*. Hand.

338 The Wisdom Literature of the Bible

The wisdom literature of the Old Testament and Apocrypha (especially Proverbs, Job and Ecclesiastes) in its historical and cultural setting. Its influence on the New Testament (as seen in the wisdom sayings and concepts in the Gospels, Letters of Paul, and the Letter of James). Emphasis on the reading of primary texts and the tracing of the development of major themes. *Alternate years*. McGaughy.

340 Prophetic and Apocalyptic Literature of the Bible

The first half of the semester will concentrate on the reading and critical study of the major prophets of the Old Testament (Amos, Hosea, Isaiah, Jeremiah, Ezekiel).

The second half will trace the development of prophetism into the apocalyptic movement of late Judaism and early Christianity; reading of biblical apocalyptic (Daniel, Book of Revelation) and representative extrabiblical works (Enoch, Jubilees, Dead Sea Scrolls). This course will emphasize the development of critical skills necessary for an objective and independent reading of biblical literature. *Alternate years*. McGaughy.

390 Independent Study

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

395 Internships (1 or 2 credits)

Major Program, Professional, and Insight. A working relationship with a local church that includes formal planning, execution, reflection, evaluation, training, and supplemental reading under the supervision of professionals. 12 to 14 hours per week. Joint church and campus evaluation. *Enrollment by petition*. Staff.

496 Senior Colloquium

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. *Annually*. Staff.

Religious Studies

Religious Studies offers an interdisciplinary major program drawing upon all those courses in the undergraduate curriculum that reflect the religious dimension of life directly or indirectly.

It provides the breadth and discipline of a liberal arts education and, as such, is a suitable background for those planning to enter general business careers, the professions, and social work as well as church-related vocations.

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: 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 of specifically Christian perspective (one credit); and an

ability to trace the inter-relations 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).

Upon declaring the major the student (if he or she has not already taken Introduction to Religion) must register for a Reading and Conference course (one-half credit) which is aimed at providing an overview of the field and of the sub-divisions and methods of the study of religious phenomena.

The program is capped with required participation in a senior Colloquium (one credit) in which the student can demon-

strate 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 218 Survey of Art History: Gothic to Modern

Art 355 Italian Renaissance

Art 356 Northern Renaissance

English 351 Mysticism and Creativity

English 344 Renaissance Literature: Milton

History 358 High Middle Ages

History 359 The Renaissance and the Reformation

Phil 110 Philosophical Problems

Phil 335 Philosophical Ethics

Phil 430-32 History of Philosophy

Phil 311 Philosophy of Religion

Soc 333 Sociology of Religion

Executive Committee

James A. Hand, Chair (Religion)

Gerard Bowers (English)

Philip S. Hanni (Religion)

Lane C. McGaughy (Religion)

Thomas Talbott (Philosophy)

Sociology

The program in Sociology-Anthropology is designed to be an invaluable component of every student's liberal 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 a useful background for students preparing to enter into occupational areas such as law, government, administration, advertising, personnel work, and primary and secondary education; and to provide sociology majors with a sound knowledge of sociological theories, analytical models, research methods, and specialized areas in the discipline in preparation for graduate study leading to professional teaching, research, or administrative careers in sociology or closely related fields.

Career opportunities in sociology are numerous but the most popular are teaching (high school and college), various kinds of research work, and the analysis of data, including research survey administration for branches, divisions and agencies of government. Sociology is a popular major for students planning futures in such professions as architecture, business, law, and even medicine, and provides a rich fund of knowledge directly concerning each of these fields. 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 crime and criminal justice.

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

Sociology 110 Principles of Sociology (Part A, Social Science)

Sociology 111 Introduction to Anthropology (Part A, Social Science)

Sociology 112 Sex Roles in Society (Part A, Social Science)

Sociology 113 Environmental Sociology (Part A, Social Science)

Sociology 325 Life Cycle: Childhood and Adolescence (Part B)

Sociology 326 Life Cycle: Adulthood and Aging (Part B)

The core program for the sociology major emphasizes concepts, theoretical frameworks, and the principles of systematic observation, data collection, and analysis. A sociology major requires eight

credits within the department, distributed according to the following criteria: one entry level course — Soc. 110, 112, 113, 130, 131; one course from each of the areas of Social Psychology (Soc. 232, 325 or 326), Social Structure (Soc. 230, 333, 334, or 335), and Social Process (Soc. 330, 332, or 235); Sociological Theory (Soc. 350), and Methods of Social Research (Soc. 331); a senior experience course (Soc. 495, 499, or 490); and at least one other sociology course.

In addition, a major must complete one credit in statistics (for example, INTR 350 and 351, Statistics for the Behavioral Sciences, or Econ 359, Economic Statistics), and at least one approved course in each of three related social sciences: Economics, Political Science, Psychology, or Geography.

The suggested sequence for a sociology major is as follows: In the freshman and Sophomore years, an entry level course, one or two courses from the Social Psychology, Social Structure, Social Process list, and Statistics. In the fall of the junior year, Methods of Social Research and in the fall of either the junior or senior year, Introduction to Sociological Theory. By spring of the senior year all requirements but the senior experience and one other course should be completed.

During the senior year, there may be opportunities in applied sociology (analytical application of the principles that have been acquired). Advanced 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).

Facilities and equipment available to the department include classrooms, seminar room, and offices in Eaton Hall; computer terminal and access; extensive artifact collection and library holdings.

Faculty

W. Randall Ireson, Assistant Professor, Chair

James B. Bjorkquist, Associate Professor

Walter M. Gerson, Professor

Carol Ireson, Assistant Professor

Ronald Jackson, Assistant Professor

Course Descriptions

110 Principles of Sociology

Entry level course. Principles and basic concepts and perspectives of modern sociology, applied to social institutions: family, religion, education, economics, government, and the use of leisure time. *Every semester.* Staff.

111 Introduction to Anthropology

General introduction to anthropological subject matter, point of view, and basic

concepts. Prehistoric development of culture and of the human species; consideration of the modern world from an anthropological perspective. *Fall*. Bjorkquist.

112 Sex Roles in Society

Entry level course. Babies grow up to become not merely adults, but women and men. How do people learn these sex roles? How do social institutions affect this learning? How are sex roles changing? This course will explore the biological and cultural bases of sex differences, sex role socialization processes, and the impact of specific social institutions (e.g. the family, work, education) and social processes (e.g. stratification, interpersonal interaction) on sex role definitions. Cross-cultural and psychological perspectives will be included. *Spring*. C. Ireson.

113 Environmental Sociology

Entry level course. Will explore various sociological topics pertaining to environmental concerns, such as the rise of the environmentalist movement, social mobilization of interest groups, and social concerns in low or non-growth societies. *Fall*. R. Ireson.

130 The American Society

Entry level course. An in-depth assessment of the American people, their culture and character; as these are reflected in their institutions, values, processes, social structure, regions, and sub-cultures. *Spring*. Gerson.

131 Ethnic and Cultural Relations

Entry level course. The nature of majority-minority relations in society with a focus on the causes and effects of prejudice, discrimination, and stereotypes. Though race/ethnic relations are viewed from a global perspective, the emphasis is on American minorities. *Fall*. Jackson.

132 Sport and American Life (1/2)

Several facets of sports in America will be explored, using historical, socio-cultural, and social-psychological perspectives. A central theme will be how sports have penetrated into the mainstream of American life. 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 Blacks in sport; the mass media and sports; and fans. *Spring*. Gerson.

133 The American West: Its Character, History, and Social Patterns (1/2)

The course will be a survey of selected cultural, socio-historical and demographic patterns of the region 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.

230 The Family

The family as a social institution and as a primary group. Changing family folkways. Development of personality of family members as the life cycle of the family progresses from dating through courtship, marriage, birth, and rearing of children, aging, separation, divorce, remarriage. *Fall*. Gerson.

231 Amerindians of North America

Study of the native peoples and cultures of North America, with special emphasis on Indians of the Pacific Northwest. Impact of European immigration and resulting trends in evolution of American culture and population. Prerequisite: Soc 111 or consent of instructor. *Alternate springs*. Bjorkquist.

232 Individual in Society: Social Psychology

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 rule, socialization, and social interaction. Prerequisite: An entry level course. *Fall*. C. Ireson.

233 American Popular Culture

Dynamics of popular culture in America: its structure, processes, causes, and effects. Relationships between leisure, recreation, mass communication, popular culture, mass entertainment and everyday life. Course objectives: To compare and contrast contemporary trends of American popular culture with past developments; to guide students in building of propositions based on socio-historical analysis of data. *Fall*. Gerson.

234 Crime and Delinquency

Types and extent of criminal and delinquent behavior as social phenomena. Theory and practice concerning criminological typology, etiology, treatment, and prevention, programs and experiences in modern societies. Prerequisite: An entry level sociology course. *Fall*. Bjorkquist.

235 Social Change

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: An entry level sociology course. *Alternate springs*. Jackson.

325 Life Cycle: Childhood and Adolescence

Socialization is a cumulative learning process that affects us all. This course will explore this process among children and adolescents. Topics will include how the society and culture structures this experi-

ence (including the influences of economic, religious, educational, ethnic, and other factors), historical changes in child-rearing, people and organizations influencing socialization (family, peers, church, school, TV), outcomes like self-esteem, and the learning of values and life cycle issues affecting children and adolescents (e.g., child abuse, teen pregnancy). Variations in this process by social class and gender will be explored. Students will be encouraged to integrate and apply material from several disciplines. Prerequisite: An entry level sociology course. *Alternate falls*. C. Ireson.

326 Life Cycle: Adulthood and Aging

A consideration of some of the structural and behavioral implications of older adulthood in American society. Included will be such topics as the significance of our cultural bias about aging and old people; relationship of the aged to the political, economic, educational, familial, religious, and other social structures of the society; and the social-psychological significance of aging for interpersonal dynamics. Prerequisite: An entry level sociology course and one psychology course. *Spring*. Bjorkquist.

330 Population

Study of population size, density, and composition as these are affected by the demographic processes of fertility, mortality, and migration. Sources of population change (e.g. population explosion) and effects of population change on society, and the physical/biological environment. Students have the opportunity to develop skills of demographic analysis. Prerequisite: An entry level sociology course. *Fall*. Jackson.

331 Methods of Social Research

Overview of the theory and procedure of sociological research. Covers all stages of research including problem specification, choice of design, data collection and analysis, and research reporting, including practical experience in each. Prerequisite: One credit of statistics and two sociology courses. *Fall*. R. Ireson.

332 The Urban Community

Social organization of urban communities: development of cities, urban ecology, urban living, role of cities in society, urban problems, and urban planning. Prerequisite: An entry level course in sociology. *Fall*. Jackson.

333 Sociology of Religion

Assessment of religion as a basic sociological variable and as an integral part of culture and society. Consideration 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: An

entry level course in sociology or consent of instructor. *Alternate springs*. Jackson, Bjorkquist.

334 Social Stratification

Hierarchical differentiation in human societies. Review and critique of various theories and perspectives including those of Marx, Weber, Pareto, Mosca, Parsons, and Lenski. Relationship between hierarchical differentiation and other aspects of society. Patterns of stratification in various societies past and present. Stratification in contemporary America. Prerequisite: An entry level course in sociology or consent of instructor. *Spring*. Jackson, Gerson.

335 Organization: Structure and Process

An examination of the structure and ongoing events in organizations. Formal and informal, large and small-scale organizations will be considered. Study will focus on the way individuals relate to organizations of which they are members and on how organizations themselves relate to their environment (Physical and institutional). Prerequisite: An entry level sociology course. *Spring*. R. Ireson.

350 Introduction to Sociological Theory

Development in contemporary sociological theory. Particular theorists and contributions to the discipline are studied to

discover continuity and pertinent criticism. Juniors and seniors only. *Fall*. Bjorkquist.

490 Research and Independent Study (1/2 or 1)

The 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.

495 Internship in Social Science

Students work in selected social service and other agencies supervised by agency supervisors. 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: Consent of instructor. *Spring*. Staff.

497 Thesis

On demand. Staff.

499 Senior Seminar in Sociology and Anthropology

Theory and research in Sociology as it applies to general and specific areas of study. Particular emphasis given to contemporary applications. Prerequisite: Senior majors or consent of instructor. *Spring*. Staff.

Speech

A major in speech is intended to improve the communicative skills of the student; to provide a richer appreciation of the rhetorical methods for giving effectiveness to the truth in human problem-solving; to foster an understanding of the role of the communication media in contemporary society and the ability to critique those media; and to offer classroom experience in the preparation and presentation of speeches to inform, convince, and actuate the audience.

Working toward these ends, the Speech Department, in the context of a liberal arts education, prepares students for the new managerial and administrative sectors that are expanding today: personnel work, sales and advertising, positions in communications (television, radio and publishing); public service; and, with appropriate graduate work, the professions of teaching, law, architecture, the ministry and social work.

Courses in the Speech Department that satisfy the General Education requirement are:

Speech 420 Mass Media and Society (Part B)

Speech 422 Rhetoric and American Eloquence (Part B)

The speech major must complete a minimum of 5 1/2 credits in the Department. In addition, Intr 125 (Theories and Techniques of Human Interaction) or Philosophy 340 (Symbolic Logic) must be taken plus a minimum of two credits from the following list of courses, selected with the assistance of the department chair.

English 232 Imaginative Writing

English 230 Intermediate Writing

English 330 Advanced Writing

English 250 Introduction to Structural and Transformational Grammar

English 251 History of the English Language

Intr 235 Introduction to Language and Linguistics

Theatre 140 Acting I

Theatre 289 Voice Training

Speech majors are also strongly encouraged to take any of the following courses:

Psychology 110 Introduction to Psychology

Psychology 336 Social Psychology

Psychology 331 Theories of Personality

A research paper on a significant contemporary speaker is required in the advanced course, Speech 422. Senior speech majors must take a comprehensive written examination followed by an oral examination before being graduated.

A lounge-library has been equipped for research and preparation of speech and forensic materials. This work is completed with other students and under the guidance of the Director of Forensics and becomes the basis for trips to other campuses for intercollegiate competition. Student speakers are also called for by a number of civic organizations and radio and television stations.

Faculty

Howard W. Runkel, Professor, Chair
Catherine A. Collins, Assistant Professor
David A. Sveren, Assistant in Forensics (part-time)

Mary E. Cavanaugh, Forensics Coach
Douglas C. Kirkpatrick, Forensics Coach

Course Descriptions

061X Intercollegiate Speaking (1/4)

Preparation, practice and competition in inter-collegiate speaking. Students travel to tournaments on other campuses.

Among speaking events included are: oratory, expository, extempore and impromptu speaking, oral interpretation and reader's theatre. *Every semester*. Collins, Cavanaugh, Kirkpatrick.

062X Intercollegiate Debate (1/4)

Preparation, practice and competition in debate. Students travel to tournaments on other campuses. Significant topical research required. Several levels and types of debate are offered. *Every semester*. Collins, Cavanaugh, Kirkpatrick.

150 Public Speaking

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, examination. *Every semester*. Collins, Runkel.

330 Discussion, Argumentation and Conference Speaking

Study of discussion as a social process

and the act of reflective thinking. Practice in conducting and participating in panels, dialogues, symposia and lecture-forums. Study of argumentation — the kinds of reasoning, tests of evidence and modes of refutation. Classroom presentations, short papers, examinations. *Fall*. Runkel.

340 Interpersonal Communication

A study of communication in interpersonal contexts. The process of interpersonal contact, qualities of interpersonal messages, listening, non-verbal communication, interpersonal conflict and male-female communication. Papers and examinations. Prerequisite: Junior standing. *Spring*. Collins.

420 Mass Media and Society

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 respon-

sibilities 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 including 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. *Fall*. Collins.

422 Rhetoric and American Eloquence

History and critical survey of the principal theories of speech composition and delivery from Aristotle and Cicero to the present. Speeches and speakers of importance in American history from Jonathan Edwards and Patrick Henry to John F. Kennedy and Martin Luther King. Short papers. Term paper. Examinations. Designed to contribute to responsible citizen thinking in expressing views on social issues. Prerequisites: Some work in speech, each applicant reviewed. *Spring*. Runkel.

Theatre

The Theatre Department has several specific objectives: the preparation of students for professional theatre positions, the exploration of alternative forms of theatre performance, the study of theatre history and theatre literature, the integration of theatre into the liberal arts arena, and the introduction of all liberal arts students to the aesthetic process of dramatic presentation. The Department believes that the study of theatre is central to the liberal arts orientation at Willamette. All students should have an understanding of theatre as it reflects man and society. The topics of theatre study should be the pertinent topics of life — moral issues, political and ethical questions, and topics important to the growth and development of a society.

Thus the Department supports a liberal arts orientation and believes that interdisciplinary courses and integration of knowledge must be a significant part of any theatre student's training. The Department believes that close student-teacher relationships throughout the academic career are highly important to the growth of the individual student artist. The Department also believes that it is important for the student to be exposed to as many professional performances from as

many diverse philosophies as possible. Finally, the Department believes that every student must have constant exposure to the challenges of theatre performance and should, each year, serve in a variety of different performance capacities.

Career opportunities in theatre are changing as the theatre profession moves away from the escapist drama generated in New York in the mid-fifties. Today theatre is moving back to the local communities with career opportunities in resident reper-

tory companies, touring companies, and children's/community theatre. Theatre education is now becoming an alternative for individuals not interested in theatre performance. Many students interested in careers in social services are finding theatre a valuable major as they attempt to find new ways to deal with mental illness, the handicapped and the institutionalized.

Departmental Honors

Students are eligible to graduate with Departmental Honors if they maintain a 3.5 cumulative average in the major courses and have demonstrated outstanding achievements in the extra-curricular theatre program, or theatre scholarship. Students will be nominated for Departmental Honors during their junior year at the time of the junior evaluation. Those nominated are eligible to apply to be Senior Fellows, a position which will enable them to assist in the teaching of freshman and sophomore level classes and to undertake special studies and/or research projects.

The Theatre Department is found in the Willamette Playhouse. Renovated in 1978-79, the Playhouse has become one of the outstanding educational theatre facilities in the state. It includes the thrust-stage Kresge Theatre, an arena theatre, set construction area, dance studio, make-up and costume rooms, film room, classrooms, and offices.

Courses in the Theatre Department which satisfy the General Education requirement are:

Theatre 110 The Theatre: A Contemporary Introduction (Part A, Fine Arts)

Theatre 215 Major Forms of Drama (Part A, Fine Arts)

Theatre 216 Modern Trends in Drama (Part A, Fine Arts)

The Department of Theatre offers two degrees through the University: the Bachelor of Theatre and the Bachelor of Arts or Science in Theatre.

Bachelor of Theatre Degree

The Bachelor of Theatre program is designed for those students who specifically seek performance careers in theatre. These students are expected to demonstrate excellence or exceptional potential in one of the performance aspects of theatre as well as exemplify a professional attitude and discipline in their approach to theatre study. The Bachelor of Theatre candidate is expected to enter the degree program after a sophomore evaluation by the faculty, at which time specific curriculum requirements for the individual will be established. Candidates must plan for a minimum of two full academic years (four semesters as a full-time student) within this major program. The Bachelor of Theatre student will divide the B.T. academic program between the prescribed theatre courses, cognate courses,

and courses outside the theatre. All B.T. students must take 16 credits outside the department to complete the degree.

Core Requirements for the Bachelor of Theatre Degree:

Acting I	1
Directing I	1
Stage Make-up	1/2
Advanced Stage Make-up	1/2
Stagecraft I, II	1
Scene Design	1
A Theatre History Course	1
A Dramatic Literature Course	1
Seminar in Theatrical Criticism	1
	<hr/> 8

Acting/Directing Emphasis

Reading/Directing Emphasis		
Acting II	1	
Directing II	1	
Movement	1/2	
Acting Studio I	} 3 of 4	3
Acting Studio II		
Acting Studio III		
Acting Studio IV		
Voice Training	1/2	
A Dramatic Literature Course	1	

and
Four courses from 3 of the following:

Art	} 4	
History		
Literature		
Music		
Philosophy		
Psychology		
Sociology		
		<hr/> 11

Design/Tech Emphasis

Stage Lighting	1
A Second Theatre History Course	1
Design Studio I	1
Design Studio II	1
Special Studies in Design	1
A Dramatic Literature Course	1
and	
Art 217-Survey of Art History	1
Art 218-Survey of Art History	1
Art 111, 112, 113, or 114	1
One credit from any of the following:	
Physics 117-Light and Color (1)	
or	
A Computer Science Course (1)	
or	
Music-Audiosynthesis and Recording (1/2) plus an additional 1/2 credit Art Studio Course	1
	<hr/> 10

Bachelor of Theatre candidates must complete 16 credits outside the Department, these to include the cognate course requirement, courses that meet the English and Mathematics proficiency re-

quirements, and courses that meet the 7-credit General Education Program requirement.

In addition: A. The B.T. major will have significant participation in each Major production in the Department Season and have significant involvement in all aspects of production during the university career. B. B.T. majors will audition for all Major and Second Season productions. C. Each B.T. major must pass a sophomore, junior and senior evaluation in order to continue progress toward the degree. During the evaluation, students will meet with the full-time faculty to discuss curricular and extra-curricular performance. The faculty, at each evaluation, has the option of passing the student, denying the student major status, or placing the student on a six-week departmental probation, during which time the student will have an opportunity to correct the stated deficiencies. At the end of the probationary period the student will repeat the above stated evaluation process.

A fifth year internship is available to selected B.T. students who would particularly profit from one or two semesters of apprentice experience.

Bachelor of Arts and Bachelor of Science Degree

The Bachelor of Arts and Science degrees in Theatre are designed for students whose career goals are not as explicitly identified as those students seeking the B.T. degree, or who wish to utilize theatre study in other contexts such as academic scholarship, communications, social services, teacher education or other humanistic studies.

The students electing to develop a B.A. or B.S. major in theatre must plan to take approximately one-third of their university credits from a core of courses within the department, a third from related areas of study and a third in courses not directly related to theatre. They must satisfy the University requirements for the specific degree (see p. 2-3), including proficiency in English and mathematics and the 7-credit General Education Program.

The requirements for the B.A. and B.S. degrees in Theatre are:

Acting I	1
Stagecraft I	1/2
Directing I	1
Theatre History I or II	1
Theatre Criticism	1
Studio (Tech or Acting)	1
Stage Make-up	1/2
Scene Design	1
	<hr/> 7

One credit from the following:

Acting II	1
Voice Training	1/2
Lighting Design	1
Advanced Make-up	1/2

Related Area Requirements:

Dramatic Literature	2
History of Western Civilization	1
Modern Intellectual History	1
Art or Music History Course	1

Recommended:

Psychology of Personality
Art Performance Courses
Music Theory or Performance Courses
Sociology or Anthropology Courses
History or Religion Course

In addition: A. The B.A. and B.S. majors will have significant participation in four Major productions during their college career, including at least one experience in each of the following areas: Area A: Acting/Directing/Stage Management; Area B: Set Construction, Lights, Properties, Costumes. B. Each B.A. and B.S. major must pass a sophomore, junior and senior evaluation in order to continue progress toward the degree. During the evaluation, students will meet with the full-time faculty to discuss curricular performance. The faculty at each evaluation has the option of passing the student, denying the student major status, or placing the student on a six-week departmental probation, during which time the student will have an opportunity to correct the stated deficiencies. At the end of the probationary period, the student will repeat the above-stated evaluation process.

(At any time during the student's career, the individual student or any member of the faculty can request a departmental evaluation.)

Faculty

William Z. Iron, Associate Professor, Chair
Nicholas Leland, Assistant Professor
Holly Hamblen, Instructor, part-time

Course Descriptions

010X Theatre Practicum

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 which the student would receive. Prerequisite: Being cast or selected to participate in a particular play. *Every semester. Staff.*

110 The Theatre: A Contemporary Introduction

This course provides for the non-theatre students 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. Opportunities are

afforded for direct involvement in performance and technical activity, critical writing and discussion, and attendance at outside theatre events. *Fall*. Iron.

130 Directing I

Fundamental historical, theoretical and practical aspects of play direction. Analysis of directorial approaches, scripts, and conditions of presentation in various performance circumstances. Work with script analysis, rehearsal techniques and technical consideration of production. *Spring*. Iron.

140 Acting I

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*. Leland.

141 Acting II

Intensive study of major realistic/naturalistic acting theory. In-depth exploration of play and character analysis, directing technique and ensemble work. Prerequisite: Thtr 140. *Spring*. Leland.

155 Stagecraft I

A study of the basic methodology associated with the building of stage machinery. This course is intended as an introduction to the physical aspects of play production. It gives the student the basic skills necessary to survive and use the scene shop and backstage areas. Intended to give the student a technical basis for the more creative adventure of scene and lighting design. Required of all theatre majors and should precede the more advanced technical theatre courses. Also intended for the interested non-major who would like to explore the performing arts from the back-stage viewpoint. *Fall*. Staff.

165 Stagecraft II

A study of the technical aspects of play production and set design, set construction, lighting design, scene painting and production staff. This course is intended as an overview of the physical theatre, its history, development, architecture, scenery and staging. Prerequisite: Thtr 155. *Spring*. Staff.

180 Beginning Jazz (1/2)

Beginning Jazz introduces the student to the elementary movements of modern jazz, based on the Luigi technique. This course exposes the student to basic combinations of jazz movements and allows for individual development of style. *Fall*. Hamblen.

181 Fundamentals of Ballet (1/2)

This course will offer basic ballet techniques. The development of the body, grace and an appreciation of music and dance will be stressed. The students will have an understanding of ballet as a potentially expressive dance form through thorough, rigorous and disciplined study of

ballet exercises and choreography. *Fall*. Hamblen.

182 Fundamentals of Modern Dance (1/2)

This course will offer basic modern dance techniques. Development of appreciation for the body, grace, and dance will be emphasized. Through a combination of floor exercises and dance combinations, the students will have an introduction to dance as an expressive medium, their bodies as tools for expression, and modern dance as a specific dance form. *Spring*. Hamblen.

183 Intermediate Ballet (1/2)

This course will utilize the concepts learned in beginning ballet and further the student's study of line, placement and musicality. Intermediate ballet will emphasize style, speed and refinement of the student's techniques. Prerequisite: 1 semester of ballet/previous ballet training. *Spring*. Hamblen.

184 Classical Ethnic Dance (1/2)

This course will give beginning dance students an introduction to variations of dance styles. These will include classical interpretations of the tarantella, Spanish, czardas, and schottische variations and others. *Alternate springs*. Hamblen.

215 Major Forms of Drama

Analysis of the major genres of drama from Greek through French Classical Drama in terms of dramatic form, style and conditions of performance. Special emphasis on tragedy and comedy with additional study of tragicomedy, melodrama and farce as exemplified by speeches, scenes and scripts of appropriate plays. *Alternate falls*. Iron.

216 Modern Trends in Drama

Analysis of dramatic literature and content from Ibsen to the present. Special emphasis on modern realistic and non-realistic trends in literary concept, dramatic style and stage presentation, as exemplified by speeches, scenes and scripts of appropriate plays. *Alternate springs*. Iron.

230 British Theatre History

An historical study of dramatic performance in England from the Restoration (1660) to the end of the Edwardian Period (1910) with special emphasis being placed on the relationship between the theatre and the current social and political conditions of the people. *On demand*. Iron.

231 Theatre History I: Beginning to 1650

The development of the theatre as a culturally significant mode of expression. A broad study of people, movements and techniques which, directly and indirectly, have influenced theatre's development as a significantly expressive force. Covers period from primitive beginnings to close of theatres, in England, in 1642. *Alternate falls*. Iron.

232 Theatre History II: 1650 to Present

The development of the theatre as a culturally significant mode of expression. A broad study of people, movements and techniques which, directly and indirectly, have influenced theatre's development as a significantly expressive force. Covers period from closing of theatres, in England, in 1642, to the present. *Alternate springs*. Iron.

240 Stage Make-up (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 make-up as it applies to fashion and facial anatomy. Purchase of make-up kit is required for practical application of the techniques studied. *Fall*. Leland.

289 Voice Training

The human voice and its effectiveness for stage, microphone, camera or speaker's platform. Study and practice in breath control, articulation, diction, phonetics and expressiveness. *Alternate Springs*. Leland.

340 Acting Studio I

Intense advanced theatre training designed to allow individual, in-depth exploration of the realistic acting process, play and character analysis, directing techniques and ensemble work. Intended primarily for upper class theatre majors. *Alternate falls*. Leland.

341 Acting Studio II

Intense advanced theatre training designed to allow individual, in-depth exploration of the comedic acting process, play and character analysis, directing techniques and ensemble work. Intended primarily for upper class theatre majors. Prerequisite: Thtr 140 or consent of instructor. *Alternate springs*. Leland.

342 Acting Studio III

Intense advanced theatre training designed to allow individual, in-depth exploration of style as a continuation of the realistic acting process. Specific work in Greek and Elizabethan tragedy, character and play analysis, directing techniques and ensemble work. Intended primarily for upper class theatre majors. Prerequisite: Thtr 140 and 141 or consent of instructor. *Alternate falls*. Leland.

343 Acting Studio IV

Intense advanced theatre training designed to allow individual, in-depth exploration of avant-garde acting techniques, play and character analysis, directing techniques and ensemble work. Specific work in Artaud, Grotowski, Beckett, Genet, Pinter and Brecht. Intended primarily for upper class theatre majors. Prerequisite: Thtr 140 and 141 or consent of instructor. *Alternate springs*. Leland.

345 Advanced Stage Make-up (1/2)

Theory and practice in make-up 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 make-up and make-up design. Prerequisite: Thtr 240. *Alternate springs*. Leland.

355 Fundamentals of Scene Design

This course will survey the basic theory and history of design for the theatre relating theatre design theory with fine art design theory. The course explores the Scene Designer's approach to script analysis, research, concept, and the creation of design projects. This course is required of all theatre majors. Prerequisite: Thtr 155.

Spring. Staff.

356 Fundamentals of Stage Lighting

Lighting for the arena, thrust, and proscenium theatres; use of color and making of projections. The course will include basic electricity, types and uses of stage lighting instruments, light plots, the plastic nature of light including color, intensity, and movement, control equipment and lighting as an art form. Prerequisite: Thtr 155. *Alternate springs*. Staff.

357 Scene Design/Production**Studio I**

Intense advanced theatre training designed to allow individual in-depth exploration of the theatrical design process, including play analysis, scene design, special effects, and advanced techniques in stage lighting. Prerequisite: Thtr 155, 165, 355, 356 and permission of instructor. Students will follow the complete design process (set, lights, costumes, props, etc.) through for one show. *Fall*. Staff.

358 Scene Design/Production**Studio II**

Intense advanced theatre training designed to allow individual in-depth exploration of the theatrical design process, including play analysis, scene design, special effects, and advanced techniques in stage lighting. Students will explore the design process for a number of plays from a variety of styles and periods. Prerequisite: Thtr 357. *Alternate springs*. Staff.

435 Seminar in Contemporary Theatrical Criticism

Theatrical Criticism will trace the major theories which have been historically and intrinsically significant to the development of theatrical values. The scope of the course will be broad, including criticism from Aristotle to Grotowski. Prerequisite: Approval of instructor. *Alternate springs*. Staff.

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. *Alternate years*. Iron.

490 Directing II

Advanced study into theories of direction with practical application. The student will direct scenes on the flexible stage and will finally prepare a play for presentation before an audience. Prerequisite: Thtr 130.

On demand. Staff.

491 Special Studies in Theatre

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. *Fall and spring*. Staff.

Section III

Student Life

Admission

Tuition and Expenses

Financial Aid

**“We have yet
to learn our new
task of living to-
gether as partners
in a world of reli-
gious and cultural
plurality.”**

From The Meaning and End of Religion
by Islamic scholar Wilfred Cantwell
Smith, a 1981 visitor to Willamette.

Student Life

The Student Services Staff provides a unified effort to seek ways to continually improve the quality of campus life for students. Specifically the program seeks (1) to expand student involvement in campus life through the development of a comprehensive activities program and a student self-governance system; (2) to develop a well informed residence hall staff possessing peer counseling and leadership skills; (3) to enrich residential and campus life emphasizing faculty-student contact outside the classroom; (4) to provide personal, academic and career advisement to help students assume responsibility for their own decisions, behavior and the atmosphere of the living environment.

Coordinated by a Vice President for Student Services, the following offices are part of Willamette University Student Services: Career/Life Planning and Placement, Counseling, Dean of Students/Housing, Health Center, Chaplain, Financial Aid, Security and the University Center.

Counseling/Career and Life Planning

Counseling Services are available for students in all colleges for personal, academic and career matters. These services exist to assist students with the important decisions they face during the college and graduate school years. Within the limits of the staff available, support is provided for the special needs of minority, international, handicapped, and non-traditional students, as well as those with special academic support needs.

A major focus of the counseling services is to provide assistance in career and life planning, working closely with faculty advisors when appropriate. There is a career library in the Bishop Student Development Center with materials focusing on the job market and occupational trends. Counseling staff also provide workshops in career exploration and job search skills and host visitors to the campus who wish to interview students for post college employment or graduate work. Off-campus employment notices are also posted on a bulletin board in the Student Development Center.

The counseling staff works closely with other Student Development personnel in co-curricular programming. One staff member also serves as a special advisor for international and minority students.

Housing

As a residential campus, Willamette University believes that a student's living arrangements and relationships are influential factors in his or her personal and educational development. The Office of the Dean of Students/University Residences coordinates campus housing and strives to accommodate the endless variety of student interests and lifestyles. An in-residence staff of Area Directors, Head Residents and Resident Assistants (R.A.'s) is also provided to facilitate activities within each residence and to absorb many of the management responsibilities. Campus residences are designed to provide comfortable and convenient living accommodations. Since one's living environment offers a unique backdrop for a variety of out-of-classroom learning opportunities, many athletic, cultural, academic, and social programs are planned throughout the year.

Each residence unit features comfortable lounges, recreational facilities, and conveniently located dining areas. There are 18 separate living units on the campus, including six national fraternities and three national sororities. New students are assigned residence accommodations in priority order based on the date their advance deposits are paid. All full-time undergraduate students who are not of junior status or 21 years of age on or before the first day of classes of the fall semester must room and board in University-owned and operated residence halls, fraternity or sorority houses, as space permits, unless living with parents or spouse.

Religious Life

Willamette University realizes the significance of religion in personal and social affairs and offers a variety of opportunities for growth in understanding, commitment, and action in the area of religion. Activities (retreats, worship, speakers, forums, discussion groups, service projects, etc.) are organized both by the Office of the Chaplain and by the many religious groups on campus that are primarily the outgrowth of student interests. In the immediate past, religious organizations have included the Willamette Christian Society, Fellowship of Christian Athletes, Campus Ambassadors, a Roman Catholic fellowship, a Latter Day Saints fellowship, and an informal association for pre-ministerial students. The University Chaplain, in addition to his other responsibilities, offers regular hours for private counseling with students.

Health Service

The university health services are part of the Student Development Center with a staff of registered nurses and a registered nurse practitioner maintaining the day clinic under supervision of a part-time physician. Most primary care health problems can be taken care of at the health center, but we also refer to the appropriate professional specialists within the Salem community. Health services are not available during summer and other vacation periods.

Speakers Program

The University Speakers Program is designed to help maintain and improve the educational climate of the University by bringing to the campus outstanding artists and speakers. A student-faculty-administration committee is responsible for these programs, whose purposes are: **1.** To stimulate discussion within the university community; **2.** To provide educational material and cultural experiences which will serve to broaden knowledge and enrich campus life; **3.** To help create inquiring attitudes which will encourage the pursuit of interest beyond the normal academic program.

The program has sponsored such diverse personalities as New York dance and drama critic Clive Barnes; author and sociologist Theodore Roszak; noted theologian Joseph Sittler; former chairman of the Republican National Committee, Mary Louise Smith; former U.S. Ambassador to Ghana, Franklin Williams; and Olympic champion and Christian evangelist Madeline Manning Mims.

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 serve to maintain and improve a campus climate that generates enthusiasm for learning and respect



for human dignity in all relations among themselves, to represent the University in the broader social community in a manner consistent with the principles and purposes of the University, and to honor the commitment of Willamette University in the governance of their conduct and abide by the standards of conduct set. In short, standards of conduct are applicable to all members of the University community, visitors and guests, and are designed to promote individual and group governance in accordance with dignity, decency, and maturity. In particular, such standards are directed toward social and living relationships pertinent to the University as a residential campus. 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 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 People's Handbook for Willamette University. The Handbook is distributed to all students at the beginning of each academic year in order to meet the University's moral and legal obligation to provide all members of the campus community with information governing campus conduct and judicial procedures. Additional information can be obtained by contacting the Dean of Students Office in the Student Development Center.

Student Organizations

The Associated Students of Willamette University

All undergraduate students taking more than two courses automatically hold membership in the ASWU. Graduate students and special students may also affiliate. The ASWU directs general student programs including social events, convocation programs, debate and public speaking contests, dramatic productions,

and various musical productions on the campus. The ASWU helps to plan the traditional Willamette functions such as Parents' Weekend and Freshman Glee. The student body office provides centralized information about student body activities, typing, mimeographing, and xeroxing services to students.

Forensics

Willamette University students interested in public speaking are offered opportunities to participate in a variety of forensic activities. Willamette has an outstanding debate record, and each year its teams meet many other colleges in scheduled tournaments. Willamette speech students also enter contests and fill community requests for orations, extemporaneous, impromptu, and after-dinner speeches and interpretative readings.

Music Performing Organizations

Music performing organizations at Willamette, which are open to all students in the University, include the University Wind Ensemble, University Jazz Ensemble, the University Choir, the Willamette Singers, the Willamette Chamber Orchestra and a number of chamber music ensembles. All of these perform extensively on the campus and in the Salem area and the larger groups engage in at least one extensive tour each year.

Freshman Glee

Freshman Glee is an event unique to Willamette. Glee is a contest in which the freshman class challenges all the other classes to composition and rendition of an original song, based on a theme adopted for the occasion. Each class works out a marching formation, and, after much "pre-presentation" enthusiasm, the entire class presents its song in competition with the other classes.

Publications

The Willamette Collegian is the University newspaper published biweekly by the Associated Students. The paper represents the student life of Willamette. Its staff gains practical experience in all phases of newspaper work.

The Wallulah is the yearbook, published annually by the Associated Students. It is a volume composed of pictures and comments on the current year's activities from the student viewpoint.

The campus literary magazine, The Jason, contains original essays and poems by Willamette students, faculty and alumni.

Athletics

Willamette has organized varsity teams for men in football, basketball, track, baseball, tennis, golf, wrestling, cross country, swimming, and soccer. For women, Willamette has teams in soccer, cross country, volleyball, basketball, softball, tennis, golf, bowling, badminton, swimming, and track.

The administration and faculty supervise the athletic teams to insure benefit to those who participate. An active intramural program is offered for both men and women. Competition in fourteen sports is available to men and in seven sports to women. In addition, there are two coed activities. Willamette is a member of the Northwest Conference and adopts the rules of that conference and the National Association of Intercollegiate Athletics for the regulation of its competitive sports program for men. Women participate in the Women's Conference of Independent Colleges (WCIC) and in the Association of Intercollegiate Athletics for Women.

Eligibility for Office and Activities

Students in Liberal Arts are eligible for 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 way. The required standard of work and conduct must be continued throughout the tenure of office or participation in a nonacademic program.

Fraternal Organizations

For women students, Willamette has three national sororities. They are Alpha Chi Omega, Delta Gamma, and Pi Beta Phi.

There are six national fraternities for men: Beta Theta Pi, Delta Tau Delta, Kappa Sigma, Phi Delta Theta, Sigma Alpha Epsilon, and Sigma Chi. All fraternities and sororities have houses which are located on the University campus.

Honor Societies

In order to recognize outstanding achievement in the various fields, Willamette University maintains chapters in many national and campus honor societies. These include the following: **Alpha Kappa Nu:** A senior honorary, granting membership on the basis of scholarly achievement. Election is limited to students in the top ten percent of the graduating class, one half of whom may be elected in the fall and the remainder in the spring preceding graduation.

Alpha Lambda Delta: A national scholastic honor society for freshmen with a minimum 3.5 grade point average.

Kappa Delta Pi: A national honor fraternity in education. Membership is based upon scholarship and interest in the profession of teaching and is limited to upper division and graduate students.

Mortar Board: A national leadership honorary which recognizes seniors for superior scholarship, leadership, and service to the University.

Omicron Delta Kappa: A national leadership honor society of juniors and seniors. Achievement in the five phases of campus life — scholarship, athletics, student government, social and religious affairs, pub-

lications, radio, music, and dramatic arts — is recognized as the basis for membership.

Phi Eta Sigma: The national honorary society for freshmen whose purpose is to promote high standards of scholarship. First or second semester freshmen who have earned a 3.5 grade point average are eligible.

Phi Sigma Iota: The national Romance language honorary society, open to advanced students in any of the Romance languages who maintain a high scholarship average.

Pi Gamma Mu: A national honorary society to encourage undergraduate study and to improve scholarship in the social sciences. Membership is open to faculty, alumni, graduate students, juniors, and seniors who have had five courses in the social science field with cumulative grade point average of 3.0 and a 3.5 in the social sciences.

Pi Kappa Lambda: A national music honorary fraternity for men and women, founded in 1918. It recognizes outstanding scholastic and performance achievement in music.

Delta Sigma Rho-Tau Kappa Alpha: A national honorary society whose purpose is to promote excellence in public speak-

ing. Students in the upper 35 percent of their class scholastically who participate in intercollegiate contests and show a consistent interest in forensics activities are eligible.

Professional Societies

Mu Phi Epsilon: A national professional sorority for women. Election is based on demonstrated outstanding musical ability and maintenance of a high scholastic average.

Student Chapter, Music Educators National Conference: An organization of student music educators which furnishes opportunity for professional growth in the area of the major.

Student Education Association: An organization composed of students who have a genuine interest in making teaching their career.

Recognition Societies

Beta Alpha Gamma: A sophomore honor society which recognizes excellence in character, scholarship, and service.

Dobro Solvo: A national Slavic honor society whose purpose is to recognize excellence in the study of Slavic languages and literature.

Psi Chi: A national scholastic honorary in psychology.

couraged.

Following are some important points regarding admission:

1. For *maximum* consideration for admission and financial aid, applications for freshman admission should be filed before March 1 (students applying for Early Decision should have everything completed by December 15).

2. Candidates will be notified of the admission decision by April 1 (Early Decision candidates will be notified by January 10).

3. Freshman applicants should take either the Scholastic Aptitude Test (SAT), American College Test (ACT), or Washington Pre-College Test (WPCT) early in their senior year and arrange to have the scores sent to Willamette.

4. Applications for transfer admission should be submitted as early as possible, preferably by March 1 (this date is particularly important for applicants wishing to receive maximum financial aid consideration).

5. 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, or may be obtained from the secondary school if the school is a participant in the Common Application Program. These forms should be returned as early as possible during the senior year, and preferably prior to March. Students are admissible on a rolling basis after March 1 until the class is filled.

Both freshman and transfer applications are also accepted for the Spring Semester which commences in early January. Candidates for the Spring Semester are notified of the decision of the Committee on Admission during the preceding fall.

Admission

Admission to Willamette University is selective. Each year approximately 390 freshmen and 70 transfer students are enrolled for the Fall Semester from a group of 1,100 applicants. The freshman grade point average of admitted students generally ranges between 2.7 and 4.0 with the likelihood of admission increasing in relation to the grade point average. The average solid subject GPA for entering freshmen is 3.2 and the average college GPA for transfers is 3.0.

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 a balance among high intellectual competence, interesting personal qualities, social awareness and ethnic, racial, religious, socioeconomic and geographic diversity is sought.

In keeping with our 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 two years of foreign language,

three years of college preparatory mathematics, two years of laboratory science, three years of social studies or history, and four years of college preparatory English. Other factors such as creativity, demonstrated leadership, work experience, significant travel, and exceptional talent in a particular field are also weighed in the admission decision. 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 en-

Procedures

Freshman Admission

To apply for admission to freshman standing, the applicant must submit:

1. An application for admission accompanied by a \$20 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 school guidance counselor or teacher.

4. Standardized test results from the Scholastic Aptitude Test (SAT), American College Test (ACT), or Washington Pre-College Test (WPCT).

Transfer Admission

1. An application for admission accompanied by a \$20 non-refundable fee.

2. Official transcript(s) of all previous college work.

3. An official secondary school transcript.
4. Transfer Reference Form(s) completed by an administrator or faculty member from each of the colleges attended previously. These forms are provided with the application for admission, and you may request additional ones from the Office of Admission if needed.

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 a minimum cumulative grade point average of 2.0 for all previous college work 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.

Students admitted with an Associate of Arts degree from an accredited Oregon community college will receive automatic junior standing, providing both the mathematics and English proficiencies have been satisfied with prior course work. 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 towards the degree.

Early Decision

A good 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. The Office of Admission agrees to notify the student by January 10 (providing all credentials have been received) and the student agrees to accept admission if offered. The application deadline is December 15 of the senior year. Early Decision candidates submit the same academic credentials as students seeking Regular Admission, except that their transcript need only include grades from the freshman through junior years. Early Decision admission is reserved for candidates with outstanding records of achievement and aptitude. A student not eligible for admission on the Early Decision Program may still be admitted at a later date by the regular admission procedures.

Financial aid awards for Early Decision candidates will generally be made within two weeks of the admission decision, providing the appropriate College Scholarship Service form has been received by the Office of Financial Aid. Early Decision candidates may either file the early version of the Financial Aid Form (FAF) or the standard version. If using the latter, Early Decision candidates are encouraged to submit the FAF promptly after January 1.

Special Considerations

Honors at Entrance

Some entering freshmen with distinctive backgrounds are awarded Honors at Entrance by Willamette University. Criteria used in placing these awards include scholarship, activities, citizenship and other indications of probable success in college. Honors at Entrance are awarded without regard to financial need and carry no monetary grant. No special application is required to receive Honors at Entrance.

Special Part-time and Early Admission Students

Students may apply to the University on both a non-degree or part-time basis. Application procedures vary with individual circumstances for these special students, and they are requested to contact the Office of Admission for the appropriate forms.

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. An Early Admission candidate must have the full endorsement of the secondary school before the application will be considered.

Advanced Placement

Willamette University encourages student participation in the Advanced Placement Program sponsored by the College Board. The Departments of Biology, Chemistry, English, Foreign Languages and Literatures, History, Mathematics, and Physics offer credit for AP scores of four or better. The amount of credit is determined by each department. Some departments will review scores of three for possible credit.

The Department of Music does not accept the Advanced Placement Music Theory Examination score. All entering music students (freshmen and transfers) must take a theory placement exam which is administered on campus each semester before registration.

Credit may be granted upon review by

individual departments of subject examinations of the College Level Examination Program (CLEP). Results are reviewed on an individual basis. No credit is given for general CLEP examinations.

Advanced Credit

Not more than one and one-half credits may be granted for correspondence courses and/or televised courses from an accredited college. A student may take correspondence courses while regularly enrolled at Willamette only with the written approval of his or her advisor and the dean of the college concerned. The general rules for transfer credit also apply to correspondence courses. A maximum of 6 credits toward the baccalaureate degree, including correspondence and television, may be taken through extension.

Academic Listeners Program

Academic Listeners program opens certain classes to the public for a nominal fee on a non-credit basis. The objectives of this program are to offer educational benefits to the Academic Listener while diversifying student contact. Academic Listeners will sign up for courses during the second week of each semester in the Office of the Registrar. Prerequisite for attendance is approval of the instructor(s) of the course(s). Academic Listeners are not permitted to register for individual instruction courses. For current fees, please consult the Office of the Registrar. Senior citizens over 65 years of age receive a discount.

GED

Evidence of successful completion of the General Educational Development (GED) program will be accepted in lieu of a high school diploma. Students submitting GED credentials must also submit an official copy of their high school transcript and results of either the Scholastic Aptitude Test (SAT), American College Test (ACT) or the Washington Pre-College Test (WPCT), in addition to the other required credentials. Primary admission consideration for candidates with the GED will be based on consideration of the total academic record (transcript, percentile scores for the GED test and SAT, ACT or WPCT scores).

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.

A flat tuition and a library use fee are charged to students taking from three to four and one-half credits.

The following schedule of fees and charges applies to the 1981-82 school year.

Tuition and Fees	\$4,930
*OSPIRG	\$ 4
Room and Meals	\$2,150
Books (estimated)	\$ 250
Personal Expenses (estimated average)	\$ 460
*Health Insurance	\$ 100
Total	\$7,894

**Charges for OSPIRG membership and health insurance coverage are optional. Students can be exempted from these charges after signing a waiver with the Business Office. The health insurance is offered for students not already covered by an existing policy. The Oregon Student Public Interest Research Group (OSPIRG) is a non-profit corporation which conducts research in environmental, consumer, and human rights issues. For further information about OSPIRG or health insurance, please contact the Business Office.*

Semester Tuition: Regular Students

College of Liberal Arts

Student Body Membership \$25

(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 22 student activities; it also covers class dues, social events, and subscriptions to the college paper and yearbook.)

Library Fee

For all regular undergraduate students in the College of Liberal Arts \$ 10

Tuition

College of Liberal Arts, for regular students taking 3 to 4-1/2 credits . \$2,430
Each 1/2 credit over 4-1/2 \$ 252

Special Music Fees: Non-Major, Full-time

Private Instruction, 1/4 credit (15 1/2 hour lessons per semester) .. \$ 120
Less than a full semester, per lesson \$ 10

Late Registration Fee

If a student fails to complete registration through the Business Office by 4 p.m. on the last official day of registration each semester, he or she will be charged a fee of \$5 for the first late day plus \$1 for each subsequent day until registration is completed.

Late Payment Fee

A fee of \$5 is added to the account of any student who fails to make deferred payments when due.

Semester Charges: Part-time Students

A part-time student is defined as any stu-

dent 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	\$ 135
One half (1/2) credit	\$ 270
Three fourths (3/4) credit	\$ 405
One (1) credit	\$ 540
One & one fourth (1-1/4) credit ..	\$ 675
One & one half (1-1/2) credit	\$ 810
One & three fourths (1-3/4) credit \$945 + \$27	\$ 972
Two (2) credits 1,080 + \$27	\$ 1,107
Two & one fourth (2-1/4) credits \$1,822.50 + \$27	\$ 1,849.50
Two & one half (2-1/2) credits \$2,025 + \$27	\$ 2,052.00
Two & three fourths (2-3/4) credits \$2,227.50 + \$27	\$ 2,254.50

Room and Meal Charges

Students who live on campus receive 19 meals per week. Meals are served throughout the school year except during Thanksgiving break, Christmas and Spring vacations. Double room occupancy, room and board charges are as follows:

Room and 19 Meals Per Week

\$1,075 (three meals Monday-Friday; two meals Saturday and Sunday) per semester. Single occupancy in the residence halls and fraternities will result in a \$277.25 per semester additional rental charge. Students housed in sorority living units pay the same room and board charge listed above. The University reserves the right to alter its schedule of fees, charges, and meal options offered upon not less than six months notice.

All students contract for their rooms for the full academic year. Charges for room and meals are payable by the semester in advance, unless a deferred payment plan has been arranged in advance through the Business Office. 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 plus a forfeit fee equivalent to one month's room rent or portion thereof.

The University is not responsible for money, jewelry, or other articles of value. Possession of firearms by students is not permitted on campus at any time. For additional information, consult detailed housing regulations.

Payments

Tuition and charges for room and meals are payable in full by registration day each semester and are paid to the Business Office. Fifty dollars of the \$100 Advance Payment required of each new student is applied toward the tuition for the first

semester. The remaining \$50 is retained as an Advance Payment for subsequent years. Two types of payment contracts are available upon request. The service fee for contracts and accounts not paid-in-full by Registration is \$30 per semester. A student may not attend classes until semester bills have been paid unless a deferred payment plan has been approved by the Business Office prior to registration. Students may not take examinations or be given a transcript of credits until all University accounts have been paid in full. A student who fails to make deferred payments promptly may be barred from class attendance and will be assessed the \$5 late payment fee. Students on contract will not receive a monthly billing and must pay in person or by mail on the dates designated on the Deferred Payment Contract. All checks returned to the bank will be subject to a service charge of \$5 and may result in the termination of deferred payment privileges and University check-cashing privileges.

For the convenience of the full-time student and his or her parents, deferred payment plans are available as follows:

Plan A

This plan requires payment of approximately one-half at registration each semester. Please note that financial grants and scholarships from the school are deducted from the total charges before the down payment is computed. The balance is then divided into three equal payments. The dates for payments for fall are at registration, October 1, November 1, December 1. The dates for payments for spring are at registration, February 12, March 12, April 12.

Total Semester Cost (with insurance) 1981-82

Students living on campus:

19-meal/Double Room	\$ 3,622.00
19-meal/Single Room	\$ 3,899.25
Students living off campus ...	\$ 2,547.00

	Pay at	Three
Examples (living)	Registration	Payments
Double/19	\$1,813.00	\$603.00
Single/19	\$1,949.25	\$650.00
Off Campus	\$1,273.50	\$424.50

Payments of more than the required minimum at registration will reduce the monthly payments. Books, extra courses, and music lessons are not included in the above payment schedules.

Plan B

This payment plan spreads the cost over an 11-month period with the first payment in June. Please note that financial grants and scholarships from the school are deducted from the total charges before the payments are computed. Payments are due the first of each month.

Total Cost for Year (with insurance) 1981-82

Students living on campus:

19-meal/Double Room		\$7,244
19-Meal/Single Room		\$7,798
Students living off campus		\$5,094
	Payment	Monthly
Examples (living)	June	6/1-1-4-1
Double/19	\$664.00	\$658
Single/19	\$708.50	\$709
Off Campus	\$464.00	\$463

Books, extra courses and music lessons are not included in the above payments.

Refunds

Cash refunds in cases of voluntary withdrawal from a course or from the University will be allowed on tuition and student body membership, on the basis of the following schedule. Withdrawals within the first two weeks of the semester — 80 percent of assessed charges. Withdrawals during the third, fourth or fifth week of the semester — 60 percent of assessed charges. Withdrawals during the sixth, seventh, or eighth week of the semester — 40 percent of assessed charges. Withdrawals after eight weeks — no cash refund. A student who withdraws during a given semester will have the balance of his/her financial aid award cancelled. In case of withdrawal, a non-music major carrying work in applied music will be charged for the lessons prior to withdrawal at the rate of \$10 per lesson. The balance of the charge is then subject to refund.

If a student voluntarily withdraws from the University for any reason (including medical), he or she is responsible for room and meals through the date of withdrawal plus a forfeit fee equivalent to one month's room rent or portion thereof.

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.

All students withdrawing from the University must notify the Office of the Dean of Students before their departure to initiate withdrawal procedures.

Financial Aid

Qualifications for Financial Aid

Financial aid is available to many incoming freshmen and to students with advanced standing who are already enrolled in Willamette University. Awards are made on the basis of financial need with consideration given to academic achievement and citizenship. To determine need, each applicant is required to have on file in the Office of Student Financial Aid a copy of the Financial Aid Form (FAF). Financial aid is awarded annually for the academic year. This aid is renewed on the basis of need and a student's personal and academic record for subsequent years. The student must file the appropriate application, obtainable from the Office of Student Financial Aid, for each year in

which assistance is desired. The amount of each student's financial aid will be reviewed annually and will 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 normal progress towards graduation as determined by the Academic Status Committee in order to maintain eligibility for aid. A student who is not making normal 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.

The University reserves the right to require that some portion of the financial assistance awarded by the University be taken as loans and/or work.

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 these advance payments may cause any University award to be withdrawn.

How to Make Application

1. Incoming students must complete the admission application to Willamette University including the Student Financial Aid Request Form which is included with the application materials

2. The Financial Aid Form (FAF) of the College Scholarship Service may be obtained from the high school guidance office or from Willamette University. This form should be mailed directly to the College Scholarship Service.

3. Transfer students applying for financial aid are required by federal regulations to submit a Financial Aid Transcript from each of the colleges previously attended *whether or not they received any financial aid from these institutions*. No aid award will be made until the financial aid transcripts are received in the Office of Student Financial Aid.

To be given maximum consideration for financial assistance, the prospective student must complete these forms and mail them by February 1. Students already enrolled should make application directly to the Office of Student Financial Aid by February 1. Announcement of awards for incoming students will be made prior to April 15. Returning students will be notified shortly after April 15.

Types of Aid Scholarships

Incoming students who have been admitted with Honors at Entrance and who show financial need may be awarded Honor Scholarships. Returning students, to be eligible for any scholarship, must show financial need and have maintained a minimum 3.00 GPA.

Several of these scholarships have been established as memorial scholarships and

sponsors have in some cases stipulated special provisions. Interested students should address their inquiries to the Office of Student Financial Aid regarding the specific provisions for these name scholarships.

Grants

Both incoming and returning students who are not awarded scholarships and have academic promise may be considered for grants if they give evidence of financial need.

Supplemental Educational Opportunity Grants

The federal government has made available Supplemental Educational Opportunity Grants which are restricted to students who are in "exceptional financial need." Willamette University participates in this program and invites further inquiry regarding these grants.

Pell Grants (formerly Basic Grants)

The federal government will make a number of these grants available to students who qualify through the Financial Aid Form. Specific guidelines regarding the application process are available at the high school. For further information contact the Office of Student Financial Aid.

Student Loan Funds

Because of the gifts of many friends and foundations, Willamette University has substantial funds available for student loans. Several of these funds have been made available to honor various individuals and in some instances carry restrictions as to eligibility. All students interested in borrowing from these sources are urged to contact the Office of Student Financial Aid to determine their specific eligibility. University loans were established to meet emergency needs over a short period of time and repayment is usually expected within six months.

Willamette University participates in the National Direct Student Loan program, the United Student Aid Fund, state guaranteed loan programs, the Federally Insured Student Loan program, and the United Methodist Student Loan Fund. Contact the Office of Student Financial Aid for more information about the various loan programs.

Student Employment

On-campus employment is awarded on the basis of financial need and ability to do the job. Students interested in campus work should contact the Office of Student Financial Aid for further information. Any student interested in working with food service should contact the Saga office.

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 to the University. Further information concerning approved V.A. programs may be obtained directly from the University Veterans Secretary.

AFROTC Scholarships

"Students who qualify may compete for AFROTC scholarships which are awarded on the basis of merit without the student having to show financial need. Inquire at the Office of Student Financial Aid or contact AFROTC Detachment 695, University of Portland, (503) 283-7216."

Prizes and Awards

Through the generosity of various groups and friends, Willamette offers a number of prizes and awards for achievement in the different fields of college endeavor. These prizes recognize scholarship as well as leadership and character, and are awarded without regard to financial need.

Scholarships

Ruth Buche Allen (History)
 Alumni Association
 Vera M. Armstrong
 Myrtle L. Atkinson
 Thomas E. Autzen
 Edgar F. Averill
 Eliza Baker and Lavina Wheeler
 Bruce R. Baxter
 Bishop Bruce R. Baxter
 Mr. and Mrs. Howard C. Belton
 Lester J. and Ida May Bennett
 Lelia S. Bortzmeyer (Methodist Ministry)
 Julius J. and Joanna Brauer
 Russell M. Brooks (Law)
 Ted and Dorothy Butler (Law)
 Cardinal Round Table
 Ellen J. Chamberlain and Julia L. Schultz (Music)
 Ben B. Cheney
 Beuford S. Cole
 Mary L. Collins (undergraduate and graduate)
 William D. and Phina Collins
 Commercial Bank of Salem (Economics)
 Edwin and June Woldt Cone
 Catherine A. Covert (Music)
 Max F. and Susan E. deSully
 Mary A. and Martin Dietz
 Margaret Klund Earnheart
 John B. Ebinger (Law)
 Mabel H. Fraer
 Elmer and Grace Goudy (Music)
 George H. Grabenhorst
 Martin W. Grefnes and Claude E. Chandler, M.D.
 Timothy C. Hawkins
 Louise Findley Heintz
 L. and G. Hockett

Joseph Holman
 Oregon's Children's Aid Society
 Freshman Honor
 Jackson Foundation
 Elizabeth Hovelburg Jaqua and Leonard D. Jaqua
 Spec Keene
 Richard E. Kerr
 M. Evelyn Lawrence
 W. C. and M. E. W. Lawrence
 Dwight and Margaret Lear
 Julia B. Lear
 Charles H. Leavitt
 Robert H. Lillig
 R. Ivan Lovell (History)
 Charles E. McCulloch
 James Newton McCurdy
 Ferne and Brooks Moore
 Mary Putnam Mort
 Charles and Valona Moser
 Mu Phi Epsilon (Music)
 Morton E. and Jessie G. Peck
 Pemberton Award
 Maude Peterson
 James H. Polhemus
 Russel and Alice Pratt
 Presser Foundation (Music)
 Charlotte and D. Russell Rarey
 Reynolds Trust Fund of Centenary Wilbur Methodist Church
 Ernest C. and Myrta A. Richards
 Bernice Rise (English)
 Nellie Lavina Roberts
 Charles A. Robertson (Law)
 Salem Breakfast Club
 Salem Music Club
 Salem Rotary Club
 Wilson Henry Scott
 G. Herbert Smith
 Marie C. Smith
 Ray L. Smith (Law)
 Lestle Fay Sparks
 M. Emma Stannus
 Charles Leonard Starr
 Sarah Hunt Steeves
 Irene Gerlinger Swindells (Music)
 Michal Ann Thomas
 Vernon Victor and Augusta M. Thompson
 Town and Gown
 Max D. and Rose E. Tucker
 United Methodist Church
 Alma Rhorer Vinson
 Florian Von Eschen
 Glen C. Wade (Music)
 Helena Willett Wallace (Music)
 Nancy Black Wallace (Music)
 William Wallace Youngson

Loan Funds

American Association of University Women
 Ruth Bastuscheck
 George William Bleile
 R. A. Booth
 Ruth J. Boylen
 Class of 1919
 College of Law
 Sol Stern

Edward G. and Ida M. Crawford
 Bing Crosby
 Olive M. Dahl
 Herbert L. Deal
 Carol Emerson Dversdal
 Clara Eness
 Faculty
 Hallie Brown Ford
 Frank G. and Viola Price Franklin
 Leroy Gard
 Louise J. Gates
 Ross George Gladden
 David S. McClellan
 Methodist Men
 Dix Vinson Moser
 Joy Turner Moses
 National Direct Student Loan
 Gussie A. Niles
 George Allen Odgers
 Guaranteed Student Loan
 Annie Roberts
 Abby Rogers
 Salem Civic Players
 Walter P. Schuck
 M. Josephine Shanks
 United Methodist Church
 "Chuck" Todd

Prizes

Joseph H. Albert
 J. H. Booth
 Mark O. Hatfield
 Dorothy Ann Perkins
 Colonel Percy Willis
 Paul H. Doney
 Rex A. Turner

Awards

Alpha Chi Omega
 Alpha Lambda Delta (Senior)
 Annie M. Barrett
 Central Willamette Valley Association of Phi Beta Kappa
 Mrs. Walter A. Denton
 T. C. Jory
 Chester F. Luther
 Dr. Helen Pearce
 Pemberton Family
 Daniel H. Schulze
 Wall Street Journal

Section IV

Faculty and Administration

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“Education, if it is worthy of the name, must take place in the context of the mutual acceptance and caring so vital to us all.”

From an address by U.S. Senator Mark O. Hatfield, a frequent visitor at Willamette. (Senator Hatfield is a Willamette alumnus and trustee and a former dean of students and political science professor at the University).

Faculty and Administration

College of Liberal Arts
College of Law
Atkinson Graduate School of Management
(First year listed indicates starting year;
second year listed indicates year starting
current position.)

Active Full-Time

Stephen H. Archer, 1973 B.A., M.A., Ph.D., University of Minnesota. Guy F. Atkinson Professor of Economics and Finance, 1979. (Sabbatical Leave Spring 1982)

Robert C. Art, 1981 B.A., Beloit College; M.A., University of Wisconsin; J.D., DePaul University. Assistant Professor of Law, 1981.

David Austin, 1981 B.A., University of Rochester; M.A., University of Massachusetts. Assistant Professor of Philosophy, 1981.

Henry J. Bailey III, 1965 B.A., Pennsylvania State University. J.D., Yale University. Emeritus Professor of Law, 1981.

Suresht R. Bald, 1981 B.A., M.A., Delhi University, India; Ph.D., Harvard University. Assistant Professor of Political Science, 1981.

Gary Bangstad, 1978 B.M.Ed., Gustavus Adolphus College; M.S., University of Illinois; Ed.D., Arizona State University. Associate Professor of Music, 1980.

Amy Barlowe, 1976 B.A., M.M., Juilliard School of Music. Assistant Professor of Violin, 1977.

C. Russell Beaton, 1971 B.A., Willamette University; M.A., Ph.D., Claremont University Center Graduate School. Professor of Economics, 1976.

Martin Behnke, 1979 B.A., M.A., California State University, San Jose; Ph.D., University of Colorado. Associate Professor of Music, 1981.

William G. Berberet, 1976 B.A., Carroll College; M.A., Ph.D., University of Nebraska. Dean, College of Liberal Arts. Professor of History, 1976.

Adele Birnbaum, 1963 A.B., University of Illinois; M.A., Bryn Mawr College. Associate Professor of English, 1979.

James Bjorkquist, 1968 B.A., Gustavus Adolphus College; M.A., University of Iowa; M.A., University of Colorado. Associate Professor of Sociology, 1976. (Sabbatical Leave Spring, 1982.)

Bea Blake, 1973 Grand Island Business College. Assistant Director, Financial Aid, 1975.

Virginia E. Bothun, 1968 B.A., University of Washington; M.A., Stanford University. Associate Professor of English; Associate Dean, College of Liberal Arts, 1981.

Patricia Bowen, 1979 L.P.N., A.S., Lewis and Clark State College; R.P.N., University

of Arizona. Registered Nurse Practitioner, 1979.

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

Charles Bowles, 1965 B.A., M.S., University of Portland; Ph.D., University of Oregon. Professor of Physical Education; Track and Cross Country Coach, 1973.

Wilbur S. Braden, 1970 B.A., M.A., Washington State University; M. Litt., Trinity College, Dublin; Ph.D., University of Virginia. Professor of English, 1981.

Donald R. Breakey, 1954 On the Albert Seaquist Foundation; B.S., Willamette University; M.S., Michigan State University; Ph.D., University of California, Berkeley. Professor of Biology, 1967.

Richard F. Breen, Jr., 1976 A.B., Dartmouth; L.L.B., University of Maine; M.L.S., University of Oregon. Law Librarian; Associate Professor of Law, 1980.

James P. Brik, 1973 B.A., M.P.E., Idaho State University. Assistant Professor of Physical Education and Aquatics Director, 1977. (Sabbatical Leave, Spring, 1982)

Barbara M. Brunkow, 1980 B.A., M.Ad., Willamette University. Assistant to Vice President for University Relations, 1980.

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

Jerry S. Canning, 1963 A.B., Ph.D., University of Maryland. Professor of Philosophy, 1977.

Thelma Carroll, 1960 Henager Business College. Assistant Registrar, 1976.

Frances H. Chapple, 1966 B.S., 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.

Catherine A. Collins, 1981 B.A., Pacific Lutheran University; M.A., University of Arizona; Ph.D., University of Minnesota. Assistant Professor of Speech and Communications, 1981.

Alison Conner, 1979 B.A., University of Oregon; M.L.S., University of Michigan. Assistant Catalog Librarian, 1979.

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.

James Cook, 1970 B.A., Whitman College; M.S., Juilliard School of Music; D.M.A., University of Southern California. Professor of Piano and Music Theory, 1980.

Colleen Corcoran, 1981 B.A., Holy Names College; M.A., University of San Francisco. Director of Alumni Relations,

1981.

Richard Wright Cowger, 1969

B.Mus.Ed., Oberlin College; M.Ed., Willamette University; D.Ed., University of Oregon. Professor of Education, 1973. (Sabbatical Leave Fall 1981)

Carol L. Davis, 1980 Lima Memorial Hospital School of Nursing. Registered Nurse, 1980.

William J. Devery, 1970 B.S., M.S., Ph.D., University of Washington. Associate Professor of Psychology, 1970.

John Diehnell, 1980 B.S., M.S., University of Oregon. Director of Media Services, 1980.

Jay Doubleday, 1976 B.A., Ph.D., University of California, Berkeley. Professor of Public Administration; Dean, Graduate School of Management, 1976.

Donna D. Douglass, 1976 B.M., University of the Pacific; M.A., Arizona State University. Assistant Professor of Music; Director, Music Therapy Program, 1976.

Paule G. Drayton, 1960 B.A., Willamette University; M.A., University of Oregon; Ph.D., Middlebury College. Professor of French, 1971.

Lily Driskill, 1980 B.S., Western Oregon State College; M.Ed., Harvard University. Assistant Dean of Students, 1981.

Paul M. Duell, 1957 B.A., M.S., Fort Hays State College; Ph.D., Kansas State University. Professor of Chemistry, 1976.

J. Michael Dunlap, 1975 B.A., George Fox College; M.A.T., Lewis and Clark College; M.S., Ph.D., University of Oregon. Associate Professor of Computer Science, 1980.

William E. Duvall, 1971 B.A., Whitworth College; M.A., University of Pennsylvania; Ph.D., University of California, Santa Barbara. Associate Professor of History, 1977.

Joanne B. Engel, 1980 B.S., Pennsylvania State University; M.Ed., University of Sydney; M.Sc., Ph.D., Iowa State University. Assistant Professor of Education, 1980.

Brendan Stocklin-Enright, 1981 LL.B., University of Warwick Law School; J.D., University of Connecticut; L.L.M., University of Pennsylvania. Assistant Professor of Law, 1981.

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

David B. Fraley, 1981 B.A., New Mexico State University; M.L.S., University of Texas at Austin. Reference Librarian, 1981.

Linda Andrews Garrett, 1978 B.S., Springfield College; M.S., East Stroudsburg State College. Assistant Professor of Physical Education, 1978.

Bruce L. Gates, 1974 B.S.E., Princeton University; Ph.D., University of Pittsburgh. Professor of Quantitative Methods and Public Management, 1981. (Sabbatical Leave 1981-82 Academic Year)

Christine Gentzkow, 1966 B.A.,

Willamette University; M.A., Portland State University. Assistant Professor of German, 1977.

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

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

Richard M. Gillis, 1956 B.B.A., Tulane University; M.B.A., University of Pennsylvania; D.B.A., University of Oregon. Professor of Economics, 1963. (Sabbatical Leave Spring 1982)

Richard Glas, 1979 B.S., Bemidji State University; M.S., Western Illinois University. Assistant Professor of Physical Education; Basketball Coach, 1979.

Francoise A. Goeury-Richardson, 1966 B.A., Willamette University; Licences Lettres, University of Nancy, France; Ph.D., University of California, Santa Barbara. Associate Professor of French, 1980.

David E. Goodney, 1977 B.A., Austin College; Ph.D., University of Hawaii. Assistant Professor of Chemistry, 1977.

Connie J. Gores, 1981 B.A., North Dakota State University; M.Ed., Colorado State University. Admissions and Placement Officer, College of Law, 1981.

Kathy T. Graham, 1977 B.A., University of California, Berkeley; J.D., University of California, Davis. Associate Professor of Law, 1980.

Laura Groves, 1976 B.A., California State University, Humboldt; M.L.S., M.M., University of Oregon. Music Librarian, 1976.

R. Lance Haddon, 1976 B.A., M.A., Michigan State University. Dean of Students and Director of University Residences, 1977.

Jack H. Hafferkamp, 1961 B.S., Baldwin-Wallace College; M.S., Bradley University. Associate Professor of Mathematics, 1961.

Carl A. Hall, 1948 Studied under Carlo Lopez; Artist Grant, 1949, American Academy of Arts and Letters. Associate Professor of Art, 1977. (Sabbatical Leave Spring 1982)

ElysaBeth Hall, 1976 B.A., California State University, Humboldt; M.L.S., University of Oregon. Cataloger, Law Library, 1976.

Richard Samuel Hall, Jr., 1972 B.A., Albion College; M.S., Ph.D., University of Illinois. Vice President for Academic Affairs, 1979.

James A. Hand, 1964 B.A., University of Alabama; B.D., Union Theological Seminary; Ph.D., Vanderbilt University. Professor of Religion, 1974.

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

Philip S. Hanni, 1973 A.B., University of Kansas; B.D., Kenyon College; S.T.M., Yale University; D.Rel., Chicago Theological

Seminary. Assistant Professor of Religion and University Chaplain, 1973.

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

Brian W. Hardin, 1981 B.A., University of Washington. Vice President for Financial Affairs, 1981.

Rosemary Hart, 1981 B.A., University of California, Santa Barbara; M.A., Ohio State University; Ph.D., University of Minnesota. Vice President for Student Affairs, 1981.

Syed Farooq A. Hassan, 1979 B.A., Honors in Jurisprudence, Oxford University; B.A., Cambridge University; M.A., B. Litt., D.Phil., Oxford University. Professor of Law, 1980.

Scott D. Hawke, 1971 B.S., California State University, San Diego; M.S., University of British Columbia; Ph.D., University of California, Riverside. Associate Professor of Biology, 1976.

Robert H. Hess, 1972 B.F.A., Indiana University; M.F.A., University of Notre Dame. Associate Professor of Art, 1976.

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

Michael E. Holland, 1979 B.S., M.S., Western Oregon State College; J.D., Willamette University. Associate Dean, College of Law, 1979.

Frances A. Howard, 1970 B.S., Lewis and Clark College; M.S., Creighton University. Associate Professor of Physical Education, 1977.

Sally Howell, 1972 B.Ed., Eastern Washington University. Director of the University Center, 1977.

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

Teresa K. Hudkins, 1969 B.M.Ed., Willamette University. Assistant Director of Admissions, 1977.

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. Associate Professor of Art, 1976.

Richard Iltis, 1972 B.S., South Dakota School of Mines and Technology; Ph.D., University of Oregon. Professor of Mathematics, 1978.

Carol Ireson, 1977 B.A., Stanford University; M.S., Ph.D., Cornell University. Assistant Professor of Sociology, 1977.

W. Randall Ireson, 1977 B.A., Stanford University; M.S., Ph.D., Cornell University. Assistant Professor of Sociology, 1977.

William Z. Iron, 1979 B.A., Linfield College; M.A., Ph.D., University of Oregon. Associate Professor of Theatre, 1979.

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

Ronald Jackson, 1980 A.B., M.A., Ph.D.,

Indiana University. Assistant Professor of Sociology, 1980.

Mary Ann Johns, 1976 B.A., Western Illinois University; M.A., University of Illinois; M.F.A., Indiana University. Associate Professor of Art, 1981.

Noel F. Kaestner, 1954 B.S., M.S., Ph.D., University of Wisconsin. Professor of Psychology, 1965.

Barbara M. Karmel, 1978 B.A., Cornell College; M.S., Ph.D., Purdue University. Associate Dean for Research, Professor of Organization Behavior and Director of the Center for Business and Government, 1978.

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

Anita King, 1981 B.M., Oberlin College; M.M. University of Iowa. Assistant Professor of Piano Theory, 1981.

Martin D. Kriegel, 1981 B.A., State University of New York at Buffalo; J.D., University of Michigan; L.L.M., New York University. Visiting Professor of Law, 1981.

Gilbert La Freniere, 1979 B.S., University of Massachusetts; M.A., Dartmouth College; M.A., Ph.D., University of California, Santa Barbara. Assistant Professor of Geology and Environmental Science, 1979.

Rose LaPlante, Manager, Bookstore, 1980.

Larry D. Large, 1972 B.S., Portland State University; M.A., Ph.D., University of Oregon. Vice President for University Relations, 1979.

Steve W. Lathrop, 1979 B.A., Linfield College. Director of the News Bureau, 1979.

Cheryle Lawrence, 1980 B.S., George Fox College; M.S.T., Portland State University. Athletic Therapist and Health Instructor, 1980.

Thomas F. Lee, 1972 B.A., M.Ed., Willamette University. Assistant Professor of Physical Education; Football Coach, 1975.

Susan M. Leeson, 1970 B.A., Willamette University; M.A., Ph.D., Claremont University Center Graduate School. Associate Professor of Political Science, 1976.

Nicholas F. Leland, 1979 B.A., M.A., California State University, Los Angeles; Ph.D., University of California, Santa Barbara. Assistant Professor of Theatre, 1979.

Jack Leonard, 1950 B.A., George Washington University; M.A., Stanford University. Associate Professor of Economics, 1973.

Gene S. Leonardson, 1978 B.A., Stanford University; M.A., University of Chicago; Ph.D., University of Pittsburgh. Director of External Education, 1981.

Nicholas Liepins, 1979 B.S., M.S., Oregon State University. Director of University Computing, 1979.

Earl K. Littrell, 1976 B.S., M.B.A., Ph.D., University of Oregon. Associate Professor

of Accounting and Information Sciences, 1976.

John Lodispoto, 1979 B.S., State University of New York. Director of Campus Security, 1979.

Carol S. Long, 1972 B.A., Pomona College; M.A., Ph.D., Northwestern University. Associate Professor of English, 1979.

Richard D. Lord, 1964 A.B., M.A., Ph.L., St. Louis University. Professor of English, 1979.

L. Randolph Lowry, 1981 B.A., M.P.A., Pepperdine University; J.D., Hamline University. Assistant to the President and Director of Professional Schools Development, 1981.

Robert H. Lucas, 1966 B.A., University of Oregon; M.A., Ph.D., Columbia University. Professor of History, 1981. (Sabbatical Leave Spring 1982.)

Harry S. Manley, 1971 A.B., L.L.D., Westminster College; L.L.B., University of Pittsburgh; Ph.D., Duke University. Director of Major Gifts and Deferred Giving, 1979.

Francis Kent Markus, 1962 B.B.A., M.A., University of Minnesota. Associate Professor of History, 1973.

Jo N. Martin, 1980 B.A., M.A., Ph.D., University of Michigan. Assistant Professor of Japanese Language and Culture, 1980.

Steven M. Maser, 1981 S.B., Massachusetts Institute of Technology; M.A., Ph.D., University of Rochester. Associate Professor of Public Administration and Public Policy, 1981.

Loren K. McBride, 1971 B.S., University of Idaho; M.A., University of Montana; Ph.D., University of Missouri. Associate Professor of Psychology, 1977.

George S. McCowen, 1966 B.A., University of the South; Ph.D., Emory University. Professor of History, 1967.

Lane C. McGaughy, 1981 B.A., Ohio Wesleyan University; B.D., Drew Theological Seminary; M.A., Ph.D., Vanderbilt University. George H. Atkinson Professor of Religious and Ethical Studies, 1981.

Bruce M. McIntosh, 1969 B.A., Oberlin College; M.M., University of Texas. Associate Professor of Music, 1980.

William A. Medina, 1982 B.A., M.A., George Washington University. Ph.D., American University. Elmer and Grace Goudy Professor of Administration, 1982.

Franklin D. Meyer, 1967 B.A., M.A., Michigan State University. Director of Admissions, 1969.

Daniel G. Montague, 1969 B.S., Oregon State University; M.A., University of Washington; Ph.D., University of Southern California. Professor of Physics, 1973.

John J. Mylan, 1970 B.S., Fordham University; J.D., Stanford University; L.L.M., New York University. Professor of Law, 1975. (Leave 1981-82 Academic Year.)

James A. R. Nafziger, 1976 B.A., University of Wisconsin; J.D., Harvard University.

Professor of Law, 1980.

Timothy J. Nissen, 1977 B.A., Claremont Men's College; M.A., Claremont University Center Graduate School. Atkinson Graduate School Assistant Dean for Admissions and Placement, 1979.

Kenneth S. Nolley, 1967 B.A., Westmont College; M.A., University of Virginia; D.A., University of Oregon. Associate Professor of English, 1976.

Robert N. Olson, 1979 B.S., Oregon State University. Controller and Director of the Budget, 1980.

Theodore Y. Ozawa, 1972 B.A., B.Ed., M.Ed., University of Hawaii; M.S., Oregon State University. Assistant Professor of Education, 1972.

Larry Parker, 1981 B.S., M.B.A., University of Oregon. Instructor of Marketing, 1981.

John C. Paulus, 1949 B.A., J.D., University of Iowa. Professor of Law, 1956.

Arthur D. Payton, 1962 B.S., Illinois Institute of Technology; M.S., Ph.D., Yale University. Research Professor of Chemistry, 1976.

Christopher Payton, 1979 Director of the Copy Center, 1980.

Stephen D. Prothero, 1963 B.S., M.A., Oregon State University. Associate Professor of Mathematics, 1974.

Robert L. Purbrick, 1947 B.A., Willamette University; M.A., Ph.D., University of Wisconsin. Professor of Physics, 1955.

Wallace Rabold, 1979 Director of Plant, 1978.

Susan J. Rauch, 1975 B.A., Willamette University. Admissions Counselor, 1980.

Mary Anne Rees, 1977 B.M., M.M., Indiana University. Assistant Professor of Music, 1977. (Academic Leave 1981-83)

Dean W. Richardson, 1974 A.B., University of Rochester; J.D., Syracuse University. Professor of Law, 1979.

Howard W. Runkel, 1950 B.A., University of Wisconsin; M.A., Bucknell University; Ph.D., Stanford University. Professor of Speech, 1953.

Ross R. Runkel, 1969 B.S., J.D., University of Washington. Professor of Law, 1974.

Patricia Scheidt, 1980 Lloyd-Griffin Business School. Coordinator, Business-Government Studies, 1980.

Richard K. Schwartz, 1971 B.A., William Jewell College; Ed.M., Ed.D., University of Illinois. Director of Student Development, 1979.

Junpei Sekino, 1978 B.S., Nihon University; B.A., M.S., Ph.D., Oregon State University. Assistant Professor of Mathematics, 1979.

Theodore L. Shay, 1956 B.S., M.A., Ph.D., Northwestern University. Professor of Political Science, 1961. (Sabbatical Leave Spring 1982)

John B. Simmons, 1972 A.B., Stanford University. Associate Director of Develop-

ment; Director of Athletics, 1981.

Christopher Simoni, 1980 B.A., University of Michigan; M.A., Ph.D., Marquette University; J.D., Lewis and Clark College. Instructor, Legal Research and Writing, 1980.

Carlton J. Snow, 1971 A.B., Taylor University; M.Div., Fuller Theological Seminary; M.A., J.D., University of Wisconsin. Professor of Law, 1978.

Martha Stellmacher, 1970 B.S., University of Portland. Registered Nurse, 1975.

Maurice B. Stewart, 1958 B.Sc., M.Sc., University of Alberta. Professor of Physics, 1977.

Richard H. Stewart, 1970 B.S., Lebanon Valley College; M.M.Ed., University of Oregon; D.M.A., University of Southern California. Professor of Music Education, 1981.

Edwin J. Stillings, 1959 A.B., Hiram College; M.A., Ph.D., University of Chicago. Professor of Political Science and Public Administration, 1959.

Robert L. Stoyles, Jr., 1962 B.A., J.D., University of Iowa. Professor of Law, 1966.

Michael Strelow, 1980 B.A., M.A., Miami University; Ph.D., University of Oregon.

Assistant Professor of English, 1980.

James M. Sumner, 1974 B.A., Pacific University; M.Ed., Springfield College. Associate Director of Admissions, 1974.

Richard A. Sutliff, 1967 A.B., Dartmouth College; M.A., Indiana University. Assistant Professor of English, 1970.

Thomas B. Talbott, 1972 B.S., Portland State University; S.T.B., Fuller Theological Seminary; M.A., Ph.D., University of California, Santa Barbara. Associate Professor of Philosophy, 1980.

Grant O. Thorsett, 1967 B.A., Washington State University; M.S., Ph.D., Yale University. Professor of Biology, 1979.

Leroy J. Tornquist, 1978 B.S., J.D., Northwestern University. Professor of Law; Dean, College of Law, 1978.

William G. Trenbeath, 1973 B.A., Whitworth College; M.S., University of North Dakota. Associate Director of Alumni Relations; Assistant Professor of Physical Education; Baseball Coach, 1981.

Donald H. Turner, 1971 B.S., Lewis and Clark College; J.D., Willamette University. Director of Internship Law and Professor of Law, 1974.

John Uggen, 1980 B.A., University of Oregon; M.A., Ph.D., University of Miami. Assistant Professor of Spanish, 1980.

Marta Velez, 1971 M.E., Ph.D., Escuela Normal para Maestros de Oriente, Cuba; Doctora en Pedagogia; Universidad del Oriente, Cuba. Assistant Professor of Spanish, 1976.

Julio Viamonte, 1967 B.A., M.A., University of LaPlata, Argentina. Associate Professor of Music and Director of Opera Theatre, 1967.

Michael Ward, B.A., California State University, Long Beach; M.S., University of

Oregon. Assistant Professor of Computer Science, 1980.

Sandra L. Weronko, 1976 B.A., Lewis and Clark College; M.L.S., Rutgers University. Head of Reader Services, 1979.

Charles E. Weyant, 1981 B.A., The American University; M.A., Wayne State University; M.S., Simmons College. University Librarian, 1981.

Joan Williamson, 1977 B.A., Ohio State University; M.C., Arizona State University. Counselor, 1977.

Michael B. Wise, 1981 B.A., Yale University; J.D., Stanford University. Associate Professor of Law, 1981.

James S. Woodland, 1972 B.S., M.Ed., Oregon State University. Director of Student Financial Aid, 1980.

Ralph Wright, 1971 B.A., University of Notre Dame; M.S., DePaul University. Director of University Relations, 1972.

Mary Ann Wynkoop, 1981 B.A., DePauw University; M.I.A., Columbia University; M.A., University of Colorado. Atkinson Graduate School, Assistant Director of Admissions, 1981.

Richard A. Yocom, 1955 B.A., Willamette University; M.A., University of New Mexico. Assistant to the President; University Registrar; Assistant Professor of Psychology, 1980.

Mary Ann Youngren, 1979 B.A., Purdue University; M.A., University of Denver; Ph.D., University of Oregon. Assistant Professor of Psychology, 1979.

Active Part-time

Alan Ball, 1979 B.A., Willamette University; M.A., Western Oregon State College. Instructor of Education, 1979.

Thomas Brand, 1964 B.A., Stanford University; L.L.B., University of Oregon. Lecturer in Economics (Business Law).

Maurice Brennen, 1979 B.S., M.M., Northwestern University. Instructor of Music.

Robert C. Cannon, 1974 B.S., University of Oregon; J.D., Willamette University College of Law. Adjunct Law Faculty.

Mary Cavanaugh, 1981 B.A., Humboldt State University. Forensics Coach.

Donald J. Cioeta, 1981 Ph.D., University of Chicago. Instructor of History.

Dean Comely, 1976, Instructor of Music.

David Crane, 1979 B.M., Willamette University. Instructor of Music.

Stephen DeHaas, 1978 B.S., Oregon State University; M.S., Portland State University. Instructor of Education.

John Doan, 1977 B.A., California State; M.M., Western Oregon State College. Instructor of Music.

Douglas M. Egan, 1981 B.A., M.A., Ph.D., University of California, Berkeley. Adjunct Management Faculty.

Gary Frame, 1980 B.M.Ed., Willamette University; M.M. University of Oregon. In-

structor of Music.

Michael W. Gillette, 1979 B.A., Whitman College; J.D., Harvard Law School. Adjunct Management Faculty.

Roy H. Glen, 1978 B.S., University of Astoria; Ph.D., Case Western Reserve University. Adjunct Management Faculty.

James C. Griggs, 1979 B.A., Willamette University; J.D., Willamette College of Law. Adjunct Law Faculty.

Holly Hamblen, 1977 B.A., Holy Names College. Instructor of Dance.

Marcia Hauff, 1978 B.M., Willamette University; M.M., Northwestern University. Instructor of Music.

Don Hibbard, 1968 B.M., M.M.Ed., University of Oregon. Instructor of Music.

William F. Hoelscher, 1979 B.S., J.D., University of Illinois. Adjunct Management Faculty.

James C. Hogue, 1980 B.A., Tarkio College; M.D., University of Missouri School of Medicine. Medical Director.

Heidi Howarth, 1978 B.M. Brigham Young University. Applied Voice Instructor.

Jeannie Johnson, 1974 B.M., Willamette University. Instructor of Music.

Bryan M. Johnston, 1979 B.S., Northern Illinois University; J.D., Loyola University of Chicago. Adjunct Law Faculty.

Douglas C. Kirkpatrick, 1981 B.A., Pacific Lutheran University. Forensics Coach.

Henry W. Lennstrom, 1981 B.S., University of Washington; M.A., Colorado State College; Ed.D., University of Washington. Professor of Mathematics.

Mary Lott, 1972 B.A., California State University, Northridge. Applied Instructor of Music.

Jonathan L. McGladrey, 1978 B.A., Willamette University; J.D., Willamette College of Law. Adjunct Management Faculty.

Valerie McIntosh, 1969 B.M., Oberlin College; M.M., University of Texas. Instructor of Music.

Michael McLean, 1908 B.A., M.A., University of Oregon. Adjunct Management Faculty.

Barbara Mahoney, 1978 B.A., M.A., Ph.D., St. Louis University. Instructor of History.

Margaret J. Nightingale, 1981 B.A., Northwestern University; J.D., Harvard Law School. Adjunct Law Faculty.

Kenneth O'Connell, 1977 LL.B., S.J.D., University of Wisconsin. Adjunct Law Faculty.

Alex Parks, 1980 J.D., Willamette University. Adjunct Law Faculty.

James A. Perry, 1973 B.A., University of Oregon; J.D., Lewis and Clark College. Adjunct Law Faculty.

Daniel A. Ritter, 1968 B.A., University of San Francisco; J.D., Willamette College of Law. Adjunct Law Faculty.

Magda Schay, 1974 M.A., Syracuse Uni-

versity. Instructor of Russian.

Catherine Schnelker, 1978 B.M., M.M., Oberlin College; Certificate in Music Education, Manchester College. Instructor of Music.

Fred Segrest, 1980 B.A., Washington State University. Adjunct Management Faculty.

John Tenny, 1979 B.A., M.A., Illinois State University. Instructor of Education.

Richard Togni, 1977 B.A., University of Portland; M.S., Portland State University. Instructor of Education.

Don Uhl, 1976, B.S., Ohio State University. Instructor of Music.

Joan Williamson, 1977 B.A., Ohio State University; M.C., Arizona State University. Counselor.

Jane Wilson, 1973 B.A., Houghton College; M.A., University of Washington. Instructor of Education.

Richard Wiltshire, 1979, B.A. San Francisco State; M.A., University of Oregon. Instructor of French.

Elizabeth A. Yocom, 1961 B.A., Earlham College; M.S., University of New Mexico. Instructor of Biology.

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Virginia A. Anderson, 1968 Technical Services, Law Library, Assistant Professor, Emeritus, 1979.

Courtney Arthur, 1958 Professor Emeritus of Law, 1978.

Henry J. Bailey, III, 1965 Professor Emeritus of Law, 1981.

Paul Beal, 1946 Associate Professor Emeritus of Romance Language, 1971.

Maurice W. Brennen, 1940 Professor Emeritus of Music, Director of Bands, 1979.

Edwin W. Butler, 1949 Professor Emeritus of Law, 1980.

Stanley Butler, 1950 Professor Emeritus of Music, 1977.

Alida Gale Currey, 1926 Professor Emeritus of Physical Education, 1966.

Charles H. Derthick, 1948 Professor Emeritus of Psychology, 1979.

Ralph Dobbs, 1943 Associate Professor Emeritus of Piano, 1970.

Melvin H. Geist, 1939 Professor Emeritus of Music and Dean of the College of Music, 1964.

Robert D. Gregg, 1948 Professor Emeritus of History and Dean of the College of Liberal Arts, 1966.

Lyle C. Grimes, 1964 Assistant Professor Emeritus of Economics, 1973.

Norman A. Huffman, 1946 Professor Emeritus of Religion, 1974.

Milton D. Hunnex, 1958 Professor Emeritus of Philosophy, 1980.

Clarence A. Kraft, 1950 Associate Professor Emeritus of Spanish, 1980.

Lois E. Latimer, 1924 Professor Emeritus of Home Economics, 1959.

John Lindbeck, 1967 Assistant Business Manager Emeritus, 1975.

Roy M. Lockenour, 1928 Professor Emeritus of Law, 1954.

R. Ivan Lovell, 1937 Professor Emeritus of History, 1966.

Chester F. Luther, 1936 Professor Emeritus of Mathematics, 1972.

James R. Lyles, Jr., 1956 Professor Emeritus of Education, 1979.

Cecil R. Monk, 1927 Professor Emeritus of Biology, 1968.

Marion Morange, 1931 Professor Emeritus of Romance Language, 1970.

Cameron Paulin, 1949 Professor Emeritus of Art, 1976.

Richard P. Petrie, 1954 Financial Vice President Emeritus, 1970.

Robert M. Putnam, 1953 Coordinator of University Scheduling, 1980.

John A. Rademaker, 1947 Professor Emeritus of Sociology and Anthropology, 1970.

Murco Ringnald, 1940 Professor Emeritus of English, 1970.

Harry E. Rorman, 1969 Associate Professor Emeritus of Earth Science, 1979.

Josef H. Schnelker, 1946 Professor Emeritus of Organ and Theory, 1976.

Daniel H. Schulze, 1930 Professor Emeritus of German, 1965.

Kenneth Smith, 1963 Professor Emeritus of Political Science, 1981.

Martha E. Springer, 1947 Professor Emeritus of Biology, 1981.

Paul G. Trueblood, 1955 Professor Emeritus of English, 1971.

Marija Udriš, 1958 Associate Professor of German and Russian, 1970.

J. Jean Williams, 1953 Associate Professor Emeritus of Physical Education, 1980.

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Somers, Grove & Company, Inc.
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O. J. Sparrow, President, The Duncanson-Harrelson Co., Vice Chairman of Willamette Associates

University Administration

(Staff organizations for the College of Law and Geo. H. Atkinson Graduate School of Management are listed in the respective catalogs for the two graduate schools.)

Office of the President

Jerry E. Hudson, President.

L. Randolph Lowry, Assistant to the President and Director of Professional Schools Development

R.A. Yocom, Assistant to the President and University Registrar

Office of Academic Affairs

Richard Samuel Hall, Vice President for Academic Affairs

William G. Berberet, Dean, College of Liberal Arts

Virginia E. Bothun, Associate Dean, College of Liberal Arts

D. Jay Doubleday, Dean, Atkinson Graduate School of Management

Leroy J. Tornquist, Dean, College of Law

Charles E. Weyant, University Librarian

David B. Fraley, Reference Librarian

Sandra Weronko, Head of Reader Services

Alison Conner, Cataloger

Laura Groves, Music Librarian

Nicholas Liepins, Director of University Computing

John Diehnel, Director of Media Services

Christopher A. Payton, Director of Copy Center

Thelma Carroll, Assistant Registrar

Office of Student Affairs

Rosemary Hart, Vice President for Student Affairs

R. Lance Haddon, Dean of Students and Director of University Residences

Richard K. Schwartz, Director of Student Development

James C. Hogue, Medical Director

Patricia Bowen, Registered Nurse Practitioner

Carol L. Davis, Registered Nurse Practitioner

Martha Stellmacher, Registered Nurse Practitioner

Philip S. Hanni, University Chaplain

James S. Woodland, Director of Student Financial Aid

Bea Blake, Assistant Director, Financial Aid

John Lodispoto, Director of Security

Sally Howell, Director of University Center

Joan Williamson, Counselor

Lily Driskill, Assistant Dean of Students

Office of Financial Affairs

Brian W. Hardin, Vice President for Financial Affairs

Rose LaPlante, Manager, Book Store

Robert N. Olson, Controller and Director of the Budget

Charlene M. Olson, Personnel and Business Services Coordinator

Wallace Rabold, Director of Plant

Bruce Bigler, Assistant Director of Plant

Office of University Relations

Larry D. Large, Vice President for University Relations

Barbara Brunkow, Assistant to the Vice President for University Relations

Harry S. Manley, Director of Major Gifts and Deferred Giving

John B. Simmons, Director of Athletics and Associate Director of Development

Colleen Corcoran, Director of Alumni Relations

William G. Trenbeath, Associate Director of Alumni Relations

Ralph Wright, Director of University Relations

Steven W. Lathrop, News Bureau Director

Franklin D. Meyer, Director of Admissions

James M. Sumner, Associate Director of Admissions

Teresa K. Hudkins, Assistant Director of Admissions

Susan J. Rauch, Admissions Counselor

Calendar

Fall Semester, 1981

August 30 Residence Halls open for new students. Orientation begins.

September 2 Registration for new students and returning students who did not pre-register, 8 a.m. to Noon. Classes begin, 1 p.m.

September 7 Labor Day Holiday. No classes

October 2 Last day to add first half and full semester courses. Last day to drop first half and full semester courses without a W appearing on the transcript. Last day to designate first half and full semester course credit/no credit.

October 19 "Mid semester day" — all classes suspended for the day.

October 23 End of first half semester courses.

October 26 Beginning of second half semester courses.

November 6 Last day to drop full semester courses. Last day to add second half semester courses. Last day to drop second half semester courses without a W appearing on the transcript. Last day to designate second half semester courses credit/no credit.

November 23 Academic advising begins for spring semester.

November 25 Last day to drop second half semester courses. Thanksgiving Vacation begins at 5 p.m.

November 30 Thanksgiving Vacation ends at 8 a.m.

December 5 Advance registration for spring semester.

December 11 Classes end, 10 p.m.

December 14 Semester final exams begin.

December 18 Semester final exams end. Christmas Vacation begins.

Spring Semester, 1982

January 11 Registration for spring semester

January 12 Classes begin, 8 a.m.

January 25 Last day to add first half and full semester courses. Last day to drop first half and full semester courses without a W appearing on the transcript. Last day to designate first half semester courses credit/no credit.

February 1 One hundred fortieth anniversary of the founding of the University

February 12 Last day to drop first half semester courses.

March 3 End of first half semester courses.

March 4 Beginning of second half semester courses.

March 19 Spring Vacation begins at 5 p.m.

March 29 Spring Vacation ends at 8 a.m.

March 17 Last day to add second half semester courses. Last day to drop second half semester courses without a W appearing on the transcript. Last day to designate half semester courses credit/no credit.

March 26 Last day to drop full semester courses.

April 9 Last day to drop second half semester courses.

April 12 Academic advising for fall semester begins.

April 24 Advance registration for fall semester.

April 28 Classes end 10 p.m.

April 29 Semester final exams begin.

May 5 Semester final exams end.

May 9 Baccalaureate and Commencement.

Fall Semester, 1982

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

September 1 Registration for new students and returning students who did not pre-register, 8 a.m. to Noon. Classes begin, 1 p.m.

September 6 Labor Day Holiday. No classes

September 15 Last day to add first half and full semester courses. Last day to drop first half and full semester courses without a W appearing on the transcript. Last day to designate first half and full semester course credit/no credit.

October 1 Last day to drop first-half semester courses.

October 18 "Mid semester day" — all classes suspended for the day.

October 22 End of first half semester courses.

October 25 Beginning of second half semester courses.

November 5 Last day to drop full semester courses. Last day to add second half semester courses. Last day to drop second half semester courses without a W appearing on the transcript. Last day to designate second half semester courses credit/no credit.

November 22 Academic advising begins for spring semester.

November 24 Last day to drop second half semester courses. Thanksgiving Vacation begins at 5 p.m.

November 29 Thanksgiving Vacation ends at 8 a.m.

December 4 Advance registration for spring semester.

December 10 Classes end, 10 p.m.

December 13 Semester final exams begin.

December 17 Semester final exams end. Christmas Vacation begins.

Calendar

Spring Semester, 1983

January 10 Registration for spring semester

January 11 Classes begin, 8 a.m.

January 24 Last day to add first half and full semester courses. Last day to drop first half and full semester courses without a W appearing on the transcript. Last day to designate first half semester courses credit/no credit.

February 1 One hundred forty-first anniversary of the founding of the University

February 11 Last day to drop first half semester courses.

March 2 End of first half semester courses.

March 3 Beginning of second half semester courses.

March 16 Last day to add second half semester courses. Last day to drop second half semester courses without a W appearing on the transcript. Last day to designate half semester courses credit/no credit.

March 18 Last day to drop full semester courses.

March 18 Spring Vacation begins at 5 p.m.

March 28 Spring Vacation ends at 8 a.m.

April 8 Last day to drop second half semester courses.

April 11 Academic advising for fall semester begins.

April 23 Advance registration for fall semester.

April 27 Classes end 10 p.m.

April 28 Semester final exams begin.

May 4 Semester final exams end.

May 8 Baccalaureate and Commencement.

Fall Semester, 1983

August 28 Residence Halls open for new students. Orientation begins.

August 31 Registration for new students and returning students who did not pre-register, 8 a.m. to Noon. Classes begin, 1 p.m.

September 5 Labor Day Holiday. No classes

September 14 Last day to add first half and full semester courses. Last day to drop first half and full semester courses without a W appearing on the transcript. Last day to designate first half and full semester course credit/no credit.

September 30 Last day to drop first-half semester courses.

October 17 "Mid semester day" — all classes suspended for the day.

October 21 End of first half semester courses.

October 24 Beginning of second half semester courses.

November 4 Last day to drop full semester courses. Last day to add second half semester courses. Last day to drop second half semester courses without a W appearing on the transcript. Last day to designate second half semester courses credit/no credit.

November 21 Academic advising begins for spring semester.

November 23 Last day to drop second half semester courses. Thanksgiving Vacation begins at 5 p.m.

November 28 Thanksgiving Vacation ends at 8 a.m.

December 3 Advance registration for spring semester.

December 9 Classes end, 10 p.m.

December 12 Semester final exams begin.

December 16 Semester final exams end. Christmas Vacation begins.

Spring Semester, 1984

January 16 Registration for spring semester

January 17 Classes begin, 8 a.m.

January 30 Last day to add first half and full semester courses. Last day to drop first half and full semester courses without a W appearing on the transcript. Last day to designate first half semester courses credit/no credit.

February 1 One hundred forty-second anniversary of the founding of the University

February 17 Last day to drop first half semester courses.

March 7 End of first half semester courses.

March 8 Beginning of second half semester courses.

March 14 Last day to add second half semester courses. Last day to drop second half semester courses without a W appearing on the transcript. Last day to designate half semester courses credit/no credit.

March 16 Last day to drop full semester courses.

March 16 Spring Vacation begins at 5 p.m.

March 26 Spring Vacation ends at 8 a.m.

April 13 Last day to drop second half semester courses.

April 16 Academic advising for fall semester begins.

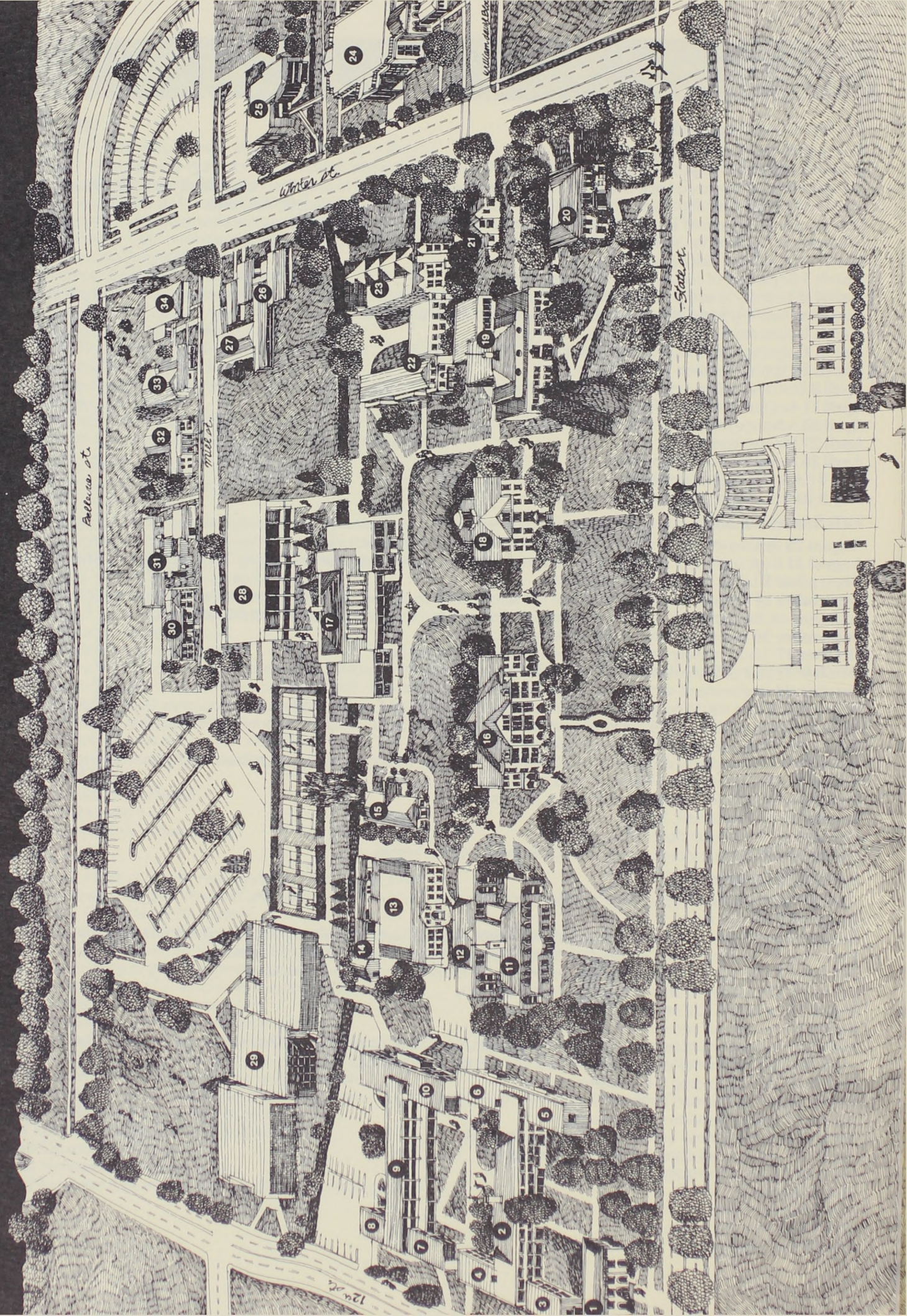
April 28 Advance registration for fall semester.

May 2 Classes end 10 p.m.

May 3 Semester final exams begin.

May 9 Semester final exams end.

May 13 Baccalaureate and Commencement.



University Buildings (Keyed to Map)

1. **Gatke Hall** 1938, political science and economics, named in honor of Willamette historian and professor Robert M. Gatke, 1968.
 2. **Baxter Hall** 1948, coed, 110 residents, named in honor of Dr. Bruce R. Baxter, president of Willamette from 1934-40.
 3. **Phi Delta Theta** national fraternity, 1947, 32 men.
 4. **Sigma Alpha Epsilon** national fraternity, 1949, 32 men.
 5. **Beta Theta Pi** national fraternity, 1947, 32 men.
 6. **Sigma Chi** national fraternity, 1947, 32 men.
 7. **Kappa Sigma** national fraternity, 1961, 32 men.
 8. **Delta Tau Delta** national fraternity, 1962, 32 men.
 9. **Matthews Hall**, 1961, coed, 90 residents; "are performance" sector, named in honor of mathematics professor James T. Matthews.
 10. **Belknap Hall** 1961, coed, 70 residents, named in honor of Dr. Lewis Franklin Belknap, prominent Methodist minister.
 11. **University Library** 1938, 236,035 volumes, 4,500 microfilm reels.
 12. **Walton Hall** 1967, 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.
 14. **Maintenance Shops** 1946 and 1969.
 15. **Bishop Student Development Center** 1955, medical services, counseling career and life planning, minority and foreign student advising, Dean of Students, campus housing, named in honor of C.P. and Fannie K. Bishop.
 16. **Eaton Hall** 1909, classrooms, business and admissions offices, a gift of A.E. Eaton.
 17. **Smith Auditorium and Fine Arts Building** 1955, 1250-seat auditorium, music and speech department, named in 1970 in honor of President Emeritus G. Herbert Smith who served Willamette from 1942-69.
 18. **Waller Hall** 1867, classrooms, chapel, auditorium, media center, oldest building on campus, named in honor of the Rev. Alvin Waller, a former business agent for Willamette who raised funds for the building.
 19. **E.S. Collins Science Center** 1941, with wing addition in 1962, renovation 1981, science building, gift of lumberman Everell S. Collins. Renovated, 1981.
 20. **Art Department Building** 1977, the old College of Music (built 1905) renovated for art gallery, art classes, faculty offices, sculpture, and ceramic studies.
 21. **University House** moved to campus in 1938, administrative offices for alumni, development, information services.
 22. **Doney Hall** 1955, with wing addition in 1967, residence for 110 women, named in honor of Willamette President and Mrs. Carl Gregg Doney (president 1915-34).
 23. **Lausanne Hall** 1920, coed, 100 residents, intensive study preference, named for the sailing ship that brought many of the early pioneers to the Oregon country.
 24. **Collins Legal Center** 1967, College of Law, 76,000 library volumes, named in honor of alumnus, lumberman, and former Trustee chairman Truman Wesley Collins.
 25. **Seeley G. Mudd Building** 1975, Geo. H. Atkinson Graduate School of Management, computer center.
 26. **York House**, 1959, coed residence for graduate students, named in honor of Emily J. York, the first graduate of Willamette's collegiate division in 1859.
 27. **Lee House** 1959, coed, 46 residents, named in honor of Lucy Anna Lee, only daughter of founder Jason Lee.
 28. **Putnam University Center** 1970, student government, bookstore, publications, lounge, cafeteria, conference rooms, administrative offices, 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 Henkle Gymnasium, natatorium, handball courts, and other exercise and recreation facilities, named in honor of professor of physical education and coach who was associated with Willamette 1916-1979.
 30. **Willamette International Studies House (WISH)** 1965, coed, 39 residents.
 31. **Alpha Chi Omega national sorority** 1967 (chapter founded in 1944), 46 women.
 32. **Delta Gamma national sorority** 1967 (chapter founded in 1945), 46 women.
 33. **Pi Beta Phi national sorority** 1963 (chapter founded in 1944), 46 women.
 34. **Cyrus Shephard House** 1963, 46 women.
- McCulloch Stadium, 1950, 3500 seats at 10-acre athletic field in Bush's Pasture Park, a gift of former Trustee chairman Charles E. McCulloch. All-weather track, John R. Lewis Baseball Field.
- Bishop House, acquired 1954, President's home, named in honor of C.P. and Fannie Kay Bishop, house and endowment fund, a gift of the Roy T. Bishop family, located at 325 Lincoln St., S.
- Thetford Lodge, 1963, mountain retreat sleeping 16 on Little North Fork of the Santiam River, gift of former Oregon Governor, journalist, and trustee Charles Sprague.

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**“Your job is
to find what the
world is trying
to be.”**

From “Vocation” by poet William
Stafford, speaker at the 1978 Willamette
commencement.

