

Willamette University

The College of Arts & Sciences Catalog Archive

2018-2019



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

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Introduction to the College

Willamette challenges our students to deepen their understanding of themselves and their world through a rigorous liberal arts and sciences curriculum. Our faculty — dedicated teachers and recognized scholars — helps students develop into self-directed critical thinkers who question actively, write effectively, speak persuasively and collaborate enthusiastically. These valuable skills support our students' work and enrich their lives, wherever their future paths lead.

Our commonwealth of learning includes nearly 50 [academic programs](#) with ample opportunities for interdisciplinary study. Rather than limit our students' education to a specific major, we encourage them to actively engage in a wide range of conversations about everything from [sustainability](#) to [social justice](#). Many of these academic experiences take them across the globe, whether to [learn Japanese in Kawagoe](#), [research revolutionary theatre in Cuba](#) or [study abroad](#) in one of nearly 40 countries.

Because of our small classes, our professors are able to push students to think for themselves as they investigate their passions. They inspire, guide and engage students through [research](#) and mentorships that often continue long after they graduate from Willamette.

Combine their support with a rich array of learning and social experiences to help students turn knowledge into action, and you'll see why we were recognized as one of 40 "[Colleges That Change Lives](#)."

Learning is a lifelong endeavor, and Willamette supports its students as they discover their own ways of living out the university's motto of service, "[Not unto ourselves alone are we born](#)."

The College and its Mission

Willamette University Mission Statement

Willamette University provides rigorous education in the liberal arts and selected professional fields. Teaching and learning, strengthened by scholarship and service, flourish in a vibrant campus community. A Willamette education prepares graduates to transform knowledge into action and lead lives of achievement, contribution and meaning.

Values

In addition to the mission statement, the University has a statement of shared values that guides its approach to mission fulfillment.

Influenced by its historic roots in The United Methodist Church, Willamette University is an independent, nonsectarian institution that embraces:

- The dignity and worth of all individuals;
- A commitment to diversity, service, leadership, and sustainability in communities and professions;
- The ethical and spiritual dimension of education; and

- Education as a lifelong process of discovery, delight, and growth, the hallmark of a humane life.

University Motto

Non nobis solum nati sumus — Not unto ourselves alone are we born

University Core Themes

Willamette University is a community

1. Of collaborative educators committed to rigorous education.
2. That cultivates an authentic engagement with place.
3. That promotes transformation of knowledge into action in ways that lead to lives of achievement, contribution and meaning.

Accreditation

Willamette University is 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 the Northwest Commission on Colleges and Universities. We are also a United Methodist Church-related institution.

Willamette University is accredited by the Northwest Commission on Colleges and Universities.

Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding an institution's accredited status by the Northwest Commission on Colleges and Universities should be directed to the administrative staff of the institution. Individuals may also contact:

Northwest Commission on Colleges and Universities
8060 165th Avenue N.E., Suite 100
Redmond, WA 98052
(425) 558-4224
www.nwccu.org

The music program is accredited by the National Association of Schools of Music, and the University holds institutional membership in that organization. The Department of Chemistry is on the approved list of the American Chemical Society.

The College of Law is accredited by the American Bar Association and the Association of American Law Schools. The Atkinson Graduate School of Management's full-time MBA program is accredited by both the Association to Advance Collegiate Schools of Business (AACSB International) and the National Association of Schools of Public Affairs and Administration (NASPAA). It is one of only two MBA programs in the world to achieve both accreditations. Willamette University's Professional MBA program is accredited by AACSB International.

Admission, Costs and Financial Aid

Admission

The College of Liberal Arts is selective and seeks serious and talented students. The middle 50 percent of the first-year students in 2018 had a GPA between 3.6-4.1 and an SAT score [Critical Reading + Math + Writing] ranging from 1190-1390 or and ACT score in the between 27-30. Approximately 400 new students enrolled from a group of more than 4,000 applicants. Undergraduate enrollment in the fall of 2018 was 1621; total University enrollment was 2,104.

Willamette is a Common Application exclusive institution. We use the Common Application because it collects a broad range of academic and extracurricular activity of potential Bearcats and simplifies the process for our applicants.

Willamette offers test-optional admission, but if you do decide to report your standardized test scores then you must submit your official score report(s). Please note that students attending secondary schools that print SAT and/or ACT scores on official transcripts do not need to submit score reports from either testing agency.

If you take the SAT and/or ACT more than once, the Admission Committee will review your highest scores from each section, resulting in what is widely known as a superscore.

Financial Aid

As the primary beneficiary of the investment in your college education, we believe that you and your family are ultimately responsible for financing your education. Understandably, many families cannot afford the entire cost of college.

Financial aid, therefore, is available to help fill the gap between what you and your family are expected to provide and what it will cost to attend Willamette University. We believe that our generous merit and need based scholarship programs, combined with student loans and part time employment can **make a Willamette University education affordable.**

Admission

Willamette University is selective in admission, meaning that many more students apply than can be accommodated. The Admission Committee is charged with selecting the most academically qualified

students who show the greatest likelihood of benefiting from and contributing to the academic and co-curricular community. Willamette believes that a diverse student body not only enhances the learning environment, but also better prepares students to participate in a diverse workforce and society. Accordingly, Willamette seeks qualified students from many environments, cultures and viewpoints who we believe will contribute to the learning community.

There is no precise set of academic and personal credentials that will guarantee admission to Willamette University. In general, successful candidates demonstrate strong academic achievement, intellectual curiosity, the desire to learn from and with others in a collaborative setting, and a lively interest in taking advantage of the many campus opportunities for personal and social development. The greatest weight in the admission decision is given to evidence of superior academic accomplishment and a passion for learning. While the Admission Committee evaluates each applicant individually, they also compare candidates to general university academic and personal standards and to the other applicants in a particular year.

The transcript is particularly important because it illustrates the rigor of the academic program as well as the grades earned. It is the Admission Committee's expectation that students will be taking as rigorous an academic program as they can handle including honors, AP and/or IB courses if offered. Although the Committee does not expect students to achieve equally in all academic areas, they do expect students to challenge themselves and earn excellent grades. Successful first-year candidates should take a minimum of five academic solids per semester throughout high school and achieve at the A/B level. Successful transfer candidates should carry a full load of transferable course and achieve no less than a B in all courses.

To ensure adequate academic preparation for success, we recommend the following pattern of secondary school coursework:

- four years of English, emphasizing literature and composition
- three to four years of science (two or more laboratory sciences)
- four years of mathematics
- four years of social science
- a minimum of two (preferably four) years of the same foreign language

SAT I and/or ACT scores are another component of the application review. Because no two high schools are the same, standardized test scores help measure knowledge across the broad educational opportunities students experience in the United States and around the world. Although the single best predictor of academic success at Willamette University is the academic transcript, both courses taken and grades earned, standardized testing is helpful in substantiating student achievement.

Beyond the applicant's academic record, the Admission Committee is very interested in a prospective student's facility with the written word. Applicants have the opportunity to submit a personal essay. The writing samples are reviewed with interest, and the Admission Committee members will evaluate applicants' ability to communicate their thoughts in writing. Both form and content are important.

Students should focus on a subject of particular interest to them and write to the best of their ability, remembering that everyone's work improves with advance preparation and revision.

The Admission Committee is also very interested in school and community involvements, as they demonstrate the level of activity a student is likely to pursue at Willamette. Examples of the kind of involvement we often see include school clubs and organizations, athletics, political and/or environmental activities, music performance, community service, religious involvement and part-time employment. There is no preference for one kind of activity over another. Rather, the Admission Committee looks for evidence that applicants are making significant contributions in one or more areas that hold meaning for them.

Admission interviews are highly recommended for all applicants and specifically requested for some. It is an important way for students to personalize the admission process and breathe life into the information they provide on an application. Interviews may occur on campus during an admission visit; in the student's home community in conjunction with an admission staff member's visit; or over the telephone. Admission interviews at Willamette are evaluative, meaning the staff member is charged with finding out each applicant's academic and personal goals, and exploring with them how or if those goals are well suited to Willamette University. Students are asked to respond to questions about their academic preparation and record, school and community involvements and goals for the future. Information gained during these interviews becomes part of the applicants' application files and is reviewed by the Admission Committee.

Recommendations from counselors, teachers and academic advisors are considered carefully, as well. Recommendations provide insights into students' academic achievements and promise and are very helpful in providing additional context in which to evaluate candidates.

Applying for Admission

Candidates may complete a fee-waived online application on the University's [Admission website](#), or download an institutional application form. Willamette is a member of the Common Application and the University welcomes its use. The Common Application may also be accessed from the Willamette admission Web site.

To complete the admission application process, all candidates should submit the following materials to be received in the admission office by the appropriate due date:

- Application for Admission
- Essay
- Official SAT I with writing scores or ACT
- Official high school transcript
- Secondary School Report (first-year applicants only)
- Teacher recommendation (first-year applicants only)
- Official college transcript(s) from each college attended previously
- Registrar Report (transfer applicants only)
- Application fee

Any student receiving GI Bill education benefits while attending Willamette University is required to obtain transcripts from military training and all previously attended schools and submit them to the school for review of prior credit.

Application for Admission Postmark Deadline Dates

- Early Action November 15
- Early Decision November 15
- Regular Admission January 15
- Transfers April 1

Financial Aid Application (FAFSA) Due Dates

- Early Action February 1
- Early Decision February 1
- Regular Admission February 1
- Transfers March 1

Early Action (non-binding)

Early Action allows students the opportunity to apply for admission in the fall and learn the Admission Committee's decision by December 30. Early Notification candidates have until May 1 to pay their non-refundable enrollment deposit and reserve their place in the class.

Early Decision (binding)

Early Decision allows students the opportunity to apply for admission in the fall and learn the Admission Committee's decision by December 30. Early Decision candidates have until March 1 to pay their non-refundable enrollment deposit and reserve their place in the class.

Regular Admission

Regular Admission candidates apply for admission by January 15 and, if admitted, have until May 1 to pay the non-refundable enrollment deposit that reserves their place in the class.

Enrollment Deposit

The non-refundable enrollment deposit should be postmarked by the National Candidate Reply Date of May 1 (or by the date stipulated in the letter of admission, if later). Enrollment deposits postmarked after the due date will be accepted only if space remains in the class. The enrollment deposit is credited against the first semester charges.

Transfer Students

Transfer students are encouraged to apply to Willamette University if they have achieved B grades or better in their college-level work. All materials noted above should be received in the Admission

Office by March 1 for fall semester admission (November 1 for spring semester admission). The non-refundable enrollment deposit is due on the date stipulated in the letter of admission. ***Transfer students must be free from both academic and disciplinary action at all college attended previously in order to be eligible for admission to Willamette.***

Final transfer credit evaluation will be made after official transcripts (and course descriptions, if requested) are received by the Office of the Registrar. Credits are accepted for transfer only if granted by an accredited institution and carrying grades of C- or above. For more complete information, see Transfer Credit section below.

If additional transcripts of college-level work are presented that were not made available to the Admission Committee, the University reserves the right to deny transfer credit or to withdraw the student from the University if pertinent information has been withheld.

Home-schooled Students

Willamette University is interested in enrolling students from diverse educational institutions, including those who have received much or all of their education in non-traditional settings. Home-schooled students whose goals and values complement the mission and philosophy of the University, and who are therefore likely to benefit greatly from all that the campus offers, are encouraged to apply.

The guidelines below represent the information Willamette requires to fairly assess a home-schooled student's educational preparation and achievements and to appropriately make comparisons to the educational achievements of other applicants in our competitive admission process.

Home-schooled applicants must provide the following information in addition to completing the Common Application:

- A detailed outline of the curriculum studies during this same period; NOTE: It is assumed that a home-schooled student's secondary education will encompass a four-year period of study, allowing for appropriate sequences of coursework in the college preparatory subjects of English, mathematics, foreign language, laboratory sciences and history/social studies.
- SAT I test with writing or ACT test.
- A minimum of two letters of recommendations, one from a parent/teacher and one from a non-family individual who is knowledgeable about the student's academic abilities and potential
- An admission interview and campus visit is required for home-schooled candidates who live within 100 miles of the Willamette campus and strongly recommended for all other home-schooled candidates.

Home-schooled students who have completed course work at an accredited college or university should include official transcripts of that work. No more than eight Willamette credits (the equivalent of 32 semester or 48 quarter credit hours) will be granted for credit completed prior to what would be considered the high school graduation date. Students who complete an Associate of Arts degree from a community college or the equivalent of a high school diploma with community college courses will enter Willamette with no more than sophomore standing.

International Students

International Students are encouraged to apply for admission to Willamette University. All international students must take the SAT I with writing or ACT to be considered for admission to Willamette, unless they reside in a country which does not offer the SAT or have been enrolled for at least four years in a school where the primary language of instruction is English. The Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) is required of all international students. A minimum score of 560 paper-based, 220 computer-based, or 83 internet-based is required on the TOEFL. A minimum score of 6.0 is required on the IELTS exam.

Willamette's scholarship funds for international students are limited, so most students should plan to assume full financial responsibility for the costs of their education. These costs include tuition, room and board, fees, books, insurance, SEVIS fees, personal expenses and travel between their home and Willamette.

To complete the admission application process, all international degree candidates should submit the following materials by the appropriate due date:

- Application for Admission
- Essay
- Official SAT I (with Writing) and/or ACT scores
- Official TOEFL or IELTS scores
- Official high school transcript(s)
- Secondary School Report
- Application fee
- Photo copy of the first page of the passport.

All international students are under the supervision of the director of international education and the international student advisor. Willamette University is authorized by the federal government to issue the I-20 and DS-2019 forms to international students who are admitted to the University and indicate their plans to attend.

Early Admission

Early Admission is possible for highly qualified high school juniors who wish to forgo their senior year and enroll at Willamette without earning a high school diploma. A student considering Early Admission must present an excellent high school academic record and have the unqualified support of the secondary school and family. An interview on campus with an admission officer is required to assess the emotional, social and intellectual maturity of the applicant. Students enrolling without a high school diploma or GED must meet an Ability to Benefit test to qualify for federal and state financial aid funds.

Special, Non-degree and Part-time Students

Students may apply to the University as non-degree and part-time candidates. Application procedures vary with individual circumstances for these special students. For further information and the appropriate application forms, contact the Office of Admission.

Veteran Students

The Office of the Registrar works in partnership with the US Department of Veterans Affairs to assist veterans and their eligible dependents to participate in the VA's Education Benefits Programs. Please visit the Registrar's [Veteran's Services](#) page for more information.

General Education Diploma (G.E.D.)

Willamette University recognizes the G.E.D. as the equivalent of a standard high school diploma for purposes of admission, providing a student has received an average score of 600, no individual score lower than 550 and a total score of at least 3000.

Readmission

The procedure students must follow to re-enroll (readmission or reinstatement) at Willamette after an absence will depend on the length and circumstances of that absence:

- Students returning from approved off-campus study or an approved leave of absence may register for classes through the Registrar's Office as long as the approved leave has not expired.
- Students who leave the University because of Medical Withdrawal must submit the form "Reenrollment Questionnaire" to the Registrar's Office to request reinstatement before they may register.
- Students who are academically suspended and wish to be reinstated may petition the Academic Status Committee for reinstatement through the Registrar's Office.
- Students who wish to return after having been suspended for behavioral reasons should contact the Office of Student Affairs to ensure that all conditions stipulated for return have been met. Once all stipulations are met and any conduct hold is removed, they may apply to the Registrar's Office to re-enroll.
- All others may apply for readmission through the Registrar's Office if they have been gone for one or more semesters.

Transfer Credit

Students may apply a maximum of 16 transfer credits toward a Willamette degree. Six quarter hours or four semester hours of transfer credit equal one Willamette credit. In most cases, courses taken at regionally accredited colleges or universities will receive full credit if they are comparable to courses offered at Willamette. Courses with grades below a C- (C minus) will not receive credit. Transfer courses are not used in computing the Willamette University grade point average. To be eligible for transfer credit, college courses must be described in the college catalog and recorded on the college

transcript. Once matriculated at Willamette University, students must submit a [Transfer Credit Request form](#) prior to enrolling in proposed transfer courses.

At least 15 degree credits must be earned in residence at Willamette University, and at least 8 of the final 10 degree credits must be earned in residence or in Willamette-sponsored off-campus study programs.

Information for First Year Students

In most cases, college credits earned prior to secondary school graduation, including those earned in concurrent (or dual) enrollment programs will receive full transfer credit.

Willamette University encourages student participation in the Advanced Placement (AP) program sponsored by the College Board, the International Baccalaureate (IB) program and concurrent (or dual) enrollment programs. No college credit is granted for College Level Examination Program (CLEP). Many AP scores of "4" and "5" will be granted a minimum of one credit (4 semester hours). Willamette will grant one credit (4 semester hours) for many IB Higher Level examinations passed with a score of "5" and up to two credits for many Higher Level exams passed with a score of "6" or "7." Willamette will also grant one additional credit to students who earn the full IB Diploma with a score of 30 or above. A current listing of AP and IB course equivalencies is available on the [Registrar's Office website](#).

For students admitted as first year students, no more than eight Willamette credits (the equivalent of 32 semester or 48 quarter credit hours) will be awarded for courses taken prior to matriculation. This includes college, AP, IB, and concurrent (or dual) enrollment credits.

Students should consult the Office of the Registrar with any questions regarding the transferability of credits.

Information for Transfer Students

Students admitted as transfer students with an Associate of Arts degree from an accredited community college will be automatically granted 15 Willamette credits (junior standing) upon entrance. Students transferring from Tokyo International University (TIU) in the Scholarship Exchange Program will be automatically granted 16 Willamette credits (junior standing) upon entrance.

Satisfaction of specific general education requirements and major requirements will be determined on the basis of a course-by-course evaluation of the transcript(s).

Students admitted as transfer students with an Associate of Arts Oregon Transfer (AAOT) degree will automatically have satisfied all of the general education requirements except for the upper-division writing centered course, the writing-centered course in the major, and the study in a language other than English requirement. The language requirement may be satisfied by transferring in language courses.

Information for Students Receiving GI Bill Benefits

Any student receiving GI Bill education benefits while attending Willamette University is required to obtain transcripts from military training and all previously attended schools and submit them to the school for review of prior credit.

Financial Aid

Willamette's financial aid process is merit-driven. The quality of a student's academic record influences the amount of scholarship and grant money that is included in his or her financial award. This means that strong students will receive scholarship recognition from us whether or not they qualify for need-based financial aid. The quality of one's high school curriculum, grades in college preparatory subjects and test scores will have the greatest effect on the amount of merit-based institutional dollars awarded.

For students with demonstrated financial need, the percentage of need that is met with "gift-aid" (scholarships and grants from all sources) will also reflect the students' academic standing within our admitted applicant pool. In other words, the stronger the student, the greater the scholarship award is likely to be.

Many of the same characteristics that we consider important in the admission process for building a talented and broadly diverse entering class also receive consideration in the financial aid process. Specifically, Willamette scholarship will recognize academic achievement, leadership, and outstanding talent in music, theatre or forensics.

Although Willamette has a significant financial aid budget, we are not able to fully meet 100% of the demonstrated financial need of all admitted students. As mentioned above, our scholarship resources are directed toward the strongest students in our applicant pool. We build our need-based financial aid packages around the student's merit scholarship (if he or she qualified), followed by need-based grants, student loans and work-study.

Determining Financial Need

Willamette uses the Free Application for Federal Student Aid (FAFSA) as the primary financial aid application. The FAFSA uses a federal formula that calculates the expected family contribution (EFC) for each applicant. When Willamette receives your FAFSA information we not only learn about your EFC, we learn about your eligibility for government and University need-based funds. The EFC is calculated by considering a family's financial strength, including income and assets. Other factors that are considered include the number of family members and the number of family members in college. Students with an EFC that is less than Willamette's costs are qualified for need-based financial aid.

Need-Based Financial Aid Awards

In addition to merit-based scholarships, many students are eligible for additional need-based funds from University, federal or state sources. Applicants who do not qualify for merit-based scholarships may be eligible for need-based awards from these same sources.

Willamette uses the Free Application for Federal Student Aids (FAFSA) to calculate the expected family contribution (EFC) for each applicant and to determine eligibility for government and University need-based funds. For students with an EFC that is less than Willamette's costs, financial need exists, and the student is eligible for need-based financial aid. Here's a look at some of the Willamette University, state and federal sources of need-based aid:

Willamette University Grant and Jason Lee Award: Awarded by Willamette University to students who demonstrate academic potential, and financial need as determined by the Free Application for Federal Student Aid (FAFSA).

Federal Pell Grant: Awarded by the federal government to students with the lowest Expected Family Contributions (EFC).

Federal Supplemental Educational Opportunity Grant: Awarded to students with exceptional financial need—that is, those with the lowest family contributions who also receive Federal Pell Grants.

Oregon Opportunity Grant: Awarded to residents of Oregon based strictly on family size, income, and the number of family members attending college.

The Merit-Based Scholarships

- Willamette University awards a number of merit-based scholarships each year to the entering students who have secondary academic records of the highest merit.
- All admitted applicants are automatically considered for these merit-based scholarships — additional materials are not required.
- The application materials requested to make the admission decision are the same materials used to make these merit-based decisions. A separate application form is not necessary.
- Scholarship determination is made on the strength of an applicant's academic achievements, weighing such factors as GPA, strength of the curriculum, and test scores.
- While significant co-curricular and extracurricular accomplishments are also considered as part of the overall decision, it is primarily the applicant's academic merit that determines scholarship eligibility.

In addition to the strictly academic scholarships mentioned above, Willamette also offers some scholarships in particular areas of co-curricular talent or involvement. **Talent Scholarships**, which are offered in the areas of music, theatre, and forensics, require auditions and/or special recommendation in order to be considered. The **Mark O. Hatfield Scholarship** is offered in recognition of outstanding commitment to public service, and requires the completion of a separate application form.

Other merit-based scholarships are awarded in partnership with community organizations or in recognition of nationally competitive scholar designations. Included among these are:

- Willamette Scholarships for Oregon Latinos (SOL)
- Black United Fund Partnership Scholarships (BUFO)

- National Merit Scholarships
- National Hispanic Scholarships
- National Achievement Scholarships

Renewal

To renew need-based financial assistance (including institutional grants) in subsequent academic years, a student must submit the FAFSA by March 1. Students who file their renewal FAFSAs late risk being placed on a wait list for financial aid and possibly losing some or all of their University grant or scholarship funds.

First-year students entering Willamette are eligible for eight semesters of need-based financial aid and eight semesters of merit-based aid, as long as the student maintains full-time student status (minimum three credits each semester) and makes satisfactory academic progress as determined by the Academic Status Committee of the University. All academic merit-based scholarships have specific renewal criteria that are outlined in the initial written confirmation of the award sent to the student. In the rare instance of special circumstances that make an additional semester of need-based financial aid necessary for a student to graduate, the students may appeal for one additional semester of need-based funding.

The amount of a student's merit-based scholarship award will be renewed annually as long as the appropriate GPA requirement is met. Need-based aid eligibility is re-evaluated annually, based on FAFSA data and other documentation as required by the Office of Financial Aid. The amount of Willamette University need-based grant aid may vary with changes in student and family income and assets. Assuming there are no significant changes in the family's financial situation, and assuming that the student meets the published application deadlines, the amount of need-based grant aid that a student receives should remain consistent each year.

Students transferring to Willamette will be notified by the University regarding the number of semesters of merit and need-based aid eligibility once the Office of the Registrar has evaluated which credits will transfer.

Students placed on academic probation by the Academic Status Committee are **ineligible** for financial aid. Appeals to this policy will be reviewed by the Director of Financial Aid.

Federal and state awards are contingent upon the availability of governmental funding. Willamette University does not guarantee replacement of reduced governmental aid.

Tuition and Fees

Financing a college education is one of the most important expenditures that you and your family will make. Willamette University offers need-based financial aid and merit scholarships to help families afford the cost of education. This investment in your future will pay dividends throughout your life.

UNDERGRADUATE TUITION & FEES (2018-19)

TOTAL ESTIMATED COSTS	\$33,197.25	\$33,391.25	\$66,588.50
DESCRIPTION	FALL SEMESTER	SPRING SEMESTER	TOTAL ANNUAL
TUITION	\$24,875.00	\$24,875.00	\$49,750.00
FEES	264.25	264.25	528.50
<u>ROOM AND BOARD</u> ¹	6,280.00	6,280.00	12,560.00
RESIDENTIAL HALL FEES	75.00	75.00	150.00
BOOKS AND SUPPLIES (ESTIMATED)	495.00	495.00	990.00
<u>HEALTH INSURANCE</u> ²	1,063.00	1,377.00	2,440.00
<u>GREEN FUND FEE</u> ³	25.00	25.00	50.00
<u>ORIENTATION FEE</u> ⁴	120.00	-	120.00

¹The Room and Board rate is based upon [standard multiple occupancy](#) in a residence hall and [Meal Plan C](#). Actual rates may differ depending upon room type and meal plan selected.

²[Health Insurance](#): if you have comparable coverage you may waive this premium. The health insurance rates for international students may differ from the rates for domestic students listed above. Please click on the Health Insurance link for details.

³[The Green Fund Fee](#) is optional and may be declined by the student in [WebAdvisor](#). The optional fee was approved by a student body vote during the 2014 spring semester.

⁴[The Orientation Fee](#) is a one time only fee that is charged in the Fall term for new students, both incoming freshmen and transfers. The purpose is to cover the cost of the Opening Days festivities.

Room and Meal Rates

All students living in a residence hall or fraternity are required to participate in the Willamette Meal Plan Program. The Willamette Meal Plan has been designed with flexibility to meet the unique needs of each student. The meal plan program has two parts. Part I consists of "all you can eat" Meal Plan dinners from Sunday through Friday and brunch on Saturday. Part II is a Meal Plan Points program, which offers four different Points options. Points meals are breakfast and lunch Monday through Friday, dinner Saturday and brunch Sunday. Food at these meals is offered "a la carte."

Meals are served throughout the school year in three locations: Goudy Commons, Kaneko Hall, and the Bearcat Cavern in the University Center (Monday through Friday, breakfast and lunch only). No meal service is provided during Thanksgiving break and winter and spring vacations.

The room and meal plan costs include four different meal plan choices. Costs for the current year are as follows:

Room Rates

Living on campus offers greater support for academic achievement and growth in social maturity and self-reliance. It also encourages students to have an increased understanding of themselves and others through on campus community living. Furthermore, living on campus offers convenience in the proximity to classes, university events, and activities.

RESIDENCE HALLS	RATE PER SEMESTER
Standard Single	\$3,700
Standard Double	\$3,250
Standard Triple	\$3,200
Standard Quadruple	\$3,100
Single with Private Bathroom	\$4,000
Double with Private Bathroom	\$3,400
Double with Private Bathroom & Kitchenette	\$3,800
Kaneko Single with Private Bathroom	\$4,200
Kaneko Single with Shared Bathroom	\$3,800
Kaneko Double with Private Bathroom	\$3,500
Kaneko 3-Bedroom Suite with Private Bathroom	\$3,800

SORORITIES	RATE PER SEMESTER
Sorority Room & Meal Plan (Single Occupancy)	\$6,670
Sorority Room & Meal Plan (Multiple Occupancy)	\$6,220

Apartments

Juniors, seniors, or graduate students are eligible to live in the apartments. Appliances include a refrigerator, gas stove and oven, and dishwasher. Utilities and wifi-internet are factored into the rates. No meal plan is required since the apartments have kitchens within each unit. **\$300 refundable cleaning deposit.**

APARTMENT TYPE	MAXIMUM OCCUPANCY	RATE PER SEMESTER
Doney 1-Bedroom Apartment	1 occupant	\$5,820
	2 occupants	\$3,400
Kaneko 2-Bedroom Apartment	2 occupants	\$3,800
Kaneko 4-Bedroom Apartment with Small Kitchen	4 occupants	\$3,400
Kaneko 4-Bedroom Apartment with Large Kitchen	4 occupants	\$3,500
University Apt. 1-Bedroom Apartment (1st-6th Floors)	1 occupant	\$5,820
	2 occupants	\$3,400
University Apt. 1-Bedroom Apartment (7th Floor)	2 occupants	\$3,400
	3 occupants	\$2,600

Meal Plan Rates

All students living in a residence hall have a Willamette meal plan. The total expense for a meal plan includes the selected plan and food service overhead. Stay on track by checking your Meal Plan Point balance regularly by logging in to the [Online Card Office](#) then compare your usage to Bon Appétit's [Declining Balance Calendar](#). Points carry over from fall to spring semester if you remain an on-campus resident. Sororities have a separate meal plan.

MEAL PLAN	MEALS PER WEEK	POINTS PER SEMESTER	RATE PER SEMESTER	HOW I EAT
Bearkitten (Plan A)	7 AYCE	525	\$2,920	I'll eat either breakfast OR a light lunch on campus, but not both. Plus a dinner.
Sampler (Plan B)	7 AYCE	625	\$2,970	I'll eat a small breakfast and lunch. Plus a dinner.
Bearcat (Plan C)	7 AYCE	750	\$3,030	I'll eat a small breakfast, a regular lunch, and a dinner. Plus, occasional snacks.
Capital (Plan D)	7 AYCE	900	\$3,080	I'll eat a regular breakfast and lunch, plus dinner and some snacks.
Explorer (Plan E)	5 AYCE	800	\$2,970	I'll eat a small breakfast, lunch and dinners during the week.
Independent (Plan JS)	3 AYCE	800	\$2,920	<i>For juniors and seniors only.</i> I'm only on campus a few days a week.

E-Bills and Payment Information

Withdrawals

Purpose:

To provide guidelines for the processing of student accounts refunds, including adjustments related to student withdrawals, calculation of refunds and return of Title IV financial aid, and overpayment refunds.

Policy:

Adjustments Related to Student Withdrawals:

Students are admitted to Willamette University with the understanding that they will remain until the end of the semester unless unforeseen circumstances necessitate their withdrawal. Students who are suspended or expelled from the University forfeit all refunds of tuition and fees.

In compliance with the Higher Education Amendments of 1998 (Section 668.22), Willamette University's policy for adjusting tuition and fees due to a withdrawal is as follows:

1. Students who wish to withdraw from courses after the 10th day of class (the Add/Drop Period) must notify the Registrar's Office. *For additional information on the academic withdrawal*

policy, please review the [Academic Policies and Procedures: Leave of Absence or Withdrawal policy](#).

2. Students withdrawing for medical reasons may petition for a medical withdrawal. The Application for Medical Withdrawal may be obtained from the Registrar's Office.
3. A student's withdrawal date is the date the student officially notified the Registrar's Office of their intent to withdraw.
4. Tuition adjustments for full withdrawals will be prorated, per day, based on the academic calendar up to the 60% point in the semester. In the case of an approved full medical withdrawal, the tuition refund is the same as a student who withdraws from the University. After the 60% point in the semester, no refunds are granted for withdrawals.
5. If a student drops below full-time (3.0 credits) but remains enrolled after the Add/Drop Period, they will not have their tuition charge adjusted but will be billed as a full-time student for the semester.
6. If a student with an approved medical withdrawal drops below full-time (3.0 credits) but remains enrolled after the Add/Drop Period, the tuition adjustment will be prorated, per day, based on the academic calendar up to the 60% point in the semester. After the 60% point in the semester, no tuition adjustments are granted for partial medical withdrawals.
7. Withdrawing students are responsible for applicable room and meal plan charges through the date they checked out of their campus housing with Housing & Community Life. *Please review the [Housing & Community Life Handbook](#) for additional information on canceling a housing contract or apartment lease and prorated housing and meal plan charges.*
8. Health insurance charges and student body fees will not be refunded to withdrawing students.
9. In the case of a student's death during a term, a full tuition refund will be granted to the student's estate.

Student Accounts Refunds:

Students who withdraw and have received financial aid will receive their refund after the required portion of their financial aid is returned to the aiding programs in accordance with federal guidelines. The required portion of financial aid that is returned to the aiding programs is calculated as follows:

- Title IV aid and all other aid is earned in a prorated manner on a per day basis based on the academic calendar up to the 60% point in the semester.
- Recalculation of financial aid is based on the percent of earned aid using the following federal formula: Percent Earned = Number of days completed up to the withdrawal date divided by total days in the semester
- Federal financial aid is returned to the federal government based on the percent of unearned aid using the following formula: Aid to be returned = (Percent Earned × the amount aid that was eligible to be disbursed) – aid that was actually disbursed.

When financial aid is returned, the student may owe a balance to the University. The student should contact the Student Accounts Office to make arrangements to pay the balance.

Refunds will be issued for credit balances resulting from Title IV funds in accordance with financial aid guidelines. Other credit balances in excess of \$100 will be automatically refunded to the student. Students whose accounts reflect an overpayment from sources other than Title IV may request the credit balance be held and applied to the next semester.

Questions regarding this policy should be directed to the Student Accounts Office located on the first floor of Waller Hall.

Student Affairs

The Division of Student Affairs provides a broad range of student services and substantive programming designed to enhance the learning experience of Willamette students. Learning is not only the province of the classroom, the lab and the library, but is also achieved in the volunteer or political project, the athletic field or court, in conversations at the Bistro, in residence halls and in numerous other places. Student Affairs aims to enhance and extend students' total learning experience, working closely with students, faculty and other administrators to achieve these goals.

Athletics

The athletic program at Willamette University has been an important part of the life of the institution for more than 100 years. As a member of the NCAA Division III, Willamette offers a broad range of competitive opportunities. The overall balance of the athletics program (10 sports for women; 10 sports for men) continues to be a defining strength of the University. Willamette offers opportunities for intercollegiate competition in the following sports: baseball, basketball, crew, cross country, football, golf, soccer, softball, swimming, tennis, track, and volleyball.

Willamette University Athletic Philosophy and Objectives

The Willamette University Department of Athletics seeks first to support the academic mission of the University, which emphasizes mutual respect for all persons, cognitive development, acceptance and celebration of diversity, active participation in learning, a commitment to service and community, and an acknowledgment of the ethical and spiritual dimensions of education. Willamette's athletic emphasis is based on the value of participation for student athletes of both genders. Furthermore, it is the goal of the University that individuals and teams be challenged with the same intensity and purpose they encounter in the classroom, including opportunities for developing leadership, dealing with adversity, working as a team, fulfilling commitments, and acquiring time management skills. Willamette believes strongly in providing each student with quality programs and opportunities for personal growth within the parameters of NCAA, Division III competition.

Bishop Wellness Center

Counseling Services

The Counseling Service offers psychological counseling to assist individual students, couples, and small groups to deal with personal crises, eating disorders, social and academic transitions, family

relations, alcohol, and other drug problems. Other issues of concern to the individual such as health issues, time management, stress, and anxiety reduction may also be discussed with the counselors.

If problems are of a long-term nature or require medication, the staff of the Counseling Center will work with the individual to assess his/her needs and, if necessary, refer the student to appropriate resources. All services are confidential.

Health Services

The Student Health Services staff provides health care for Willamette students and health education to the Willamette community.

Services provided include medical care for men's and women's reproductive health, a self-help center with non-prescription medications and information, and assistance with referral to medical specialists in the Salem community. It is helpful for students with special health care needs to contact Health Services early in the semester so that staff can assist in developing a plan of care.

Following requirements of the State of Oregon Health Division, all incoming students must show evidence of two immunizations for measles. The Health History forms available online from the "Enrolled Students" link provide a way to verify compliance. This requirement is for the health and safety of the entire University community.

Insurance

Willamette University requires that all degree seeking half time or more domestic students and all international students carry medical insurance coverage comparable to that offered through the school's comprehensive Student Health Insurance Plan. **Eligible students will be automatically enrolled** each academic year. Students with other medical insurance that meets the criteria of comparable coverage may submit a waiver each academic year. [View details about student health insurance.](#)

Campus Recreation

Campus Recreation consists of seven programs: Intramurals, Extramurals, Fitness, Special Events, Outdoor Program, The Bike Shop, and Sport Clubs. Intramurals are divided into League Intramurals (weekly scheduled games) and Tournament Intramurals (compete in a one or two day format). Our Extramural Program sends our intramural champions in various sports to compete against other university intramural champions in a state or regional tournament. The Fitness Program (non-credit) offers different classes to meet the needs of the student body. Classes offered include, but are not limited to: Pilates, Martial Arts, Hip-Hop, and Cardio Kick. Special Events include the Opening Days Grass Volleyball Tournament and Dorm Wars -- our end of the year competition in which each residence hall competes against each other in various events to crown a campus champion. The Outdoor Program offers leadership training, trip planning and facilitating, and resources for the entire Pacific Northwest. The Bike Shop allows one to bring in a bike and learn from a technician how to identify/fix or tune up your bike free of charge. The Bike Shop also includes a check out program that enables the Willamette community to check out a bike, helmet, storage packs, lights, etc. The Shop

also has an education program and resource center for one to plan a trip safe and effectively. Finally our Sport Club Program enables men and women to participate in regional and intercollegiate activities, organized by students for students, outside the athletic department. Currently, Willamette University officially recognizes the following sport clubs: Men's and Women's Lacrosse, Swing Dance, Ultimate Frisbee, Dance Team, Cheer Squad, Jujitsu, Ski and Snowboard, Bowling, Cycling, Fit Club, Kendo, Outdoor Club, Racquetball, Rugby, Soccer, Rod-N-Reel, and Surfahs.

Campus Safety

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

Community Service Learning

The Office of Community Service Learning (CSL) at Willamette University, which includes the Community Outreach Program (COP) and the Service-Learning Program, has consistently provided more than 65,000 volunteer hours to the community each year, with more than a third of the undergraduate students participating in service activities. The CSL Office seeks to address community-identified needs through service via collaborative partnerships with community organizations. These partnerships enhance the community, deepen learning and scholarship, and foster students' growth and development as active and engaged citizens.

Co-curricular service activities sponsored by the Community Outreach Program operate on the premise that university-community collaboration is mutually beneficial and is consistent with Willamette's motto -- "Not unto ourselves alone are we born." For example, the COP assists student leaders in the organization of one-time volunteer projects and on-going partnership programs. The COP also sponsors campus-wide events to raise awareness of social issues in our local and global community.

Academic service-learning is initiated by faculty who integrate service as a pedagogical tool into course curricula. The collaboration of those involved in service-learning: faculty, students and community partners, creates an effective forum for learning by connecting classroom theory to real life experience.

The overall goal of the Office of Community Service Learning is to encourage a sense of civic responsibility among students, faculty and staff through critical engagement and participation in one's community.

Greek Organizations

Willamette University's Greek community consists of four fraternities and three sororities which have national/international recognition. Beta Theta Pi, Phi Delta Theta, Sigma Alpha Epsilon, and Sigma Chi fraternities and Alpha Chi Omega, Delta Gamma, and Pi Beta Phi sororities have on-campus housing facilities with University staffing.

All fraternities and sororities are represented through the Interfraternity and Panhellenic Councils respectively. Advising and program development for the Greek community is provided by the Office of Student Activities.

Multicultural Student Affairs

The Office of Multicultural Affairs (OMA) promotes multiculturalism throughout the campus community, providing opportunities for education, enrichment and support. The office fosters the academic and personal development of all students by addressing issues of diversity and by supporting the ongoing development of multicultural student organizations and programs. Specific organizations supported by the OMA include: ANGLES, Asian Student Association (ASA), Black Student Union (BSU), Hawaii Club, Native American Enlightenment Association (NAEA), Alianza, and Jewish Student Union (JSU).

OMA and student organizations include MLK Celebration, Social Powwow, Black History Celebration, Hispanic Heritage Month, Cinco de Mayo, HLuau, Guess the Straight Person, Genderfunk, Lunar New Year Festival.

Ohana, a pre-orientation program, addresses the needs of first year multicultural students.

Religious Life

True to its heritage as a United Methodist-related university, Willamette affirms the significance of religion in personal and social life, while at the same time rejecting narrow sectarianism.

Consequently, it offers a variety of voluntary opportunities for growth in religious understanding, commitment, and action. The Office of the Chaplain organizes worship, speakers, forums, and discussion groups. It is also the University liaison with the various denominational, para-church, and other religious groups on campus, among which are InterVarsity Christian Fellowship, Campus Ambassadors, Newman Club (Catholic), Jewish Student Union, the Latter Day Saints Student Association, and Q.U.A.D. (Quite Unusual Approaches to the Divine, a progressive Christian group). Depending on enrollment and interest, other groups (e.g., Muslims and Buddhists) receive organizational support from the office. Under the Lilly Project for the Theological, Spiritual and Ethical Exploration of Vocation, the office also provides discernment opportunities for students making such decisions (particularly those interested in the ministry and other helping and social change professions). Counseling is also available for couples preparing for marriage and for those wrestling with religious issues.

Housing

The Housing office provides living communities that support students' academic success and co-curricular learning. Willamette offers one residential commons, ten coed residence halls, four national fraternities, three national sororities and two apartment buildings (for juniors, seniors and graduate students). Theme residences are options for students interested in an international focus, maintaining their connection to the outdoors and environment, service learning, sustainability, and Japanese culture. In addition, two halls are substance-free communities. Live-in professional staff members supervise student staff members who focus on community development and programming for the students in their communities.

In order to enrich the on-campus experience, the residential communities are based on a student-centered approach to student governance. Staff members collaborate with students to develop and maintain self-sufficient communities in addition to offering leadership opportunities and events that promote educational, recreational, social, and cultural development. Willamette University is in the process of transitioning from traditional residential facilities to a residential commons system. Our first residential commons, Kaneko Commons, opened in 2006. It is distinguished by graduated housing arrangements for students of all four classes, a substantial faculty presence, and expanded learning opportunities for students outside of the classroom (lectures, film series, service learning opportunities and other activities).

Willamette University's relationship with Tokyo International University of America offers an exceptional opportunity for students to learn more about Japanese culture. Unique options such as having an international roommate are a distinctive part of Willamette and they foster many lasting global friendships.

Willamette University requires that all freshmen and sophomores live on campus unless they are married, over 21, or living with parent(s) within a commutable distance of 25 miles or less.

Student Activities

The Office of Student Activities seeks to offer numerous opportunities for co-curricular involvement that supplement classroom learning. The staff is committed to teaching students the value of getting involved outside the classroom, whatever the type or scope of involvement. Through the advisement of student leaders and organizations, programs with an educational, cultural, social, or recreational focus are provided for the campus community. Students are given the opportunity to oversee and implement these programs whenever possible, as the value of student-initiated and run programs cannot be emphasized enough.

The office works in cooperation with students, faculty, and staff on development of the following University programs: Opening Days, Family Weekend, celebrated speakers and performers, Campus Life Honors and Awards Program, Women's Programming, and coffeehouses. Student organization formation, University recognition, and program advising are also coordinated through the office.

The Associated Students of Willamette University

All undergraduate students taking more than 1.5 credits automatically hold membership in the [ASWU](#). Committees of student government include the Elections Board and Finance Board. Students in the College of Liberal Arts are eligible to hold ASWU office if they are in good academic and disciplinary standing and are registered as regular students of the University. Students on academic or disciplinary probation may not hold an office or represent the University in any public manner. The required standard of academic work and conduct must be maintained throughout the tenure of office or participation in a nonacademic program.

Student Organizations

Willamette students have the opportunity to participate in many student organizations, ranging from multicultural groups, student chapters of professional societies, and the Associated Students of Willamette University, to religious organizations, academic honoraries, and special interest groups. A complete listing of student organizations is provided annually in the Student Handbook which is distributed to all undergraduates and is available [online](#).

Alumni Association

The Willamette University Alumni Association (WUAA) is the organization comprised of former students from colleges and schools of Willamette University. All students who have attended Willamette University two or more semesters are considered members of the Association. Any person who graduates is automatically considered a member of the association.

The existence of the association is a recognition on the part of the University and alumni that (1) interest in education does not end when a student leaves; (2) the campus has played a significant role in the lives of those who have studied and lived here; (3) there are many benefits to alumni who participate in Willamette University Alumni Association programs; and (4) the institution will derive important benefit from the continued interest of its former students.

Alumni throughout the country assist the University in a multitude of ways. Alumni work with the Office of Admissions by serving as liaisons between the University and high school students, counselors, and parents. Additionally, members of the alumni community serve current students and other alumni through an active, online Alumni Career Network with over 3,500 members.

The Association's activities and programs include the following: annual alumni recognition awards, class and special group reunions, establishment of and support for Willamette alumni clubs throughout the United States and in Japan, assistance with providing information for the Willamette Scene and other alumni publications, opportunities for continuing education through study tours, travel and support services for alumni groups such as living organizations and athletic and academic departments, annual campus Reunion Weekend, and raising funds to help meet University annual needs, especially financial aid, as well as supporting capital campaigns and special projects.

All alumni programs are administered through the Office of Alumni and Parent Relations. The management of the Association is vested with a board of directors composed of the officers, 36 directors, two members of the University faculty, and four current students. The president of the

Willamette University Alumni Association also serves on the University Board of Trustees as a representative of the Association, and numerous other alumni are members of the Board of Trustees.

Standards of Conduct

To enable Willamette University to fulfill its purpose, it is the common responsibility of all persons associated with the University - students, faculty, administrators, alumni, and trustees - to maintain and to improve a campus climate which generates enthusiasm for learning and respect for human dignity, to represent the University in the broader social community in a manner consistent with the principles and purposes of the University, and to respect University standards in their conduct. Standards of conduct are applicable to all members of the University community, including visitors and guests, and are designed to promote individual and group governance with dignity, decency, and maturity. In particular, such standards are directed toward social and living relationships pertinent to the University as a residential community. It is assumed that each individual recognizes his/her responsibility to the University community and that ultimately he/she can be held accountable by other members of the community for failure to assume those responsibilities.

Standards of Conduct and related rules having application represent the best consensus that has been achieved through the active participation of the various constituent parts of the University community. They are administered by the Dean of Student Affairs and are given authorization with the approval of the President of the University acting on behalf of the Board of Trustees. 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 sanctions for failure to fulfill responsibilities to the community as a whole.

The policies governing student conduct, judicial and appeal procedures, possible penalties for violations of the Standards of Conduct, and grievance procedures are included in the Selected Policies Manual for Willamette University. The [Selected Policies Manual](#) is distributed to all students at the beginning of each academic year and is updated on the web to provide all members of the campus community with information governing campus conduct and judicial procedures.

Academic Offices & Facilities

- [Advising and Student Success](#)
- [Learning Commons](#)
- [QUAD Center](#)
- [Academic Support Services](#)

Advising and Student Success

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

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

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

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

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

Students seeking the Bachelor of Music degree are strongly advised upon entrance to make immediate contact with the Music Department in order to enter a more intensive advising process. Any student interested in a combined degree program (see Section I, Programs of Special Interest) should also contact the specific program advisor as soon as possible.

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

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

Student Success Hub

The Student Success Hub comprises a wide range of offices dedicated to ensuring that every student admitted to Willamette connects with the resources to succeed at Willamette. We're here to help you thrive in the classroom, connect with the co-curriculum, and grow toward graduation with a clear sense of your future. We are (mostly) located on the first floor of Matthews Hall. [Visit the Student Success Hub.](#)

The Learning Commons

The first floor of Ford Hall is now the Learning Commons - place that encourages collaborative study. The space allows 24/7 access and provides tools such as white/glass boards, projection systems, big screens, and comfortable spaces.

Three programs located in the Learning Commons:

- [Academic Support](#)
Formerly the Learning Center
Help with study strategies, tutoring, and early alerts.
- [Language Learning Center](#)
The LLC's physical space, the World Languages Studio, connects and supports language learners by providing social and academic learning opportunities in order to create a multilingual and multicultural global community.
- [Writing Center](#)
Assistance with all facets of writing. Besides meeting for scheduled appointments with tutors, writing consultants, or in the WLS, students are invited to use this space for group and individual study. All are welcome!

Other Centers and Services

- [Disabilities Services](#)
- [QUAD Center \(Quantitative Understanding, Analysis and Design\)](#)

QUAD Center

The Center for Quantitative Understanding, Analysis, and Design ("QUAD") is a new initiative at Willamette University, supporting students and faculty in the College of Liberal Arts in their efforts to develop and apply quantitative reasoning or "QR" skills. Over the coming semesters, we hope to be able to expand both our hours of availability and the range of services we can provide.

Resources and Support

At present, we will be providing support related to quantitative activities and assignments associated with courses ranging from introductory classes to senior thesis projects. The Center focuses both on the kinds of basic mathematics central to academic and civic literacy and on research design and statistical issues arising in a broad range of disciplines across the liberal arts. This emphasis complements extensive expertise related to calculus and more advanced mathematical topics already available through the Mathematics Department.

More information can be found on our [QUAD RESOURCES](#) page.

The Center is designed to:

Assist people not just with data collection and analysis but also with their efforts to interpret, critically evaluate, and incorporate quantitative information into papers and other projects or assignments.

Quantitative information properly collected and interpreted is often a central component of well-constructed arguments. Not everyone carries out studies or performs quantitative analysis on raw data, but virtually everyone "consumes" quantitative information generated by others. When we write persuasive papers, advocate for policies, wrestle with personal decisions, and engage in other forms of argumentation, a sound understanding and interpretation of quantitative information can be critical. We must also then be able to use such information effectively in writing, speaking, and other forms of communication.

Academic Support Services

The Mark O. Hatfield Library

Opened in 1986, the Mark O. Hatfield Library serves as the library for the College of Liberal Arts, the Graduate School of Education, and the Atkinson Graduate School of Management. The building is a gracious, glass-walled structure that overlooks the Mill Race and Jackson Plaza, one of the main gathering places on campus. The library provides strong support for student and faculty a diverse, well-chosen collection capable staff, and a suite of high quality services. The library includes more than 426,000 volumes, over 25,000 electronic and print journal subscriptions and databases, and a collection of United States Government documents, and provides computer access to information and documents from around the world. A strong collection of printed and recorded music, films on DVD and video and a wide ranging selection of newspapers complete the collection.

The facility also houses the University Archives and Special Collections which includes documents chronicling the academic, cultural, and social history of the University. Additional materials for research include rich collections of U.S. Congressional papers, the Pacific Northwest Artist Archive, rare books and materials focusing on the Pacific Northwest.

A highly qualified staff of librarians and support personnel committed to developing and maintaining strong collections and services, supports the research needs of the Willamette community. Each academic department and school has a liaison librarian with whom students and faculty can work. Course-related instruction presented by liaison librarians ensures that students not only find the information they need to satisfy course requirements, but also learn the search strategies needed to retrieve and critically evaluate information in a society that places increasing importance upon these skills. Librarians are also available at the reference desk, by phone, instant messaging, and email. Liaison librarians are also available by appointment for individual research consultations.

The library also participates in the Orbis Cascade Alliance, a consortium of academic libraries in Oregon and Washington that share an online catalog called Summit. Summit provides information on the over 27 million volumes held by the member libraries. Automated borrowing through Summit allows students, faculty, and staff to initiate online requests for books, CD's and DVD's from the other member libraries; materials are delivered within two to three days. An efficient interlibrary loan/document delivery service provides quick access to materials not available in the local collection or through Summit.

The library's Web site has become a substantial digital library of content and services designed to facilitate research in all disciplines. It includes access to research databases, records of all Hatfield

Library holdings, online journal collections and primary materials, links to full-text content, Summit and interlibrary loan, electronic reserves, local digital collections, and other resources and services. The Web site is available 24 hours a day, enabling access to all the electronic resources from home or anywhere on campus even when the library is closed.

The Hatfield library includes many attractive areas suitable for study and reflection as well as a computer lab. A variety of displays are hosted and lectures, readings, and recitals are held frequently in the Mark O. Hatfield Room. A 24-hour study room is equipped with vending machines and provides comfortable study space.

University Registrar

The Office of the University Registrar is responsible for maintaining and safeguarding the official academic records of the University. In addition to serving as an ex officio member of the Academic Status and Academic Programs Committees, the University Registrar consults with students regarding general academic requirements and provides reports about academic progress. The Registrar's Office is also responsible for confirming veterans' benefits status, certifying athletic eligibility, evaluating credit earned at other colleges and universities, determining eligibility for graduation and honors, certifying enrollment status and administering academic records privacy as specified by the Family Educational Rights and Privacy Act.

Institutional Research and Planning Support

The Office of Institutional Research and Planning Support provides information about the University to both internal and external constituents. The office is the primary source for current and historical data about student enrollment, demographics and outcomes and coordinates reporting to government and oversight agencies. Additionally, the office supports enrollment management, planning assessment and accreditation reviews through both primary and secondary research efforts. The office serves as the University's liaison to our regional accrediting agency.

Willamette Integrated Technology Services (WITS)

Willamette Integrated Technology Services (WITS) enables the effective and innovative use of technologies in teaching, learning, research, and administration. The department provides leadership, facilities, equipment, and staff support for the use of information technologies, including computer hardware and software, classroom equipment, data networks (wired and wireless), multimedia equipment, graphics production, instructional design, administrative systems, and telecommunications.

All faculty, students and staff are eligible to have accounts to access the University's network, though additional authorization may be required to use particular resources. Within the bounds of the University's Acceptable Use Policy, faculty, students, and staff have virtually unrestricted use of the facilities at no charge. In order to provide primary support to all users of campus computing facilities, WITS maintains a Help Desk that is staffed by both WITS employees and students. The Help Desk is open for business during normal working hours, but during the beginning of the semester the hours

are extended considerably. A group of User Services Consultants provides technical support to various campus constituencies.

Resources and facilities available through WITS begin with the campus data network and the telephone system. The campus network offers access to electronic mail, file storage, the on-line catalog of the Hatfield library, administrative services, the Blackboard course management system, a variety of software applications, the University's web site, and the internet. Other facilities include a general access computer lab, a multimedia workroom, a small video recording studio, a language learning center, and a faculty development/training room. Approximately half of all classrooms are equipped with video and data projection capabilities; all classrooms have overhead projectors, and network connections. Equipment available for circulation includes laptop computers, video and data projectors, digital cameras, video and DVD players, and sound systems. Equipment available for use includes scanners, slide scanners, film recorders, DV and DVD transfer equipment, and video editing equipment.

All University owned computer workstations are connected to the campus network with access to the internet and most general-purpose software applications. The general access lab is open to students 24-hours a day, seven days a week during the academic year. Other computer facilities, including the Language Learning Center, are open to students except during scheduled classes. In addition, all residence hall rooms have network connections. Students bringing their own computers to campus may connect them to the network, as long as the machines meet certain minimum standards. The University provides for dial-in access from off-campus for all students, faculty and staff to access the campus network.

WITS provides a wide variety of support services to faculty wishing to incorporate information technologies into instruction. WITS also offers workshops for students, faculty, and staff on the use of computers, application software, the campus network, the internet, as well as development of web sites and electronic presentations. User Services staff consult with faculty and students concerning software applications, hardware appropriate to those applications, the use of multimedia for teaching and presentations, computer-aided instructional methods and general questions about any aspect of computing at Willamette.

The WITS Multi-media Production group provides for-fee services to develop and produce video material, photographic slides, brochures, posters and other materials related to instruction and campus activities. The multi-media workroom is also available for self-service development of many of these same kinds of materials.

Four other services of WITS, Network and Systems Management, Administrative Computing, Telecommunications, and Technical Services, provide support and maintenance for the campus network equipment and servers, the administrative information system, the telephone and voice mail systems and the University's technology equipment in offices, classrooms, and laboratories.

Accessible Education Services

The mission of this office is to facilitate accommodations for those students with a qualifying disability or temporary medical condition. Students with disabilities are encouraged to contact this office as

soon as they are accepted to discuss the necessary documentation and individualized accommodations/services.

Academic Centers

Center for Asian Studies

The Center for Asian Studies at Willamette University integrates and develops the Asian and Asian American resources on campus with respect to region-based research and scholarship, curriculum innovation, and co-curricular programming. The Center creates cross-campus and inter-disciplinary opportunities for faculty development, student-faculty collaboration and community outreach, serving as a locus for regional, national, and international collaboration between academic and community organizations. We define "Asian" broadly to include all parts of Asia, the Pacific islands, and Asian diasporas.

Center for Ancient Studies and Archaeology

Archaeological discoveries of the past century have extended our knowledge of the ancient world back several thousand years and have provided material and graphic artifacts of the roots of the great civilizations of antiquity. These discoveries have also provided physical evidence about the level of cultures known from literary works since the beginning of history. As a result, ancient studies and archaeology provide a foundation and rich resource for many of the disciplines in the University. Not surprisingly, ancient studies is one of the fastest growing fields in the humanities. The Center for Ancient Studies and Archaeology supports research, teaching, and the public dissemination of the almost-daily new discoveries from the ancient world. It co-sponsors a monthly lecture series by noted archaeologists from the Archaeological Institute of America, an annual undergraduate conference for Classics students and faculty in the Northwest, student fellowship for archaeological field projects, internships and exhibits at the Hallie Ford Museum of Art, and awards for faculty and student research projects and publications. It is also planning an annual lectureship in ancient studies by a distinguished scholar, as well as regular symposia and workshops for faculty development and the enrichment of the curricula of contributing departments.

Center for Governance and Public Policy Research

Transforming existing states into preferred one.

One of Willamette University's six Centers of Excellence, the Center for Governance and Public Policy Research is a joint program of the Atkinson Graduate School of Management, the College of Liberal Arts, and the College of Law. The Center performs high-quality policy-relevant research concerned with organizational governance and transformation issues, primarily those with a financial component.

By high quality we mean two things: first that our academic peers respect our research, as reflected by publication in leading scholarly journals, and, second, that it is influential. We will be influential by developing a reputation for providing unbiased, non-partisan, evidence-based information that is directly relevant to the real public-policy problems facing the region and the nation.

Center for Religion, Law and Democracy

The Center for Religion, Law and Democracy is an interdisciplinary center dedicated to exploring the role of religion in the law and public life. The Center draws on Willamette's historic and ongoing strengths as a church-related college committed to academic excellence and public service, as well as its location adjacent to the Oregon State Capitol. The Center involves students and faculty from the College of Liberal Arts and the College of Law who teach, write, and engage in these issues on a continuing basis. As part of its mission, the Center conducts symposia, lectures, research and curriculum development, funds internships, and serves as a forum for the discussion of these intersecting issues.

Academic Policies

- [Academic Achievement](#)
- [Academic Dismissal](#)
- [Academic Petitions](#)
- [Academic Probation](#)
- [Academic Progress Policy](#)
- [Academic Suspension](#)
- [Auditing Courses](#)
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- [Leave of Absence or Withdrawal](#)
- [Medical Withdrawal Policy](#)
- [Phi Beta Kappa](#)
- [Plagiarism and Cheating Policy](#)
- [Registration](#)
- [Religious Holiday Policy](#)
- [Retaking Courses](#)
- [Time to Degree Policy](#)
- [Transcripts](#)
- [Transfer Credit](#)

Policy on Academic Achievement

At the conclusion of each semester, the academic records of all students working for undergraduate degrees are reviewed by the Academic Status Committee, a standing committee of the undergraduate faculty. In the cases of students whose work does not meet the University's expectations, the committee determines whether an individual student is: (1) warned about academic progress; (2) placed on academic probation; (3) placed on academic suspension; or (4) dismissed for academic insufficiency. Academic probation, suspension, and dismissal will be noted on the student's transcript.

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

- Semester g.p.a. below 2.00
- Cumulative g.p.a. below 2.00
- Major and/or minor g.p.a. below 2.00
- Completion by a full-time student of fewer than three credits
- Serious academic difficulty as determined by the Academic Status Committee

Academic Dismissal

If academic performance warrants academic dismissal, the student's participation in University life is severed permanently, including denial of enrollment, attendance and other University privileges, and loss of all fees and academic credit for the semester in which the dismissal takes place. The dismissal will be noted on the academic transcript.

Academic Petitions

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

Nature of Petition	Destination
Departmental and major requirements	Department or program chair
General education requirements (online)	Associate Dean of Curriculum
Writing program requirements (online)	Associate Dean of Curriculum
Special majors (online)	Academic Programs Committee (c/o Dean's Office)
Most other petitions	Academic Status Committee (c/o Registrar's Office)

Petition forms are available at the destination locations listed above. The Registrar's Office can also answer other questions about the petition process.

Students should note that certain basic requirements for baccalaureate degrees are never waived or modified, including:

- satisfactory completion of a minimum of 31 credits
- completion of the General Education requirements
- completion of the Senior Year Experience
- cumulative g.p.a. of 2.00 in work taken at Willamette
- cumulative g.p.a. of 2.00 in the major
- cumulative g.p.a. of 2.00 in the minor

The completion of department requirements may be modified or waived by the departments themselves, but not by the Academic Status Committee.

Academic Probation

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

- Ineligible to participate in varsity athletics;
- Ineligible to hold any campus office;
- Subject to review of his/her financial aid status (if receiving aid from the University) by the Director of Financial Aid;
- Required to follow an academic support program that may include restrictions on curricular and cocurricular activities;
- Subject to eventual suspension or dismissal if the academic record continues to be below expected achievement.

Students placed on probation should see their academic advisors as soon as possible in order to review their curricular, cocurricular and extracurricular activities. The probation will be noted on the academic transcript.

It warrants mention that participation in some activities may be restricted even if students are not placed on academic probation. All students serving in elected or appointed positions of leadership are required to maintain a minimum 2.5 cumulative GPA. Various departments in which students serve are responsible for ensuring that students under their supervision are in compliance with this policy, and if students wish to appeal suspension of leadership activities then they should contact the university faculty or staff member to whom they report.

Academic Progress Policy

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

- 7 credits completed by the end of the first year

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

In compliance with U.S. Department of Education regulations, all semesters of enrollment, even those where a student completely withdraws from the semester on or after the first day, are considered in determining whether or not a student is making adequate progress toward degree completion.

Academic Suspension

A student's participation in University life, including academics, is suspended including denial of enrollment, attendance and other University privileges, and loss of all fees and academic credit for the semester in which the suspension takes place. After the suspension period, a student may apply to enroll again. The student will need to have successfully addressed the issue(s) which led to his or her suspension before reapplying. The suspension will be noted on the academic transcript.

Auditing Courses

To be eligible to audit a course, a student must be in good academic standing, and either enrolled full-time or in the last semester of their senior year. A student who wishes to audit a course must secure the consent of the instructor and register as an auditor using the [enrollment change form](#) beginning the first day of the semester through the add/drop period. When class space is limited, priority for seats goes to non-auditors. Credit will not be granted for auditing a course. Auditors are required to attend a minimum of 75% of the class sessions. If this requirement is not met the registrar may, solely upon notice that the student has insufficient attendance, delete the course from the student's record. Audit classes cannot be counted for enrollment certification, for fulfillment of degree requirements, for financial aid purposes, or for loan deferment purposes regardless of billing or registration status.

Catalog of Study Policy

Undergraduate students follow the degree requirements outlined in the catalog in effect when they enroll at Willamette University, but may select a subsequent catalog in effect during their enrollment in order to declare a newly established or revised major or minor. Students who are readmitted to the university will follow the degree requirements outlined by the catalog in effect at the time of re-enrollment.

Class Attendance Policy

Class attendance is subject to the following guidelines:

- Students are expected to attend classes. Any student not attending the first class session forfeits his/her place on the roster. Students remain responsible for officially dropping the class.
- Instructors set the specific attendance standards for their own classes.
- Irregular attendance may impair students' progress and therefore be reflected in their grades. Faculty members should inform students about attendance requirements at the beginning of each semester. If this is not done, students should feel obliged to request this information from their instructors.

Course Listings and Numbering

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

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

010X-099X	Fitness, Debate Union, Model United Nations, theatre, and music activities courses. No extra fee charged if addition of one of these courses constitutes an overload. Note also that credit may be earned for only one fitness activity course in any given semester.
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100-199	Introductory courses that typically do not have prerequisites. Courses that often define and employ basic concepts and present the terminology and approaches to learning a discipline. Some departments have 100-level courses that are intended for non-majors and are not required for majors.
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200-299	Some courses are introductory ones or they may have prerequisites. Courses are often survey courses devoted to particular areas or fields within a discipline. Some departments have 200-level courses as required foundational courses in the major, but they are introductory and without prerequisites.
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300-399	Courses usually taken by majors and upper-division students, and most have 100- or 200-level prerequisites. Those without prerequisites expect students to be interested in and able to do upper-level work in the subject or subject area.
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400-499	Usually advanced seminar or methodology courses with significant prerequisites. Department and program senior experiences are designated as 400-level courses.
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Courses also indicate if they fulfill a General Education requirement. General Education requirement indicators are as follows:

W	Writing-Centeres
CA	Creating in the Arts
EV	Examining Values
IT	Interpreting Texts
NW	Understanding the Natural World
TH	Thinking Historically
US	Understanding Society
QA/QA*	Quantitative and Analytical Reasoning
4th Sem Lang	Fourth Semester Language

Credit Hour Policy

Introduction

This policy codifies the university's requirement defining credit hours and guides compliance with the following regional accrediting agency guidelines.

Federal regulations mandate that all candidate and accredited institutions comply with the definition of the credit hour as set forth in Section 600.2, which defines the credit hour as:

Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (NWCCU, Policy on Credit Hour, November 2012)

Credit Hour at Willamette

Willamette University operates under a semester credit hour system. The credit hour policy applies equally to courses of varying credits, duration, and modes of instruction, and applies to all credit granted by the university, whether through programs on or off campus, or through transfer from other institutions. Determination of the amount of credit awarded is made by the pertinent school or college's curriculum committee based on accrediting agency guidelines and federal regulations.

Periodic Compliance Review

New courses are reviewed and approved by the pertinent school or college's curriculum committee for compliance with the credit hour policy. The periodic compliance review of the credit hour policy is incorporated into each school's and college's established curriculum review schedule under the supervision of the respective dean's office.

Guidance for Meeting the Credit Hour Requirement

1. Curriculum committees in the pertinent school or college evaluate courses for credit. They approve and maintain written records of substantive exceptions to the base hour-counting guidelines. Documentation of compliance includes course syllabi and class schedules.
 - Syllabi include information outlining the expected amount of work the course requires for the designated number of credit hours. Representative syllabi are kept on file and available for review for both standard courses and types of courses that do not meet for the standard amount of in-seat class time. Regardless of mode of instruction, syllabi demonstrate that courses are consistent in terms of purpose, scope, quality, assessment, and expected learning outcomes with other courses with the same department code, number, and course title.
 - Each school and college maintains a course schedule showing the weeks, hours and days that courses meet. In addition, they maintain a list of the kinds of courses that do not require the standard amount of in-class seat time designated in the policy (for example, online and hybrid courses, laboratory courses, studio courses, independent study, and internship/externship courses) and a schedule showing when those courses meet. A course offered in fewer than 15 weeks contains the same total number of hours – the combined time spent on direct instruction, preparation for class, homework, lab work, field work, etc. – as an equivalent credit-hour course offered in the standard 15-week semester as documented by a combination of the meeting schedule and syllabi.
2. In the undergraduate college, semester hours are converted to course units with the following equivalencies:
 - 4 semester credit hours (150 clock hours of instruction and student work) = 1 course unit
 - 3 semester credit hours (112.5 clock hours of instruction and student work) = 0.75 course unit
 - 2 semester credit hours (75 clock hours of instruction and student work) = 0.50 course unit

- 1 semester credit hour (37.5 clock hours of instruction and student work) = 0.25 course unit
3. In the College of Law, credit hours are allocated within a conventional semester system for law schools, typically requiring approximately 700 minutes of instruction time (fourteen 50-minute classes or thirteen 55-minute classes) per course unit (see Interpretation 304-4, ABA Standards for Approval of Law Schools). The typical law class meets for a total of 780 minutes over 13 weeks for a total of 15.6 “Carnegie” hours.

Definition of Hour

One semester credit equals one hour* of direct faculty instruction and a minimum of two hours* of out-of-class student work per week for 15 weeks. Generally, one semester credit is granted for a minimum of 45 hours* of student work.

*This rule refers to a 50 min. “Carnegie hour” so the requirement is for 12.5 clock hours (750 min.) of direct instruction or a total of 37.5 clock hours (2,250 min.) of total student work for one semester credit.

Credit/No Credit

To be eligible to take courses on a Credit/No Credit basis, a student must be a full-time student, unless they are a last semester senior, in good academic standing. They must also have successfully completed three credits at Willamette during the previous semester. An eligible student may declare a total of three credits to be recorded on a Credit/No Credit basis. Under no circumstances may a letter grade that has been recorded Credit/No Credit be revealed, even by petition. (Courses which have been designated exclusively for Credit/No Credit grading are not included among those courses a student may elect to declare.) Credit (CR) is equivalent to grades of A through C-minus. No Credit (NC) is equivalent to grades of D-plus and below. CR grades will count as part of the 31 satisfactory credits required for graduation, but CR grades are not computed in the grade point average.

After signing up for courses in the regular manner, students desiring to take a course on a Credit/No Credit basis will file the appropriate form in the Registrar's Office before the following deadlines: (1) for full-semester courses, 30 class days after the first day of classes; (2) for half semester courses, 15 class days after the first day of class. Once filed, this form may not be withdrawn or amended.

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

Excused Absences Policy

The purpose of this policy is to ensure that students will not be penalized for work missed while participating in University Approved Events.

1. **Athletics:** All athletic competitions will be University Approved Events if: (1) the schedule restrictions of the Northwest Conference (NWC) are met and (2) the competition is not held

during study days or the final examination period. Allowance will be made for rescheduling of games cancelled due to rain. The Director of Athletics will monitor and circulate all schedules, including departure times for events away from campus, to the Academic Council as early as possible during the prior semester. At least five class days prior to the first event, the Director of Athletics will circulate the names of students to notify the faculty members individually and to make arrangements for work missed. It is the responsibility of the instructor to provide appropriate makeup work. It is the responsibility of the coach to schedule practices and competitions in such a way as to minimize class conflicts.

2. **Other Activities, Including Field Trips:** Requests for university Approved Event status must be made to the Academic Council, if possible, during the prior semester, but not fewer than 21 days prior to the event. Exceptions to this policy will be considered only on appeal to Academic Council. At least five class days prior to the event, the Director of the activity will circulate the names of the students participating and will include departure times for events away from campus. It is the responsibility of the students to notify the faculty members individually and to make arrangements for work missed. It is the responsibility of the instructor to provide appropriate make-up work. It is the responsibility of the Director of the Activity to schedule the activity in such a way as to minimize class conflicts.
3. If an activity is not approved, the Director of the activity shall not require attendance at the activity as a mandatory component of the class. If a student chooses to participate in a non-University Approved Event, faculty members whose classes are missed are not required to provide make-up work for the absence.

Final Examination Policy

Preamble

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

Policy

The maximum length of a final examination is three hours. Faculty members may schedule shorter examinations if they wish.

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

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

No classes or formal class activities are to be held during the Study Days that intervene between the end of classes and the beginning of final examinations or the Study Days that are scheduled during the week of final examinations. Faculty members are to be available for consultation with students during these times.

Final examinations for first half-semester courses are to be administered during the last regular class period or during a time outside of class agreed upon by the students and faculty member involved, within one week of the last regular class period. Final examinations for second half-semester courses are to be administered during the scheduled final examination time for that class period as in full-semester courses.

Faculty members are to make separate arrangements with each student to administer final examinations in courses not covered in the published schedule.

All faculty members in the College of Liberal Arts are to have on file in the class WISE site a representative sample final examination for each class taught, except in the case of a class that is being taught for the first time.

Full-Time Enrollment

The normal program at Willamette includes four credits per semester. Each credit is equivalent to four semester hours or six quarter hours. A student is considered full-time if registered for 3.0 or more credits. A student is considered in good academic standing if he or she is not on academic probation.

Any undergraduate student in good academic standing, who is making normal progress toward an undergraduate degree, is eligible to register for more than 4.5 credits with the concurrence of an advisor. Students not meeting these criteria must petition the Academic Status Committee for approval of an overload. Petition forms are available in the [Registrar's Office](#).

Students who wish to add overload credits to their schedules may do so beginning on the first day of the semester, by completing an Enrollment Change (Add/Drop) form. Enrollment Change forms may be obtained from the [Registrar's Office](#) website and require signatures from the academic advisor and the professor of each affected course. Deadlines for adding and dropping courses are listed in the academic calendar. Students are urged to note the deadlines carefully. Information about overload charges is available by contacting the [Student Accounts Office](#).

Grade Changes

Once recorded, a grade may be changed only in the case of clerical or computational error. The instructor who assigned the grade must be involved in any appeal procedure concerning grade changes. The department chair may take the place of the course instructor when the course instructor is no longer employed by Willamette University. Written notification must be submitted to the Dean of the College explaining the reason(s) for the change. No changes will be permitted one year after the grade has been recorded.

Grading Policy

The following symbols are used for grades included in the calculation of the grade point average (g.p.a.):

A (4.0) A- (3.7)

B+ (3.3) B (3.0) B- (2.7)

C+ (2.3) C (2.0) C- (1.7)

D+ (1.3) D (1.0)

F (0.0)

where the following terms are used:

- A = Excellent
- B = Good
- C = Satisfactory
- D = Below Standard, and
- F = Failing

The grade of AUD (audit) is used when a student signed up for a course as an auditor. Auditors are required to attend a minimum of 75% of the class sessions. If this requirement is not met the registrar may, solely upon notice that the student has insufficient attendance, delete the course from the student's record.

The grade of CR (credit), used in those courses designated by the faculty or those courses selected by students on the Credit/No Credit option, will be granted credit toward the degree but will not be computed in the g.p.a. The grade of NC (no credit) will not be granted credit and will not be computed in the g.p.a. In those cases where students select this option, reported final grades of C-minus or better will be converted to CR and grades of D-plus or lower will be converted to NC.

The grade of I will stand for Incomplete. This grade may be given only in cases where all but a minor portion of the course work has been satisfactorily completed, and the instructor determines there are legitimate reasons to grant the student an extension of time. Instructors must submit a [Report of Incomplete Grade form](#) to the Registrar's Office within two weeks following the grading deadline for the semester in which the incomplete grade is submitted. The deadline for students to submit work to be graded to replace grades of I will be the fifth Friday of the subsequent semester. This deadline may be extended by a maximum of one semester, if the student successfully petitions the Academic Status Committee by the date on which the outstanding coursework is due (the fifth Friday of the subsequent semester). All grades of I will be accompanied by a contingency grade, in the computation of which the instructor has considered work not completed as a zero or an F. The

contingency grade will be recorded on the permanent record (transcript) until that time when the Registrar receives the final grade. If a replacement grade is not submitted, the contingency grade will be retained as the final grade.

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. Prior to the assignment of the Q grade, the instructor must submit written notification to the Dean of the College indicating the reason for use of this grade. The deadline for Instructors to submit final grades to replace grades of Q will be the day that all final grades are due for the subsequent semester. This deadline may be extended only if the student successfully petitions the Academic Status Committee. Any unresolved Q grades after that date will be converted to NGR (No Grade Received).

The grade of W will stand for Withdrawal and is given at the request of the student concerned within the stated deadlines. No credit will be granted toward a degree and the W grade will not be computed in the g.p.a. The final date to drop a class in order to receive a grade of W, at the instigation of the student, will be the tenth Friday of the semester for full-semester courses. The withdrawal date for half-semester classes is listed in the Academic Calendar. Withdrawal after these dates will be possible only if the student successfully petitions the Academic Status Committee. A student is required to attend class until he/she is officially dropped or withdrawn. Enrollment Change forms are available on the Registrar's Office website. If a student fails to withdraw officially, the grade in any course which he or she discontinues becomes an F.

Computing the Grade Point Average (G.P.A.)

The quality points for a course are computed by multiplying the points for the grade equivalent by the number of credits for that course. To compute the grade point average, divide the total number of quality points earned by the total number of credits attempted (Credit/No Credit and Audit grades not included). The grade point average is computed only for courses registered through Willamette University.

Honors Policies

Willamette recognizes academic excellence by awarding the Latin Honors of summa cum laude (with highest honors), magna cum laude (with high honors) and cum laude (with honors) at the time of degree conferral. Latin Honors are recorded on students' academic transcripts.

To be eligible for Latin Honors, students must have completed a minimum of 20 undergraduate credits in residence at Willamette or through Willamette sponsored study abroad programs.

May graduates with a minimum cumulative undergraduate grade point average in the top 2% of the class will be awarded summa cum laude; those in the top 6% will be awarded magna cum laude; and those in the top 12% will be awarded cum laude.

Latin Honors for August and January graduates will be based on the grade point average ranges of the top 2%, 6% and 12% of the previous May undergraduate graduating class.

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

A student may be named to the College Honors List for any semester during which the student earns a g.p.a. of 3.75 or better with no fewer than three credits of graded undergraduate coursework. A notation of this achievement is made on the student's transcript.

Leave of Absence or Withdrawal

Students who need to take time away from their studies, whether temporarily (generally up to two semesters) or permanently, must notify the University Registrar's Office. The Registrar, based upon the departing student's specific situation, will provide the student a list of offices and activities to assure both a smooth departure and support in re-enrollment. The Registrar will communicate the student's departure to the university community. Students who withdraw, do not re-enroll at the end of an approved leave of absence, or leave the university without withdrawing or going on an approved leave of absence, and subsequently wish to return to their studies, must complete an [Application for Readmission](#).

Additional Resources

Medical Withdrawal Policy

Purpose

Willamette University is committed to supporting students in achieving academic success. When medical situations arise that necessitate a student withdrawing from one, some, or all of their courses, the university assists those students through this Medical Withdrawal Policy.

Policy

A Medical Withdrawal may be requested when a student has a documented health or mental health condition preventing completion of the semester, or requiring a reduced course load. If approved, the student's permanent record (transcript) will reflect grades of 'W' in all relevant courses, and a notation of "Medical Withdrawal." After a petition has been filed and until the committee has acted, the student should continue to attend all courses as though the petition has been denied. Importantly, retroactive petitions after class(es) have ended will not be considered. Typically, students can expect a response within 5-7 business days after a completed petition is received.

A student withdrawing from all courses under this situation will receive a tuition refund according to the University's published [Student Accounts Refund Policy](#).

The medical withdrawal packet, which may be obtained from the Registrar's Office on the first floor of Waller Hall, includes a procedure document, a BLUE form, a YELLOW form, and two envelopes.

- **BLUE FORM:** Students complete the entire BLUE FORM, describing the medical condition in their own words, and submit it to the Registrar's Office in an envelope or scan and email it to the Registrar's Office at registrar@willamette.edu.
- **YELLOW FORM:** Students complete the top portion of the YELLOW FORM and submit it to a licensed health or mental health professional (Physician, NP, Psychologist, LCSW, LPC, etc.) for completion of the evaluation. This form should be submitted by the health professional to the Registrar's Office in the envelope provided, or it may be emailed to the Registrar's Office at registrar@willamette.edu.

In recognition that it may take some time for students to secure documentation from their medical provider, we allow 10 working days for the return of all medical withdrawal forms.

The date of the withdrawal will be the date that the Medical Withdrawal packet was provided to the student (dates and staff member initials required) if both the BLUE and YELLOW forms are received by the Registrar's Office within 10 working days of that date. *If both forms are not received within 10 working days of that date, the date that the final form is received will be the date of the withdrawal.*

The following committee of individuals will review the Medical Withdrawal petition: 1) The Dean of Students or designee; 2) the University Registrar or designee; 3) the Associate Dean of the relevant college or designee, and 4) a professional from the Bishop Wellness Center. The student will be notified as soon as possible after a decision has been made. Notification will be e-mailed to the student's willamette.edu account. If the petition is approved, the appropriate campus officials will be notified of the result (e.g. Instructors of affected courses, Student Accounts Office, Financial Aid Office, and the Registrar's Office). Note: Approved medical withdrawals may affect eligibility for university health insurance coverage. Students should contact the Student Insurance Coordinator in Bishop Wellness Center at (503)370-6062 with any questions.

After a medical withdrawal has been granted and prior to returning to Willamette University, students are required to submit a Re-Enrollment Questionnaire. The Re-Enrollment Questionnaire will be provided to the student at the time the withdrawal is approved. This Re-Enrollment Questionnaire must be completed by a licensed health or mental health provider and address the student's readiness to return to Willamette University. Importantly, if this form is not received and approved at least 10 working days prior to the start of the next semester, students will be dis-enrolled from classes pending approval of the form. Exceptions to this requirement may be made by a representative of Bishop Wellness Center as appropriate.

- **Status:** Approved
- **Effective Date:** 3/1/2017
- **Last Revision Date:** 10/1/2018
- **Next Anticipated Review:** 11/1/2019
- **Responsible University Administrator:** Laura Jacobs Anderson
- **Responsible University Office:** University Registrar's Office
- **Primary Policy Contact:** [Laura Jacobs Anderson](#)

Phi Beta Kappa

Phi Beta Kappa, which was founded at the College of William and Mary in 1776, is the oldest and most prestigious of the national honor societies. The first chapter was founded to promote the ideals of freedom of inquiry within a broad liberal education, and these concerns have remained a hallmark of the organization ever since. Only the top 10% of four-year colleges nationwide have been granted Phi Beta Kappa Chapters.

Student Selection Criteria: Students are nominated for membership in the society primarily on the basis of their scholarly achievement, good character, and broad cultural/academic interests. Our chapter nominates the top 2% of each junior class, and the top 10% of each senior class (including those nominated as juniors). At least three-fourths of a candidate's courses must be liberal arts courses (as opposed to applied or professional courses). Seniors must have a minimum cumulative GPA of 3.50, and juniors 3.75, in order to be considered for membership. Aside from GPA, weight is given to breadth of academic program (number and variety of courses taken outside the major), faculty recommendations, service to the department or university, good character, academic awards and achievements, and extracurricular activities.

Plagiarism and Cheating Policy

Purpose: Plagiarism and cheating are offenses against the integrity of the courses in which they occur and against the college community as a whole. Plagiarism and cheating involve intellectual dishonesty, deception and fraud, which inhibit the honest exchange of ideas.

Policy: In accordance with Willamette University Standards of Conduct and the Willamette Ethic, students are entitled to notice of what constitutes plagiarism and cheating, and the right to appeal penalties. Plagiarism and cheating may be grounds for dismissal from the college.

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

All members of the Willamette University community are expected to be aware of the serious breach of principles involved in plagiarism. Ignorance of what constitutes plagiarism shall not be considered a valid defense. If students are uncertain as to what constitutes plagiarism for a particular assignment, they should consult the instructor for clarification.

Procedure for a single violation:

1. An instructor who has reason to believe that plagiarism or cheating has occurred shall:
 - a. Promptly meet with the student(s) involved, provide appropriate documentation of cheating or plagiarism, discuss the matter, determine whether an infraction has occurred, and decide on a penalty. An instructor may impose penalties for plagiarism and cheating ranging from a grade reduction on an assignment or exam to failure in the course.

- b. If the instructor suspects plagiarism or cheating during a final exam period, and timely resolution is not possible, the professor shall assign the student(s) involved a grade of "I" and provide the student(s) with a written explanation. The faculty member shall meet with the student(s) no later than the first week of classes the following semester to complete the steps outlined above.
 - c. Within three work days of meeting with the student(s), shall turn in a report form to the Dean of the College of Liberal Arts that details the incident and includes the documentation and penalty. The form and documentation will be placed in the student's file.
(Form is online: www.willamette.edu/cla/dean/pdf/plagiarism_report.pdf)
2. Upon receiving the form, the Dean's office shall within five work days arrange for a meeting with the student(s) in question and the Honor Council. The meeting shall include the Dean (or Dean's representative) and student and faculty representatives from the Honor Council. If more than one student is accused of plagiarism or cheating, the Dean and Honor Council members shall meet separately with each student. In the meeting the Honor Council members and the Dean's representative shall:
- a. provide the student a copy of the form filed by the reporting instructor, noting on the form the date on which it was delivered to the student,
 - b. convey to the student how academic dishonesty violates the Willamette Ethic and Code of Conduct, harms the community, and undermines the educational mission of the College,
 - c. provide exercises or assignments that will educate the student on what constitutes plagiarism and cheating, and verify that the exercises or assignments have been completed,
 - d. inform the student of the potential consequences of a second violation of plagiarism or cheating, and
 - e. determine if the student contests the accusation or the severity of the penalty imposed by the instructor.
3. If the student does not contest the accusation and accepts the penalty prescribed by the instructor, the process concludes.
4. A student has the right to contest the accusation or the severity of the penalty imposed by the instructor. If the student contests the accusation or penalty, the Dean's office will refer the case to the Honor Council for a hearing and ruling. The hearing shall be confidential and scheduled within five work days of referral by the Dean's office. The student and instructor may address the Honor Council and present documentation. Within one work day of the hearing, the Honor Council shall render a judgment as to the validity of the charge and the suitability of the penalty, and will provide written notification to the student and the instructor of their findings.
5. If the instructor rescinds the charge of plagiarism or cheating based on the Honor Council's findings then the Dean's office shall remove the Plagiarism and Cheating form from the student's file.

6. Within five work days of the Honor Council's judgment, the student or instructor can appeal the judgment to the Academic Status Committee. The ruling of the Academic Status Committee is final.
7. The Dean's office shall record on the form the final disposition of accusation and penalty, and provide written notification to the student, instructor, and Honor Council. The form will be placed in the student's file.
8. The student cannot circumvent the plagiarism and cheating proceedings by withdrawing from the class. If the final penalty for the academic dishonesty is an "F" in the course, the student shall not be permitted to withdraw. If the final penalty grade is higher than an "F" the student may withdraw from the course, but a record of the transgression shall remain in the student's file.

Procedure for prior or multiple violations:

1. If the student's file contains a prior violation, the Dean's office shall promptly initiate a hearing by the Honor Council to determine if an additional sanction is appropriate. The hearing shall be confidential. The student may address the Honor Council on their own behalf. Additional sanctions may include, but are not limited to, placing the student on probation, academic suspension for a period of time, or dismissal from the College. Within two work days of the hearing, the Honor Council shall communicate its findings in writing to the student and to the Dean of the College. If the Honor Council recommends dismissal, their recommendation shall be communicated to the President also. The Council shall inform the student of their right of appeal.
2. The accused student may appeal the Honor Council's decision to the Academic Status Committee. The appeal must be filed with the Dean's office within five days of the date of the letter providing official notification of the sanction. In reviewing the student's appeal, the Academic Status Committee shall seek input from the reporting instructor, Honor Council, and from the Dean of the College who may provide comments or issues to be considered in the Academic Status Committee's deliberations.
3. Except for dismissal, the decision of the Academic Status Committee is final. Students can appeal dismissal to the President, or his/her designee, for final judgment.
4. In the event that the final judgment is suspension or dismissal, a student will first be notified in person by the Dean (or Dean's representative) followed by written communication. Seven work days shall elapse before the suspension or dismissal of a student becomes effective after the appeal process is completed unless the President determines an otherwise appropriate period for the suspension or dismissal to take effect.

Definitions related to the Plagiarism and Cheating Policy:

Plagiarism – Plagiarism, a form of cheating, consists of intentionally or unintentionally representing someone else's work as one's own.

Cheating – Cheating is any form of intellectual dishonesty or misrepresentation of one's knowledge.

- **Status:** Enacted
- **Effective Date:** Currently in effect
- Last Revision Date: 8-7-2014
- Next Anticipated Review: 8-1-2015
- Responsible University Office: Dean's Office
- Responsible University Administrator: Associate Dean, Student Success
- **Primary Policy Contact:** Gretchen Moon, gmoon@willamette.edu

Registration

Newly admitted students are registered for classes by an advisor from the Dean's Office prior to the beginning of their first semester.

Continuing students register for classes in the second half of each semester following consultation with their faculty advisors. All registration is completed by students using the online registration system.

Beginning on the first day of the semester, students who wish to make changes in their course schedules may do so by completing an Enrollment Change (Add/Drop) form. Enrollment Change forms may be obtained from the [Registrar's Office](#) website and require signatures from the academic advisor and the professor of each affected course. Deadlines for adding and dropping courses are listed in the academic calendar. Students are urged to note the deadlines carefully.

Students with disabilities are encouraged to request assistance from the Director of Disability and Learning Services prior to course selection/registration if they need accommodations on the day of registration or in the classroom thereafter. Relocation of scheduled classes to more accessible rooms and other reasonable accommodations are available per documented need.

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

Religious Holiday Policy

Willamette University recognizes the value of religious practice and strives to accommodate students' commitment to their religious traditions whenever possible. When conflicts between holy days or other religious practice and academic scheduling arise, every effort should be made to allow students to adhere to their tradition, including, when possible, excusing class absences and allowing make-up work. A student anticipating the need to miss a class for religious reasons should alert the faculty member **within the first two weeks of the semester**, and the two of them should determine the next course of action. Any unresolved difficulty should be referred to the Office of the Chaplains.

For a list of religious holidays that may impact a student's academic schedule, check the [Office of the Chaplains](#) website.

Retaking Courses

Students may retake once any non-repeatable course taken at Willamette University in which they received a grade of C minus or below. The retaken course must be identical in listing to the course

originally completed. Although both grades will appear on the transcript, only the higher grade will be computed in the GPA. In the event the same grade is earned, only one of the two grades will be used in computation of the GPA. Credit will be earned only once for a repeated course. As Willamette University does not transfer grades from other institutions, this policy does not apply to transfer credit.

Time to Degree Policy

Undergraduate students are expected to progress toward degree as described in the [Academic Progress](#) policy, completing their degrees eight calendar semesters following their enrollment. Students who do not complete degree requirements within six calendar years of initial enrollment or re-enrollment at Willamette University will be held to the requirements of the current catalog.

Transcripts

A Willamette University transcript is a complete record of a student's enrollment at the University including all course work from our undergraduate College of Liberal Arts, Graduate School of Education, the Atkinson Graduate School of Management, and the College of Law; partial transcripts are not available. Official transcripts are signed by the Registrar and bear the official seal of Willamette University.

Requests for academic transcripts may be submitted to the Registrar's Office. The cost for transcripts will be \$8.00 per transcript. Additional information about transcripts is available on the [Registrar's Office website](#).

Transfer Credit

Students may apply a maximum of 16 transfer credits toward a Willamette degree. Six quarter hours or four semester hours of transfer credit equal one Willamette credit. In most cases, courses taken at regionally accredited colleges or universities will receive full credit if they are comparable to courses offered at Willamette. Courses with grades below a C- (C minus) will not receive credit. Transfer courses are not used in computing the Willamette University grade point average. To be eligible for transfer credit, college courses must be described in the college catalog and recorded on the college transcript. Once matriculated at Willamette University, students must submit a [Transfer Credit Request form](#) prior to enrolling in proposed transfer courses.

At least 15 degree credits must be earned in residence at Willamette University, and at least 8 of the final 10 degree credits must be earned in residence or in Willamette-sponsored off-campus study programs.

Information for First Year Students

In most cases, college credits earned prior to secondary school graduation, including those earned in concurrent (or dual) enrollment programs will receive full transfer credit.

Willamette University encourages student participation in the Advanced Placement (AP) program sponsored by the College Board, the International Baccalaureate (IB) program and concurrent (or dual) enrollment programs. No college credit is granted for College Level Examination Program

(CLEP). Many AP scores of "4" and "5" will be granted a minimum of one credit (4 semester hours). Willamette will grant one credit (4 semester hours) for many IB Higher Level examinations passed with a score of "5" and up to two credits for many Higher Level exams passed with a score of "6" or "7." Willamette will also grant one additional credit to students who earn the full IB Diploma with a score of 30 or above. A current listing of AP and IB course equivalencies is available on the [Registrar's Office website](#).

For students admitted as first year students, no more than eight Willamette credits (the equivalent of 32 semester or 48 quarter credit hours) will be awarded for courses taken prior to matriculation. This includes college, AP, IB, and concurrent (or dual) enrollment credits.

Students should consult the Office of the Registrar with any questions regarding the transferability of credits.

Information for Transfer Students

Students admitted as transfer students with an Associate of Arts degree from an accredited community college will be automatically granted 15 Willamette credits (junior standing) upon entrance. Students transferring from Tokyo International University (TIU) in the Scholarship Exchange Program will be automatically granted 16 Willamette credits (junior standing) upon entrance.

Satisfaction of specific general education requirements and major requirements will be determined on the basis of a course-by-course evaluation of the transcript(s).

Students admitted as transfer students with an Associate of Arts Oregon Transfer (AAOT) degree will automatically have satisfied all of the general education requirements except for the upper-division writing centered course, the writing-centered course in the major, and the study in a language other than English requirement. The language requirement may be satisfied by transferring in language courses.

Information for Students Receiving GI Bill Benefits

Any student receiving GI Bill education benefits while attending Willamette University is required to obtain transcripts from military training and all previously attended schools and submit them to the school for review of prior credit.

Graduation Requirements

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

All candidates for graduation with the Baccalaureate Degree must:

1. Satisfactorily complete 31 credits, of which no more than 2 may be earned in internships. At least 15 of these credits must be earned in residence. Additionally, at least 8 of the final 10 degree credits must be earned in residence or in Willamette-approved off-campus study programs. (Note: One Willamette credit is equal to 4 semester hours or 6 quarter/term hours).

2. Apply no more than 12 credits in a single department and no more than 14 credits in any major program toward the minimum of 31 credits required for graduation. Internship credits are exempted from this limitation.

3. Satisfactorily complete the General Education Program which includes:

- College Colloquium
- Three writing-centered courses
- Two Quantitative and Analytical Reasoning courses
- Study in a language other than English

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

- Understanding the Natural World
- Creating in the Arts
- Examining Values
- Thinking Historically
- Interpreting Texts
- Understanding Society

Please see the [General Education at Willamette](#) section, for a more complete description of these individual requirements.

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

- [American Ethnic Studies](#)
- [Anthropology](#)
- [Archaeology](#)
- [Art](#)
- [Art History](#)
- [Asia Studies](#)
- [Biology](#)
- [Chemistry](#)
- [Chinese Studies](#)
- [Cinema Studies](#)
- [Classical Studies](#)
- [Comparative Literature and the History of Ideas](#)
- [Computer Science](#)
- [Economics](#)
- [English](#)
- [Environmental Science](#)
- [Exercise & Health Science](#)
- [French and Francophone Studies](#)
- [German](#)
- [History](#)
- [Humanities](#)
- [International Studies](#)
- [Japanese Studies](#)
- [Latin American Studies](#)
- [Mathematics](#)
- [Music](#)
- [Philosophy](#)
- [Physics](#)
- [Politics, Policy, Law & Ethics](#)
- [Psychology](#)
- [Religious Studies](#)

- [Rhetoric](#)
- [Sociology](#)
- [Spanish](#)
- [Theatre](#)
- [Women's and Gender Studies](#)

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

A student may carry out a double major in two fields simultaneously provided that the student: (a) meets all graduation requirements for both majors, and (b) completes separate senior experience requirements for each major. When these senior projects are thematically related, they must represent distinctly separate and independent projects or experience of the sort specified in the respective requirements for each major. A special major program may be part of a double major only if each major is comprised of at least six total credits that do not contribute to the other major.

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

- [American Ethnic Studies](#)
- [Anthropology](#)
- [Archaeology](#)
- [Art History](#)
- [Asian Studies](#)
- [Biology](#)
- [Chemistry](#)
- [Chinese Studies](#)
- [Cinema Studies](#)
- [Classical Studies](#)
- [Computer Science](#)
- [Economics](#)
- [English](#)
- [Environmental Science](#)
- [French and Francophone Studies](#)
- [Geography](#)
- [German](#)
- [History](#)
- [Japanese Studies](#)
- [Latin American Studies](#)
- [Mathematics](#)
- [Music](#)
- [Philosophy](#)
- [Physics](#)
- [Psychology](#)
- [Religious Studies](#)
- [Rhetoric](#)
- [Russian](#)
- [Sociology](#)
- [Spanish](#)
- [Studio Art](#)
- [Theatre](#)
- [Women's and Gender Studies](#)

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

Regalia Guidelines

In order to provide students with an opportunity to express themselves through Commencement regalia, while preserving the traditions of the occasion for others, the following guidelines shall be observed:

Students marching in the Commencement ceremonies of the College of Liberal Arts must wear the approved cap and gown. They may personalize their ensemble through:

1. Altering the tassel of their cap
2. Adding honor cords, stoles, or other standardized marks of disciplinary affiliation
3. Adding stoles, feathers, or other markers of tribal, ethnic, or religious identity
4. Decorating the top surface of their mortarboards

All alterations or additions must conform to generally acceptable community standards of good taste, and should not detract in either content or magnitude from the dignity of the occasion. Students with excessive or questionable displays may be requested to alter them prior to marching; the final decision lies in the hands of the Faculty Marshall. Students who are unsure of the suitability of their plans may seek pre-approval from Academic Council by submitting their requests in writing no later than the final day of classes in spring semester.

Approved by Academic Council February 22, 2017.

Marching at Graduation

Students who are registered for coursework that upon completion will fulfill all remaining graduation requirements may participate in commencement with their graduating class. The following stipulations apply:

- A student's graduating class refers to the cohort that a student would be expected to graduate with based on that individual's credit at entry and the expectation of normal academic progress
- Graduation requirements are understood to include total credits, major requirements, and all general education requirements
- All students participating in commencement must have earned cumulative and major grade point averages of at least 2.0 (including the spring semester prior to the commencement ceremony)
- The additional required credits in which a student is registered at the time of commencement may represent courses attempted and not successfully completed, or courses yet to be taken
- The required credits will be completed by the end of fall semester or no later than the middle of January of the following year if taken at an institution with a different academic calendar.

Bachelor of Music

Candidates for the Bachelor of Music should see the [Music Department](#) section for additional requirements specific to that degree. The foreign language requirement differs for the Bachelor of Music.

Double Degrees Policy

Willamette offers no formal program enabling a student to earn degrees concurrently. In special cases, a student may petition for permission to earn two degrees, one in music (B.M.) and one in another field (B.A.). In this case the following guidelines will be relevant:

1. Petitions must be submitted prior to the end of the second semester of the sophomore year.
2. Petitions must contain:
 1. a complete program proposal, including the student's objectives in pursuing the double-degree program,
 2. a full statement of completed and proposed courses, and
 3. the intended date of graduation.
3. A minimum of forty (40) credits must be earned.
4. Within the minimum forty (40) credits, a maximum of twenty (20) may be earned in courses having a prefix of Music.
5. Approval of both academic advisors, the Associate Dean of the College of Liberal Arts, and the Chairs of both the Department of Music and the Academic Status Committee is required.
6. All University graduation requirements, including requirements for each degree and major, must be met.

Second Degree

Students who have previously earned a bachelor's degree from Willamette University may apply for readmission in order to earn an additional major, minor, or to convert a previously earned minor to a major under the same degree type. These students must meet residency, general education, and major and/or minor requirements as listed in the catalog in effect at the time of their readmission. No additional degree will be awarded. Financial aid is not available.

Students who have previously earned a bachelor's degree from Willamette University and wish to pursue a degree different from the one previously earned may do so by completing a minimum of 10 additional credits, including all currently applicable general education and residency requirements listed in the catalog in effect at the time of their readmission. Federal financial aid may be available but students should consult with the Office of Financial Aid to verify eligibility.

Students may apply for readmission by completing a [CLA Application for Readmission](#) and submitting it to the Registrar's Office.

General Education

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

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

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

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

- [The College Colloquium](#)
- [Three Writing-Centered Credits](#)
- [Two Quantitative and Analytical Reasoning Credits](#)
- [Study in a Language Other than English](#)
- [Modes of Inquiry Credits](#)

The College Colloquium

The College Colloquium is a one-semester seminar required of all entering first-year students. Taught by faculty across the curriculum and encompassing a wide diversity of topics, each seminar provides a challenging and engaging introduction to the liberal arts curriculum by focusing on close reading, writing, discussion, and critical thinking.

Seminars are small, averaging 12 to 14 students. The seminar teacher is also the academic advisor to each student in his or her seminar.

Three Writing-Centered Credits

All entering students become part of the writing culture at Willamette through a series of writing-centered credits taken throughout their college careers. The program, which was initiated in 1995-96, has two central goals: the use of writing to develop understanding of course content across the disciplines, and the progressive development of fluency in writing for a variety of audiences, both general and disciplinary.

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

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

Most transfer students will be required to take three writing-centered credits, as described above, provided the student has taken the equivalent of one credit of a course similar to our writing-centered course offerings. A transfer student who has had no equivalent course will be required to take four writing-centered credits.

Students transferring in as juniors may request transfer credit for a writing-centered credit by submitting a petition. This option will be extended to junior transfers during the admission process.

Petition forms are available in the Registrar's Office, or on the Writing Center website. The deadline for exercising this option will be the end of their first semester at Willamette. Junior transfer students whose petitions are granted will be required to take two writing-centered credits, one in their major and one upper-division course outside of their major.

Students in these courses should:

- Respond appropriately to the topic
- Advance thesis and sustain focus
- Provide appropriate evidence
- Organize material effectively
- Use appropriate style and mechanics

Writing-centered credits to be offered each semester will be designated by a W in the Schedule of Classes, and students must pass three of these with a grade of C- or higher in order to complete the Writing Program. The following courses are currently approved by the faculty to meet writing program requirements:

- [ANTH 356W](#) Language and Culture
- [ANTH 371W](#) Survey of Anthropological Theory
- [ANTH 499W](#) Senior Research Methods Seminar
- [ARCH 499W](#) Archeology Senior Experience Project
- [ARTH 121W](#) Art Historical Inquiry
- [ARTH 225W](#) Monographic Studies in Art History
- [ARTH 275W](#) (IT) Art Literature and Criticism
- [ARTH 339W](#) (TH) Post-War Art: 1945-1970
- [ARTH 345W](#) Advanced Topics in Art History
- [ARTH 362W](#) Theories and Methodologies of Art History
- [ARTH 376W](#) (TH) History of Photography
- [ARTH 496W](#) Senior Seminar and Thesis
- [ARTS 496W](#) Senior Studio
- [ASIA 499W](#) Senior Seminar
- [BIOL 350W](#) Molecular Genetics
- [BIOL 351W](#) Animal Physiology
- [BIOL 352W](#) Plant Systematics and Evolution
- [BIOL 353W](#) Behavioral Ecology
- [BIOL 354W](#) Advanced Microbiology
- [BIOL 356W](#) Plant Molecular Biology
- [BIOL 358W](#) Developmental Biology
- [BIOL 359W](#) Molecular Ecology
- [BIOL 383W](#) Geomicrobiology
- [CCM 220W](#) Analyzing Public Discourse
- [CCM 260W](#) (EV, IT) Media and the Environment

- [CCM 364W](#) Political Communication
- [CCM 496W](#) Seminar in Civic Communication and Media
- [CHEM 344W](#) Experimental Chemistry I
- [CHEM 345W](#) Experimental Chemistry II
- [CHEM 346W](#) Experimental Biochemistry I
- [CHEM 347W](#) Experimental Biochemistry II
- [CHEM 496W](#) Senior Research Projects II
- [CHNSE 499W](#) Senior Seminar
- [CLAS 231W](#) (IT; 4th Sem Lang Req) Myth and Cult in the Ancient East Mediterranean
- [CLAS 244W](#) (IT; 4th Sem Lang Req) The Greek and Roman Stage
- [CLAS 250W](#) (TH; 4th Sem Lang Req) Greeks, Romans and Barbarians
- [CLAS 496W](#) Senior Seminar in Classics
- [CLHI 497W](#) World Literature Senior Seminar
- [CS 495W](#) Senior Seminar in Computer Science I
- [CS 496W](#) Senior Seminar in Computer Science
- [ECON 470W](#) Advanced Topics in Economics
- [ECON 496W](#) Senior Research Seminar
- [ENGL 116W](#) (IT) Topics in American Literature
- [ENGL 117W](#) (IT) Topics in British Literature
- [ENGL 118W](#) (IT) Topics in World Literature
- [ENGL 137W](#) Writing for Academic Audiences
- [ENGL 202W](#) (IT) Introduction to Literary Theory
- [ENGL 203W](#) Fundamentals of Creative Writing
- [ENGL 254W](#) Literature of American West
- [ENGL 329W](#) Creative Non-fiction
- [ENGL 355W](#) Feminist Film Criticism
- [ENGL 498W](#) Senior Seminar in Creative Writing
- [ENGL 499W](#) Senior Seminar in English
- [ENVS 304W](#) (EV) Politics of Environmental Ethics
- [ENVS 327W](#) Water Resources of the Western US
- [ENVS 380W](#) Research in Forest Management and Policy
- [ENVS 384W](#) Research in the Anthropocene
- [ENVS 391W](#) Research in Geoarcheology
- [ENVS 495W](#) Senior Capstone Course in Environmental Science
- [ENVS 499W](#) Senior Honors Thesis in Environmental Science
- [EXSCI 356W](#) Research Design in Exercise Science
- [EXSCI 496W](#) Senior Seminar in Exercise Science
- [FREN 331W](#) French Composition and Discussion
- [FREN 492W](#) Research and Discussion of Selected Topics in Literature
- [GERM 331W](#) German Composition and Discussion
- [GERM 496W](#) Senior Seminar

- [GREEK 331W](#) (IT; 4th Sem Lang Req) Myth and Cult in the Ancient East Mediterranean: Readings in Ancient Greek
- [GREEK 350W](#) (TH; 4th Sem Lang Req) Greeks, Romans, and Barbarians: Reading in Greek
- [GREEK 362W](#) Advanced Research and Writing on Greek Literature
- [HIST 301W](#) Themes in American Social History
- [HIST 344W](#) Studies in East Asian History
- [HIST 390W](#) (4th Sem Lang Req) Germany from Bismarck to Hitler
- [HIST 440W](#) (TH) History of Modern Socialism
- [HIST 444W](#) Seminar in Historiography and Philosophy of History
- [HIST 452W](#) Topics in Chinese/Japanese History
- [HIST 453W](#) Social History Practicum: Local History
- [HIST 499W](#) Senior Tutorial
- [HUM 140W](#) Inquiry in the Humanities
- [HUM 340W](#) Advanced Inquiry in the Humanities
- [HUM 497W](#) Humanities Senior Seminar
- [IDS 142W](#) (EV) What is a Just Society?
- [IDS 165W](#) Journalistic Writing I
- [IDS 167W](#) Journalistic Writing II
- [IDS 201W](#) (EV) Topics in Interdisciplinary Studies
- [IDS 203W](#) (EV) Intercultural Study within Cultural Immersion
- [IDS 327W](#) (EV) The American Story and the Legacy of Vietnam
- [IDS 336W](#) (4th Sem Lang Req) Field Studies in Ecuador: A Perspective on Latin America
- [IDS 351W](#) Culture of Ancient Greece
- [IDS 489W](#) Advanced Writing and Research
- [INTST 499W](#) Seminar in International Studies
- [JAPN 201W](#) Modern Japanese Society and Culture
- [JAPN 314W](#) (IT; 4th Sem Lang Req) Japanese Literature in Translation
- [JAPN 499W](#) Senior Seminar
- [LAS 497W](#) Senior Thesis in Latin American Studies
- [LATIN 350W](#) (TH) Readings in Caesar and Tacitus: Greeks, Romans and Barbarians
- [LATIN 394W](#) Advanced Research and Writing on Latin Literature
- [MATH 251W](#) Foundations of Advanced Mathematics
- [MATH 499W](#) Seminar in Mathematics
- [MUSC 242W](#) Music History I
- [MUSC 318W](#) Beethoven, His Legacy and the Power of Music
- [MUSC 331W](#) Advanced Topics in Music Theory and Analysis
- [MUSC 491W](#) Seminar in Music Education
- [PHIL 111W](#) (EV) Philosophical Problems
- [PHIL 235W](#) (EV) Philosophical Ethics
- [PHIL 330W](#) (EV) Social and Political Philosophy
- [PHIL 360W](#) Philosophy of the Mind
- [PHIL 370W](#) Philosophy of Language

- [PHIL 498W](#) Philosophy Capstone
- [PHYS 396W](#) Advanced Techniques in Experimental Physics
- [POLI 105W](#) Colloquium in Politics
- [POLI 213W](#) (IT) Writing Political Philosophy: Individuality and Community
- [POLI 305W](#) Modern and Contemporary Political Theory
- [POLI 326W](#) Globalization and Equity
- [POLI 328W](#) Political Metaphors
- [POLI 370W](#) Europe and the International System
- [POLI 376W](#) Latin American Revolutions
- [POLI 388W](#) (EV) Democracy and Nazism
- [POLI 480W](#) Senior Thesis
- [PPL 351W](#) Sex, Gender and American Politics
- [PPL 480W](#) Senior Thesis
- [PSYC 252W](#) (QA) Research Methods and Analysis
- [PSYC 431W](#) Topical Seminar in Psychology
- [PSYC 499W](#) Senior Honors in Psychology
- [REL 335W](#) (EV, IT) Race, Class, and Gender in the Life and Letters of Paul
- [REL 496W](#) Directed Senior Thesis
- [RHET 260W](#) (IT) Media and the Environment
- [RHET 319W](#) (EV) Filming Conflict and Identity
- [RHET 335W](#) (IT) Burke and Film: Equipment for Living
- [RHET 341W](#) Narrative Theory
- [RHET 362W](#) (IT) Telling News: Framing Reality
- [RUSS 150W](#) (IT) Tolstoy's War and Peace
- [RUSS 233W](#) (TH; 4th Sem Lang Req) Russian Culture: Russian Ways and Views of Russians
- [RUSS 242W](#) (IT) Great Short Stories from Russian
- [RUSS 245W](#) (IT) From Russia with Love: Family and Sexuality in Twentieth-Century Russian Literature
- [RUSS 320W](#) (IT; 4th Sem Lang Req) The Nineteenth-Century Russian Novel
- [RUSS 499W](#) Senior Thesis
- [SOC 132W](#) (US) Sport and Society
- [SOC 402W](#) Qualitative Methods in Social Research
- [SOC 495W](#) Internship in Sociology
- [SOC 499W](#) Senior Experience: Research Seminar
- [SPAN 331W](#) Spanish Composition and Discussion
- [SPAN 497W](#) Research and Discussion of Selected Topics in Literature
- [THTR 217W](#) (TH) Theater History I
- [THTR 318W](#) (CA) Performance in the 20th Century
- [THTR 320W](#) (CA) Playwriting Workshop
- [THTR 499W](#) Senior Thesis
- [WGS 353W](#) Feminist Theory
- [WGS 499W](#) Senior Thesis

Two Quantitative and Analytical Reasoning Credits

Quantitative reasoning is a versatile and powerful way to understand the world. Graduates of Willamette University should be conversant with mathematics and quantitative reasoning, and should learn to apply quantitative reasoning to understand and solve everyday problems. Formal reasoning and logic are central to decision-making in an uncertain world and are essential to a liberal arts education.

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

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

- Gain the ability to interpret and draw inferences from mathematical and formal models such as formulas, graphs, tables, and schematics
- Gain the ability to represent logical and mathematical information symbolically, visually, numerically, and verbally
- Gain the ability to employ methods such as arithmetic, algebra, geometry, statistics, or formal rules to solve problems
- Gain the ability to check mathematical results and other conclusions for reasonableness
- Gain the ability to recognize the limits of mathematical, statistical, or formal methods

The following courses are currently approved by the faculty to meet the Quantitative and Analytical Reasoning requirement (minimum grade of C- required):

- [CHEM 110](#) (QA) Chemical Concepts and Applications
- [CHEM 115](#) (QA; NW) General Chemistry I
- [CHEM 116](#) (QA; NW) General Chemistry II
- [CHEM 321](#) (QA) Physical Chemistry I
- [CS 141](#) (QA*) Introduction to Programming
- [CS 241](#) (QA) Introduction to Computer Science: Data Structures
- [ECON 230](#) (QA*) Economic Statistics
- [ECON 452](#) (QA) Introduction to Econometrics and Forecasting
- [ENVS 121](#) (QA; NW) Earth System Science and the Environment
- [ENVS 250](#) (QA) Geographic Information Systems
- [ENVS 347](#) (QA) Earth's Climate: Past, Present, and Future
- [EXSCI 347](#) (QA) Biomechanics
- [IDS 138](#) (QA*) Introduction to Applied Statistics

- [MATH 130](#) (QA*) Contemporary Mathematics
- [MATH 140](#) (QA*) Modeling with Calculus
- [MATH 138](#) (QA*) Statistics
- [MATH 151](#) (QA*) Accelerated Calculus I
- [MATH 152](#) (QA*) Accelerated Calculus II
- [MATH 153](#) (QA*) Sequences and Series
- [MATH 163](#) (QA*) Discrete Mathematics
- [MATH 239](#) (QA*) Accelerated Statistics
- [MATH 249](#) (QA*) Multivariable Calculus*
- [MATH 253](#) (QA) Linear Algebra
- [MATH 256](#) (QA) Differential Equations
- [MATH 266](#) (QA*) Probability and Statistics
- [PHIL 140](#) (QA*) Symbolic Logic
- [PHYS 110](#) (QA; NW) Astronomy
- [PHYS 221](#) (QA; NW) Introductory Physics I
- [PHYS 222](#) (QA; NW) Introductory Physics II
- [PSYC 252W](#) (QA) Research Methods and Analysis I
- [PSYC 253](#) (QA*) Research Methods and Analysis II
- [SOC 331](#) (QA*) Applied Quantitative Modeling and Analysis in Social Research
- [SOC 341](#) (QA*) Methods of Social Survey Design, Sampling, and Data Analysis

* Successful completion of MATH 249 fulfills both QA/QA* General Education Requirements

Study in a Language Other than English

In order to satisfy Willamette University's non-English language requirement, students must do one of the following:

1. Complete the fourth semester (L232) or higher of one of Willamette University's non-English language courses with a minimum grade of C-
2. Place into a 300-level language course and pass an additional proficiency examination in that language administered on campus by Willamette University faculty
3. Complete the second semester (L132) or higher of a Willamette University non-English language course with a minimum grade of C- plus one semester of intensive study abroad or an immersion program in that same language (the program must be approved by Willamette University)
4. Complete the third semester of a Willamette University non-English language course (L231) with a minimum grade of C- plus one semester of an approved course (possibly taught in English) that considers the culture, cinema, or literature of populations who use the studied language or that considers linguistics
5. Successfully complete the first two years or higher of college non-English language study in one language at another college or university
6. Achieve a minimum score of 4 on the AP language exam

7. Achieve a minimum score of 5 on the higher level International Baccalaureate language exam
8. Present evidence of a primary language other than English

Students in these courses should:

- Demonstrate the ability to speak the target language (other than English)
- Demonstrate the ability to read and understand the target language
- Demonstrate the capacity to listen and comprehend the target language
- Demonstrate the ability to write in the target language

Approved Willamette Courses that Fulfill the Fourth Semester Language Requirement

Chinese

- [CHNSE 254](#) (4th Sem Lang Req) Language, Ethnicity, and Folklore in China

French and Francophone Studies

- [FREN 241](#) (4th Sem Lang Req) Topics in French History through Film

German

- [GERM 241](#) (4th Sem Lang Req; IT) Nineteenth Century German Literature in Translation
- [HIST 390W](#) (4th Sem Lang Req) Germany from Bismarck to Hitler
- [HIST 391](#) (4th Sem Lang Req) Germany Since 1945
- [PHIL 354](#) (4th Sem Lang Req) Nietzsche and Philosophy

Greek

- [ARTH 271](#) (4th Sem Lang Req; IT) Greek Art and Architecture
- [CLAS 171](#) (4th Sem Lang Req; IT) Love and War, Gods and Heroes: Greek and Roman Epic Poetry
- [CLAS 231W](#) (4th Sem Lang Req; IT) Myth and Cult in the Ancient East Mediterranean
- [CLAS 244W](#) (4th Sem Lang Req; IT) The Greek and Roman Stage
- [CLAS 247](#) (4th Sem Lang Req; IT) Women in Roman Literature and Life
- [CLAS 250W](#) (4th Sem Lang Req; TH) Greeks, Romans and Barbarians
- [CLAS 260](#) (4th Sem Lang Req; IT) Gender and Sexuality in Greek Society
- [CLAS 358](#) (4th Sem Lang Req) Advanced Topics in Classical Studies (topic dependent)
- [GREEK 331W](#) (4th Sem Lang Req; IT) Myth and Cult in the Ancient East Mediterranean: Readings in Ancient Greek
- [GREEK 350W](#) (4th Sem Lang Req; TH) Greeks, Romans and Barbarians: Readings in Greek
- [GREEK 360](#) (4th Sem Lang Req; IT) Gender and Sexuality in Greek Society: Readings in Euripides

- [REL 227](#) (4th Sem Lang Req; EV, TH) Ancient Cults and Creeds: The Religions of Greece and Rome

Japanese

- [JAPN 314W](#) (4th Sem Lang Req; IT) Japanese Literature in Translation
- [JAPN 340](#) (4th Sem Lang Req; IT) The Japanese Cinema

Latin

- [ARTH 270](#) (4th Sem Lang Req; TH) Roman Art and Architecture
- [CLAS 171](#) (4th Sem Lang Req; IT) Love and War, Gods and Heroes: Greek and Roman Epic Poetry
- [CLAS 244W](#) (4th Sem Lang Req; IT) The Greek and Roman Stage
- [CLAS 247](#) (4th Sem Lang Req; IT) Women in Roman Literature and Life
- [CLAS 250W](#) (4th Sem Lang Req; TH) Greeks, Romans and Barbarians
- [CLAS 358](#) (4th Sem Lang Req) Advanced Topics in Classical Studies (topic dependent)
- [REL 227](#) (4th Sem Lang Req; EV, TH) Ancient Cults and Creeds: The Religions of Greece and Rome

Russian

- [RUSS 233W](#) (4th Sem Lang Req; TH) Russian Culture: Russian Ways and View of Russia
- [RUSS 235](#) (4th Sem Lang Req; CA) Russian and Soviet Cinema
- [RUSS 320W](#) (4th Sem Lang Req; IT) The Nineteenth-Century Russian Novel

Spanish

- [IDS 336W](#) (4th Sem Lang Req) Field Studies in Ecuador: A Perspective on Latin America
- [SPAN 260](#) (4th Sem Lang Req) Hispanic Literature in Translation
- [SPAN 261](#) (4th Sem Lang Req) Hispanic Literature in Translation

Foreign Language Requirement Substitution Policy

Qualifying for a Substitution

To qualify for a substitution to the *Study in a Language Other than English* requirement students should have a recent full psychoeducational or neuropsychological assessment and there must be a clearly demonstrated need, such as a significant impairment in phonemic ability, processing speed, auditory memory and retrieval, working memory, etc., that cannot be successfully addressed by accommodations for the class.

Accessible Education Services (AES) personnel will review all disability documentation, history of language learning and related information to determine if there is a body of documentation sufficient

for determining eligibility for a language learning substitution. A waiver of language learning in high school alone does not ensure eligibility.

Procedure

Students seeking a substitution for the requirement are encouraged to complete a two-part petition form* as early as possible after enrollment at Willamette University. They will begin the process by presenting documentation to Accessible Education Services, and their eligibility will be determined. If an exception is granted, the Registrar will note the exception on the degree audit as well as the approved substitution courses.

Form of Substitution

Students receiving an exception to the foreign language requirement will instead take two courses that focus on the language, history, art, religion, philosophy, cinema, politics, economics, society, or culture of peoples whose experiences are rooted in the same language other than English. The goal of these courses would be to expand students' cross-cultural awareness and knowledge. At least one of these courses must be at the 200-level or higher. At most one may count towards a Modes of Inquiry graduation requirement. Students will work with their academic advisor to determine which courses will be used for substitution. These courses will be approved by the Associate Dean for Curriculum, the Associate Dean for Student Success, and a representative from one of the foreign language departments, and will be listed on the student's degree audit.

**The two-part petition form will be provided through the AES office and the Associate Dean for Student Success.*

Modes of Inquiry Credits

Students are required to complete work (with a minimum grade of C-) in six broadly defined Modes of Inquiry; although these six experiences can be acquired in a variety of contexts, the Willamette faculty believes they can best be learned in general education courses that are explicitly designed for all students. The range of courses available allows students a great deal of choice and flexibility in constructing their general education program. Courses satisfying the Modes of Inquiry may be confined to a single discipline, or may be interdisciplinary in their approaches as well as content. Modes of Inquiry courses may be designed and designated to satisfy one or possibly two of the six categories, but not more than two. Those designated for two categories must meet the full requirements and conditions of both Modes. Even though courses may be designated to satisfy two categories, each student must take at least five courses in satisfying the six requirements. In addition, students will not be allowed to satisfy more than two of the Modes with courses from any single department.

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

- [Creating in the Arts \(CA\)](#)
- [Examining Values \(EV\)](#)
- [Interpreting Texts \(IT\)](#)

- [Understanding the Natural World \(NW\)](#)
- [Thinking Historically \(TH\)](#)
- [Understanding Society \(US\)](#)

Modes of Inquiry: Creating in the Arts

Creating in the Arts (CA)

Courses satisfying this requirement develop students' understanding of creative expression through practices of making or methods of analysis of art forms.

Students in these courses should:

- acquire skills in the creation and/or critical interpretation of an artistic form or forms;
- develop an understanding of process in creative expression;
- develop an understanding of how art contributes to public discourse and how and why audiences respond to art in different ways.

Approved 12/10/13

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

- [ANTH 243](#) (CA) Listening to the World: Introduction to Ethnomusicology
- [ARTS 110](#) (CA) Introduction to Sculpture
- [ARTS 116](#) (CA) Introduction to Drawing
- [ARTS 121](#) (CA) Introduction to New Media
- [ARTS 132](#) (CA) Introduction to Experimental Photography
- [ARTS 135](#) (CA) Introduction to Painting
- [ARTS 152](#) (CA) Introduction to Printmaking
- [ARTS 216](#) (CA) Video Art
- [ARTS 231](#) (CA) Etching: Processes and Themes in the Printed Age
- [ARTS 232](#) (CA) Black and White Photography
- [ARTS 239](#) (CA) Drawing Concepts
- [ARTS 254](#) (CA) Material Exploration in Sculpture
- [ARTS 331](#) (CA) Installation Art
- [ARTS 336](#) (CA) Painting: Contemporary and Conceptual Practices
- [ARTS 340](#) (CA) Concepts in Sculpture
- [ARTS 342](#) (CA) Topics in Sculpture
- [ARTS 343](#) (CA) Printmaking: Monoprints and Mixed-Media
- [ARTS 344](#) (CA) Art and Public Engagement
- [CCM 202](#) (CA) Designing Persuasive Campaigns
- [ENGL 135](#) (CA) Creative Writing
- [ENGL 331](#) (CA) Imaginative Writing I
- [ENGL 332](#) (CA) Imaginative Writing II

- [FILM 110](#) (CA) Introduction to Cinema Studies
- [GERM 432](#) (CA) Media in Context: Literature, Film and Art
- [IDS 123](#) (CA) Performance of Literature
- [IDS 208](#) (CA) Sustainability and Design
- [LAS 380](#) (CA) Latin American Cinema
- [MUSC 115](#) (CA) Song Composition
- [MUSC 121](#) (CA) Creating Music with Technology
- [MUSC 171](#) (CA) Fundamentals of Music Literacy
- [MUSC 181](#) (CA) It Ain't Over 'Til the Fat Lady Sings: What Opera Can Teach Us About Gender, Sexuality, and "Others"
- [MUSC 207](#) (CA) Improvisation
- [MUSC 210](#) (CA) Music of America
- [MUSC 212](#) (CA, IT) Jazz: America and Beyond
- [MUSC 236](#) (CA) Elementary Music Composition I (.5)
- [MUSC 237](#) (CA) Elementary Music Composition II (.5)
- [MUSC 245](#) (CA) The Recording Studio as Instrument: Multi-tracking Musical Revolution
- [MUSE 029X](#) (CA) University Chamber Orchestra (.25)*
- [MUSE 031X](#) (CA) Jazz Ensemble (.25)*
- [MUSE 032X](#) (CA) Wind Ensemble (.25)*
- [MUSE 034X](#) (CA) Dramatic Vocal Arts (.25)*
- [MUSE 036X](#) (CA) Chamber Music (.25)*
- [MUSE 037X](#) (CA) Willamette Singers (.25)*
- [MUSE 040X](#) (CA) Chamber Choir (.25)*
- [MUSE 043X](#) (CA) Voce Femminile (.25)*
- [MUSE 044X](#) (CA) Male Ensemble Willamette (.25)*
- [RHET 125](#) (CA) Creating Visual Rhetoric
- [RUSS 235](#) (CA; 4th Sem Lang Req) Russian and Soviet Cinema
- [SPAN 380](#) (CA) Latin American Cinema
- [THTR 010X](#) (CA) Theatre Practicum (.25-1)
- [THTR 011X](#) (CA) Theatre Practicum - Atypical Performance (.25 - 1)
- [THTR 020X](#) (CA) Dance Practicum (.25-1)
- [THTR 110](#) (CA) The Theatre: A Contemporary Introduction
- [THTR 145](#) (CA) Acting for Non-Majors
- [THTR 155](#) (CA) Stagecraft I
- [THTR 157](#) (CA) Introduction to Design for the Stage
- [THTR 175](#) (CA) Introduction to Dance Technique (.5)**
- [THTR 181](#) (CA) Fundamentals of Ballet (.5)**
- [THTR 182](#) (CA) Fundamentals of Modern Dance (.5)**
- [THTR 213](#) (CA) Introduction to Dance (.5)
- [THTR 233](#) (CA) Fundamentals of Costume Design
- [THTR 234](#) (CA) Dance Composition
- [THTR 251](#) (CA) Introduction to Computer Aided Design/Drafting

- [THTR 260](#) (CA) Stage Combat
- [THTR 282](#) (CA) Modern Dance II
- [THTR 284](#) (CA) Intermediate Ballet (.5)**
- [THTR 318W](#) (CA) Theatre and Culture
- [THTR 320W](#) (CA) Playwriting Workshop
- [THTR 356](#) (CA) Fundamentals of Stage Lighting
- [THTR 491](#) (CA) Special Topics in Theatre (.5-1)

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

** To complete the *Creating in the Arts* credit in dance classes, students must satisfactorily complete two of THTR 175, 181, 182, 282, and 284 OR a student may repeat any one of these classes in order to fulfill the CA requirement.

Modes of Inquiry: Examining Values

Examining Values (EV)

Courses satisfying this requirement will focus on values and the roles they play in human life. These courses will uncover and evaluate, in one or more of the following ways, the assumptions and principles upon which normative claims and commitments depend. Students in these courses should:

- articulate their own assumptions, reasons and arguments for adopting particular values or ethical stance over others;
- examine critically the values expressed both in the personal choices of individuals and in historically shifting institutions, societies and civilizations as a whole;
- critique value and ethical claims made within religious, philosophical, aesthetic, political or scientific discourse and practice;
- analyze conflicts between particular norms or values, exploring their significance, and assessing the possibility of their resolution.

Approved 4/30/14

The following courses are currently approved by the faculty to meet the Examining Values requirement:

- [ANTH 351](#) (EV) Indigenous Peoples, Human Rights, and the Environment
- [CCM 101](#) (EV) Public Speaking
- [CCM 102](#) (EV) Argumentation, Advocacy, and Debate
- [CCM 201](#) (EV) Arguing About the Right Thing to Do
- [CCM 260W](#) (EV, IT) Media and the Environment
- [CCM 261](#) (EV) Persuasion and Mass Media
- [CCM 344](#) (EV) Asian Americans and the Media

- [CCM 345](#) (EV) Latina/o/x Communication Studies
- [CCM 346](#) (EV) African American Public Discourse
- [ENVS 304W](#) (EV) Politics of Environmental Ethics
- [EXSCI 230](#) (EV, US) The Science of Nutrition
- [HIST 258](#) (EV) Modern Latin America
- [HIST 375](#) (EV) Women and Gender in Medieval Europe
- [HUM 202](#) (EV) Introduction to Art Museum Studies
- [IDS 062X](#) (EV) Intercollegiate Debate (.25)
- [IDS 142W](#) (EV) What Is a Just Society?
- [IDS 201W](#) (EV) Topics in Interdisciplinary Studies
- [IDS 203W](#) (EV) Intercultural Study within Cultural Immersion
- [IDS 212](#) (EV) Child Trafficking
- [IDS 220](#) (EV, NW) The Body in Science and Society
- [IDS 327W](#) (EV) The American Story and the Legacy of Vietnam
- [PHIL 110](#) (EV) Philosophical Problems
- [PHIL 111W](#) (EV) Philosophical Problems
- [PHIL 112](#) (EV) Introduction to Philosophy: Religion
- [PHIL 151](#) (EV) Historical Introduction to Western Philosophy
- [PHIL 152](#) (EV) Mind and World
- [PHIL 153](#) (EV) Self and Other
- [PHIL 235W](#) (EV) Philosophical Ethics
- [PHIL 242](#) (EV) What is Art?
- [PHIL 330W](#) (EV) Theories of Justice
- [PHIL 335](#) (EV) History, Sexuality, and Power
- [POLI 121](#) (EV) Colloquium: Transnational Labor Politics
- [POLI 203](#) (EV) Themes in Political Theory
- [POLI 303](#) (EV) Topics in Political Theory
- [POLI 388W](#) (EV) Democracy and Nazism
- [PPLE 220](#) (EV) Politics and Ethics
- [PPLE 314](#) (EV) Politics in Religion in the United States
- [PPLE 318](#) (EV) Death in America
- [REL 115](#) (EV) Introduction to the Study of Religion
- [REL 135](#) (EV, IT) Religions of Asia
- [REL 150](#) (EV, IT) Introduction to Islam
- [REL 215](#) (EV, IT) How Christianity Began: The History and Literature of Early Christianity
- [REL 225](#) (EV, IT) Forgotten Scriptures: Apocryphal Literature and the Origins of Christianity
- [REL 227](#) (EV, TH; 4th Sem Lang Req) Paganism: The Religions of Greece and Rome
- [REL 233](#) (EV, TH) Religions Along the Silk Road
- [REL 239](#) (EV) Introduction to Chinese Religions
- [REL 244](#) (EV) Introduction to Judaism
- [REL 250](#) (EV, IT) Introduction to the Qur'an
- [REL 256](#) (EV, IT) Goddesses and Ghosts: Images of Women in Chinese Tradition

- [REL 262](#) (EV) Japanese Religions
- [REL 322](#) (EV, TH) In Search of the Historical Jesus
- [REL 323](#) (EV, IT) The Bible and American Culture
- [REL 334](#) (EV) Liberation Theology and Social Change
- [REL 335W](#) (EV, IT) Race, Class, and Gender in the Life and Letters of Paul
- [REL 336](#) (EV) Topics in Women in World Religions
- [REL 348](#) (EV) Buddhism
- [REL 352](#) (EV, IT) Shamanism
- [REL 356](#) (EV) Taoism
- [RHET 231](#) (EV) Classical Rhetoric
- [RHET 242](#) (EV) Rhetoric and Leadership
- [RHET 271](#) (EV) Telling the Internment Story
- [RHET 319W](#) (EV) Filming Conflict and Identity
- [WGS 134](#) (EV) Thinking Sex

Modes of Inquiry: Interpreting Texts

Interpreting Texts (IT)

Courses satisfying this requirement develop students' skills in understanding and critically analyzing textual representations of human experience. These criteria construe the notion of "text" broadly. Students might examine literary works, films, images, plastic arts, music compositions, rituals, performances, or ethnographies. A text for these purposes is one that reveals its meaning through, or intelligibly challenges, a coherent practice of interpretation. Of course, a given text may do both. Furthermore, courses that satisfy this requirement should encourage students to consider the relationships among texts discussed and particular forms of culture texts may express or help constitute. In studying these texts and the process of their interpretation, students in these courses should:

- consider the form of textual representation;
- study various interpretive strategies and problems;
- examine dynamic relations among authors, readers and texts;
- explore whether – and if so, in what ways – texts embody cultural values.

Approved 2/27/17

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

- [ARTH 112](#) (IT) Introduction to South Asian Art History
- [ARTH 113](#) (IT) Introduction to Chinese Art History
- [ARTH 114](#) (IT) Introduction to Japanese Art History
- [ARTH 115](#) (IT) Introduction to Ancient and Medieval Art History
- [ARTH 116](#) (IT) Introduction to Renaissance and Early Modern Art History

- [ARTH 117](#) (IT) Introduction to Modern and Contemporary Art
- [ARTH 271](#) (IT; 4th Sem Lang Req) Greek Art and Architecture
- [ARTH 275W](#) (IT) Art Literature and Criticism
- [CCM 260W](#) (IT, EV) Media and the Environment
- [CHNSE 331](#) (IT) Third Year Chinese I
- [CHNSE 332](#) (IT) Third Year Chinese II
- [CLAS 171](#) (IT; 4th Sem Lang Req) Love and War, Gods and Heroes: Greek and Roman Epic Poetry
- [CLAS 231W](#) (IT; 4th Sem Lang Req) Myth and Cult in the Ancient East Mediterranean
- [CLAS 244W](#) (IT; 4th Sem Lang Req) The Greek and Roman Stage
- [CLAS 247](#) (IT; 4th Sem Lang Req) Women in Roman Literature and Life
- [CLAS 260](#) (IT; 4th Sem Lang Req) Gender and Sexuality in Greek Society
- [CLHI 250](#) (IT) Introduction to Comparative Literature and History of Ideas
- [ENGL 116W](#) (IT) Topics in American Literature
- [ENGL 117W](#) (IT) Topics in British Literature
- [ENGL 118W](#) (IT) Topics in World Literature
- [ENGL 119](#) (IT) The Forms of Literature: The Art of Reading Poetry, Drama, Fiction
- [ENGL 202W](#) (IT) Introduction to Literary Theory
- [ENGL 319](#) (IT) Literary Genre and Literary Interpretation
- [FREN 337](#) (IT) French and Francophone Studies II
- [FREN 340](#) (IT) Introduction to French Literature
- [FREN 341](#) (IT) Oral Tradition and Performance in African Literature
- [FREN 430](#) (IT) Civilization and Its Critics
- [FREN 437](#) (IT) Female Voices in African Literature and Film
- [FREN 439](#) (IT) Advanced Topics in French Literature
- [GERM 241](#) (IT, 4th Sem Lang Req) Nineteenth Century German Literature in Translation
- [GERM 340](#) (IT) Introduction to German Literature
- [GREEK 331W](#) (IT; 4th Sem Lang Req) Myth and Cult in the Ancient East Mediterranean: Readings in Ancient Greek
- [GREEK 360](#) (IT; 4th Sem Lang Req) Gender and Sexuality in Ancient Greek Society: Readings in Euripides
- [HIST 374](#) (IT) Love and Reason in the Middle Ages: European Intellectual History 400-1500
- [IDS 322](#) (IT) The Idea of Europe
- [JAPN 314W](#) (IT; 4th Sem Lang Req) Japanese Literature in Translation
- [JAPN 340](#) (IT; 4th Sem Lang Req) The Japanese Cinema
- [LATIN 353](#) (IT) Latin Sources on Roman Women
- [MUSC 212](#) (IT; CA) Jazz: America and Beyond
- [POLI 213W](#) (IT) Writing Political Philosophy: Individuality and Community
- [REL 113](#) (IT, TH) Scripting God: A Critical Introduction to the Bible
- [REL 135](#) (IT, EV) Religions of Asia
- [REL 150](#) (IT, EV) Introduction to Islam
- [REL 215](#) (EV, IT) How Christianity Began: The History and Literature of Early Christianity

- [REL 225](#) (IT, EV) Forgotten Scriptures: Apocryphal Literature and the Origins of Christianity
- [REL 250](#) (IT, EV) Introduction to the Qur'an
- [REL 256](#) (IT, EV) Goddesses and Ghosts: Images of Women in Chinese Tradition
- [REL 323](#) (IT, EV) The Bible and American Culture
- [REL 335W](#) (IT, EV) Race, Class, and Gender in the Life and Letters of Paul
- [REL 347](#) (IT) The Meaning of Life: Muslim and Jewish Thought in Philosophy's Golden Age
- [REL 352](#) (IT, EV) Shamanism
- [REL 354](#) (IT) Topics in Asian Religions
- [RHET 260W](#) (IT) Media and the Environment
- [RHET 335W](#) (IT) Burke and Film: Equipment for Living
- [RHET 362W](#) (IT) Telling News: Framing Reality
- [RUSS 150W](#) (IT) Tolstoy's War and Peace
- [RUSS 242W](#) (IT) Great Short Stories from Russia
- [RUSS 245W](#) (IT) From Russia with Love: Family and Sexuality in Twentieth-Century Russian Literature
- [RUSS 320W](#) (IT; 4th Sem Lang Req) Introduction to Russian Literature in Translation
- [RUSS 325](#) (IT) Topics in Russian Literature
- [SPAN 340](#) (IT) Introduction to Spanish Literature
- [SPAN 352](#) (IT) Peninsular Literature I: Medieval and Early Modern
- [SPAN 353](#) (IT) Peninsular Literature II: Modern and Contemporary
- [SPAN 355](#) (IT) Latin American Literature: Conquest to Independence
- [SPAN 356](#) (IT) Latin American Literature: Modernismo to the Present
- [THTR 219](#) (IT) Theater History II

Modes of Inquiry: Understanding the Natural World

Understanding the Natural World (NW)

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

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

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

- [BIOL 110](#) (NW) Principles of Biology
- [BIOL 120](#) (NW) Introduction to Biological Inquiry
- [BIOL 125](#) (NW) Ecology, Evolution and Diversity

- [BIOL 260](#) (NW) Human Physiology
- [CHEM 110](#) (NW; QA) Chemical Concepts and Applications
- [CHEM 115](#) (NW; QA) General Chemistry I
- [CHEM 116](#) (NW; QA) General Chemistry II
- [ENVS 121](#) (NW; QA) Earth System Science and the Environment
- [IDS 220](#) (NW; EV) The Body in Science and Society
- [IDS 222](#) (NW) Fundamentals of Neuroscience
- [IDS 224](#) (NW) Disease Prevention
- [PHYS 110](#) (NW; QA) Astronomy
- [PHYS 221](#) (NW; QA) Introductory Physics I
- [PHYS 222](#) (NW; QA) Introductory Physics II

Modes of Inquiry: Thinking Historically

Thinking Historically (TH)

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

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

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

- [ANTH 231](#) (TH, US) Native North American Cultures
- [ARTH 237](#) (TH) Modern and Contemporary Chinese and Chinese-American Art and Visual Culture
- [ARTH 243](#) (TH) Contemporary Art: 1970-Present
- [ARTH 246](#) (TH) Modern Art [Europe and America] 1890-1945
- [ARTH 247](#) (TH) 18th & 19th Century Art
- [ARTH 259W](#) (TH) Western Medieval Art and Architecture
- [ARTH 263](#) (TH) Baroque and Neoclassical Visual Culture
- [ARTH 267](#) (TH) Renaissance Visual Culture
- [ARTH 270](#) (TH; 4th Sem Lang Req) Roman Art and Architecture
- [ARTH 339W](#) (TH) Post-War Art: 1945-1970
- [ARTH 376W](#) (TH) History of Photography
- [CLAS 250W](#) (TH; 4th Sem Lang Req) Greeks, Romans and Barbarians
- [ENVS 326](#) (TH) Environmental History
- [FREN 336](#) (TH) French and Francophone Studies I
- [FREN 438](#) (TH) Topics in Cinema

- [GERM 431](#) (TH) Changing German Realities Since the Congress of Vienna
- [GREEK 350W](#) (TH; 4th Sem Lang Req) Greeks, Romans and Barbarians: Readings in Greek
- [HIST 113](#) (TH) Topics in United States History: Early Period
- [HIST 114](#) (TH) Topics in U.S. History: Later Period
- [HIST 115](#) (TH) Western Civilization to 1650
- [HIST 116](#) (TH) Western Civilization since 1650
- [HIST 118](#) (TH) East Asian Civilization since 1800
- [HIST 131](#) (TH) Historical Inquiry
- [HIST 171](#) (TH) History of the Modern Middle East
- [HIST 233](#) (TH) Asian Empires on the Silk Road
- [HIST 237](#) (TH) History of Modern Iran
- [HIST 251](#) (TH) Rome: From Republic to Empire
- [HIST 254](#) (TH) 20th-Century Europe
- [HIST 255](#) (TH) Cities and the Making of Modern Europe: 1750 to Present
- [HIST 256](#) (TH) Colonial Latin America
- [HIST 265](#) (TH) Late Imperial China
- [HIST 282](#) (TH) China in Revolution, 1911 - 1949
- [HIST 315](#) (TH) Western Civilization and Sustainability: Beginnings to 1600
- [HIST 331](#) (TH) Asian Environmental History
- [HIST 381](#) (TH) History of Modern Japan
- [HIST 440W](#) (TH) History of Modern Socialism
- [IDS 151](#) (TH) Reacting to the Past
- [LATIN 350W](#) (TH) Readings in Caesar and Tacitus: Greeks, Romans, and Barbarians
- [MUSC 343](#) (TH) Music History II
- [POLI 212](#) (TH) History of Western Political Philosophy
- [PPLE 372](#) (TH) American Foreign Policy
- [REL 113](#) (TH, IT) Scripting God: A Critical Introduction to the Bible
- [REL 214](#) (TH) Religion in America
- [REL 227](#) (TH, EV; 4th Sem Lang Req) Ancient Cults and Creeds: The Religions of Greece and Rome
- [REL 233](#) (TH, EV) Religions Along the Silk Road
- [REL 322](#) (TH, EV) In Search of the Historical Jesus
- [RUSS 233W](#) (TH; 4th Sem Lang Req) Russian Culture: Russian Ways and Views of Russia
- [SPAN 333](#) (TH) Hispanic Civilization
- [SPAN 335](#) (TH) Cultural Institutions of Spain
- [THTR 212](#) (TH) Costume History
- [THTR 217W](#) (TH) Theatre History I

Modes of Inquiry: Understanding Society

Understanding Society (US)

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

- recognize the dynamic interplay between human agency and social structure;
- analyze the social processes that underlie or result in specific social institutions, events or outcomes;
- develop models or theories to explain social phenomena and evaluate them through analysis of evidence;
- evaluate the strengths and weaknesses of the methods and theories employed.

Approved 12/10/13

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

- [ANTH 150](#) (US) Controversies and Issues in Cultural Anthropology
- [ANTH 231](#) (US, TH) Native North American Cultures
- [ANTH 232](#) (US) Peoples and Cultures in Africa
- [ANTH 233](#) (US) Peoples and Cultures of Asia
- [ANTH 258](#) (US) Selected Area Studies
- [ARCH 237](#) (US) Introduction to Global Archaeology
- [CCM 265](#) (US) Rhetorics of Sex and Gender
- [CHNSE 258](#) (US) Gender and Mass Communication in China
- [CHNSE 352](#) (US) Rites of Passage in Chinese Societies
- [ECON 132](#) (US) Introduction to Economic Inquiry
- [ENVS 120](#) (US) Social Systems and the Environment
- [EXSCI 230](#) (US, EV) The Science of Nutrition
- [FREN 432](#) (US) Language in Society
- [GERM 333](#) (US) Contemporary German Culture and Society
- [IDS 230](#) (US) Rites of Passage in Japan and the United States
- [IDS 311](#) (US) Perspectives in Sustainable Agriculture
- [IDS 334](#) (US) Field Studies: Environmental Studies and Sustainability in Japan
- [POLI 214](#) (US) International Politics
- [POLI 216](#) (US) Comparative Democratic Systems
- [POLI 218](#) (US) Political Change in the Third World
- [POLI 382](#) (US) Capitalism and Democracy
- [PPL 210](#) (US) American Politics
- [PSYC 121](#) (US) Psychology for Sustainability
- [PSYC 210](#) (US) Introduction to Psychology

- [SOC 114](#) (US) Racism and White Supremacy in the U.S.
- [SOC 121](#) (US) Gender in Society
- [SOC 131](#) (US) Sociological Inquiry
- [SOC 132W](#) (US) Sport and Society
- [SOC 145](#) (US) Latina/o Sociology

Academic Disciplines

A - D

- [American Ethnic Studies](#)
- [Anthropology](#)
- [Archaeology](#)
- [Art History](#)
- [Art](#)
- [Asian Studies](#)
- [Arts, Technology and Multimedia](#)
- [Biology](#)
- [Civic Communication and Media](#)
- [Cinema Studies](#)
- [Chemistry](#)
- [Classical Studies](#)
- [Comparative Literature and History of Ideas](#)
- [Computer Science](#)

E - H

- [Economics](#)
- [English Language / American Studies](#)
- [English](#)
- [Environmental Science](#)
- [Exercise and Health Science](#)
- [Fitness](#)
- [French & Francophone Studies](#)
- [German & Russian](#)
- [History](#)
- [Humanities](#)

I - P

- [Interdisciplinary Studies](#)
- [International Studies](#)
- [Japanese](#)
- [Latin American Studies](#)
- [Mathematics](#)
- [Medieval and Renaissance Studies](#)
- [Music](#)
- [Philosophy](#)
- [Physics](#)
- [Politics](#)
- [Psychology](#)
- [Politics, Policy, Law and Ethics](#)

Q - Z

- [Religious Studies](#)
- [Rhetoric](#)
- [Russian](#)
- [Sociology](#)
- [Spanish](#)
- [Theatre](#)
- [Women's and Gender Studies](#)

American Ethnic Studies

The American Ethnic Studies minor is an interdisciplinary program focusing on the comparative cultural heritage and experiences of various marginalized groups within the United States -- including but not limited to American Indians/Alaska Natives, Asian Americans, African Americans, Latinos/Latinas, Arab Americans -- as well as on the body of scholarship and theory that has emerged around national and global issues of race and ethnicity. Course offerings cover a broad range of historical and contemporary dynamics of race and ethnicity in America, made manifest in privilege and power, cultural traditions, and social movements, as well as economic and political developments. The minor draws upon multiple disciplines and methodologies that include anthropology, art history, history, literature, rhetoric, politics, religion, and sociology. It affirms the integration of theory and practice through experiential education and civic engagement with communities of color.

Requirements for the American Ethnic Studies Minor (5 Credits)

Core courses (2 credits)

- [AES 150](#) Introduction to American Ethnic Studies
- [AES 330](#) Theory and Methods in American Ethnic Studies

Elective Courses (3):

NOTE: No more than one 100-level course and no more than 2 electives from one discipline.

- [AES 144](#) Topics in American Ethnic Studies
- [AES 344](#) Advanced Topics in American Ethnic Studies
- [ANTH 231](#) (TH; US) Native North American Cultures
- [ANTH 303](#) Museum Studies Seminar
- [ANTH 351](#) (EV) Indigenous Peoples, Human Rights, and the Environment
- [CCM 261](#) (EV) Persuasion and Mass Media: Race and Ethnicity*
- [CCM 345](#) (EV) Latina/o/x Communication Studies
- [CCM 346](#) (EV) African American Public Discourse
- [CCM 360](#) Topics in Public Discourse: Race, Gender and the Public Sphere*
- [ENGL 116W](#) (IT) Topics in American Literature*
- [ENGL 337](#) African American Literature I: Slave Narratives and Early African American Literary Tradition
- [ENGL 338](#) African American Literature II
- [ENGL 344](#) Major Authors*
- [ENGL 354](#) The Novel*
- [ENGL 361](#) Modern Poetry & Poetics
- [ENGL 450](#) Advanced Studies in Authorship*
- [HIST 131](#) (TH) Historical Inquiry*
- [HIST 259](#) American Jewish History
- [HIST 262](#) American Women's History
- [HIST 301W](#) Themes in American Social History
- [HIST 306](#) History Through Biography*
- [HIST 307](#) American Immigration History
- [HIST 342](#) Studies in American History*
- [HIST 361](#) African American History 1619-1865
- [HIST 362](#) African American History 1865-present
- [IDS 205](#) Chemawa Indian School Partnership Program
- [IDS 215](#) Willamette Academy Service Learning (.5)
- [IDS 343](#) Field Studies in Chicago
- [IDS 396](#) Chemawa Indian School Partnership Program Internship
- [POLI 303](#) (EV) Topics in Political Theory

- [PPLE 318](#) (EV) Death in America
- [REL 214](#) (TH) Religion in America
- [SOC 114](#) (US) Racism & White Supremacy in the U.S.
- [SOC/ANTH 358](#) Topics in Sociology/Topics in Anthropology*

* Selected Topics Only

Indicators of Achievement

The American Ethnic Studies program is centered on developing students' ability to critically analyze the role of race, ethnicity and power in the United States, and to effectively engage and communicate about difference. Our goal is that students completing the program understand and engage four key areas:

- The historical construction of race and ethnicity in shaping the contemporary U.S. landscape
- The political, economic and social dimensions of race and ethnicity, and the ways in which power gets embedded in these relationships
- The role of symbolic and aesthetic expressions of traditionally underrepresented racial/ethnic communities in the U.S., particularly as they serve to maintain, resist, and/or transform privilege and oppression
- The development of identity, resistance and protest movements in the context of racial and ethnic marginalization in the U.S.

Student Learning Outcomes for the American Ethnic Studies Major

1. History
 - Ability to articulate significant historical questions about changing constructions of race and ethnicity over time
 - Ability to articulate how historical forces shape constructions of race and ethnicity, and the impact of those constructions on particular groups at particular points in time
2. Power
 - Ability to articulate significant questions and demonstrate an understanding of the relationship between political, economic, and social dimensions of race and ethnicity and their relationship to institutions and systems of power
3. Culture
 - Ability to articulation of significant questions about the relationship between cultural expressions and efforts to maintain, resist and/or transform privilege and oppression
 - Demonstration of an understanding of the connections between cultural expression and power/privilege
4. Resistance
 - Ability to articulate an understanding of the factors surrounding the emergence of identity, resistance and protest in contesting racial and ethnic marginalization

- Ability to critically compare expressions of resistance among different groups or at different points in time and examine their impact

Faculty

- [Rebecca J. Dobkins](#), Professor of Anthropology
- [Sammy Basu](#), Professor of History, Humanities, and American Ethnic Studies
- [Maegan Parker Brooks](#), Assistant Professor
- [Seth Cotlar](#), Professor of History
- [Catalina M. de Onís](#), Assistant Professor
- [Emily Drew](#), Associate Professor of Sociology, Department Chair
- [Ellen Eisenberg](#), Dwight & Margaret Lear Professor of American History, History Department Chair
- [Cindy Koenig Richards](#), Associate Professor, Department Chair, Ringe Media Lab Director
- [Frann Michel](#), Professor of English
- [Michael Niño](#), Assistant Professor of Sociology
- [Roy Pérez](#), Associate Professor of English and American Ethnic Studies
- [Vincent Pham](#), Assistant Professor
- [Omari Weekes](#), Assistant Professor of English

Part-Time and Visiting Faculty

- [Leslie Dunlap](#), ,
- [Una Kimokeo-Goes](#), Continuing Instructor, Assistant Director, Debate Union
- [Charles I Wallace, Jr.](#), Chaplain Emeritus, Associate Professor of Religious Studies

Course Listings

AES 144 Topics in American Ethnic Studies (1)

This course provides the flexibility to offer introductory topics of interest in American Ethnic Studies. The course may study a particular topic within American Ethnic Studies, or offer a survey of topics within American Ethnic Studies.

- **Prerequisite:** Closed to junior and seniors, except by consent of instructor.
- **Offering:** On demand
- **Instructor:** Staff

AES 150 Introduction to American Ethnic Studies (1)

This course examines the historical, political and social dynamics of race and ethnicity in the United States. It investigates the creation and effects of these social concepts on the experiences, identities and relations of various peoples, as well as the culture and structures of society. The course will

focus on the various ways race and ethnicity are recreated in society, particularly by the media, and the way these "social constructions" perpetuate privilege and social inequality. It will critically investigate the myths and contradictions of race and ethnicity, and will attempt to understand what purposes they serve in a "color-bound" contemporary U.S. society.

- **Prerequisite:** Freshmen and Sophomores only or consent of instructor.
- **Offering:** Every semester
- Instructor: Drew

AES 330 Theory and Methods in American Ethnic Studies (1)

In this course, students will become familiar with the theoretical and methodological approaches in the interdisciplinary and evolving field of Ethnic Studies. It examines the key theories and methods that give voice to the realities of people of color, as well as group relations and resistance to inequality. This course analyzes the major theoretical paradigms for understanding race and ethnicity, evaluating the strengths and limitations for each framework in helping to bring about social change. It also explores and utilizes the methods of social science, recognizing the role, contribution and imitations of scientific inquiry for interpreting social reality. Other epistemological approaches will be assessed to determine what they bring to bare on empirical realities.

- **Prerequisite:** [AES 150](#); junior/senior standing; and at least one elective course in AES.
- Offering: Spring
- Instructor: Drew

AES 344 Advanced Topics in American Ethnic Studies (1)

This course provides the flexibility to offer special topics of interest in American Ethnic Studies. The course may study a particular topic within American Ethnic Studies, or a particular problem dealing with American Ethnic Studies methods and/or theory in depth.

- **Prerequisite:** Prior coursework in American Ethnic Studies. Closed to first year students, except by consent of instructor.
- **Offering:** On demand
- Instructor: Staff

Anthropology

Students who are curious about the similarities and differences among cultures around the world often find a fresh analytical perspective in anthropology. This program emphasizes sociocultural anthropology, which is the study of contemporary peoples as investigated directly by anthropologists through field research. Departmental offerings also provide exposure to particular cultural areas in which the faculty hold expertise: Asia, Latin America, Africa, Native North America, and the Islamic World. For majors and minors in anthropology, the sequence of courses in theory and methods seeks to encourage analytical skills, provide a foundation in anthropological theory and develop practical skills in observation, interviewing, ethics and interpersonal rapport. The study of anthropology

contributes to the liberal arts education of students by providing new tools for understanding and analyzing the diversity of world cultures, as well as our own.

Career Opportunities in Anthropology

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

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

Requirements for the Anthropology Major (9 Credits)

Core courses

- [ANTH 150](#) (US) Controversies and Issues in Cultural Anthropology
- [ANTH 371W](#) Survey of Anthropological Theory

Six elective courses, selected from:

- [ANTH 144](#) Topics in Cultural Anthropology
- [ANTH 231](#) (TH; US) Native North American Cultures
- [ANTH 232](#) (US) Peoples and Cultures of Africa
- [ANTH 233](#) (US) Peoples & Cultures of Asia
- [ANTH 235](#) Cultures of Mexico and Ecuador
- [ANTH 243](#) (CA) Listening to the World: Introduction to Ethnomusicology
- [ANTH 258](#) Selected Area Studies
- [ANTH 303](#) Museum Studies Seminar
- [ANTH 335](#) Visual Anthropology
- [ANTH 344](#) Medical Anthropology
- [ANTH 345](#) Sex and Gender in Anthropological Perspective
- [ANTH 351](#) (EV) Indigenous Peoples, Human Rights, and the Environment
- [ANTH 353](#) Myth, Ritual and Religion
- [ANTH 355](#) Warfare, Violence, and Peace
- [ANTH 356W](#) Language and Culture
- [ANTH 358](#) Special Topics in Anthropology
- [ANTH 394](#) Internship in Anthropology
- [CHNSE 352](#) (US) Rites of Passage in Chinese Societies
- [FREN 341](#) (IT) Oral Tradition and Performance in African Literature

- [HUM 202](#) (EV) Introduction to Art Museum Studies
- [IDS 205](#) Chemawa Indian School Partnership Program
- [IDS 243](#) Race, Racism and Human Genetics

Senior Year Experience

- [ANTH 499W](#) Senior Research Methods Seminar

Requirements for the Anthropology Minor (5 Credits)

Core courses

- [ANTH 150](#) (US) Controversies and Issues in Cultural Anthropology
- [ANTH 371W](#) Survey of Anthropological Theory

Three elective courses from the following:

- [ANTH 144](#) Topics in Cultural Anthropology
- [ANTH 231](#) (TH: US) Native North American Cultures
- [ANTH 232](#) (US) Peoples and Cultures of Africa
- [ANTH 233](#) (US) Peoples and Cultures of Asia
- [ANTH 235](#) Cultures of Mexico and Ecuador
- [ANTH 243](#) (CA) Listening to the World: Introduction to Ethnomusicology
- [ANTH 258](#) Selected Area Studies
- [ANTH 303](#) Museum Studies Seminar
- [ANTH 335](#) Visual Anthropology
- [ANTH 344](#) Medical Anthropology
- [ANTH 345](#) Sex and Gender in Anthropological Perspective
- [ANTH 351](#) (EV) Indigenous Peoples, Human Rights, and the Environment
- [ANTH 353](#) Myth, Ritual and Religion
- [ANTH 355](#) Warfare, Violence, and Peace
- [ANTH 356W](#) Language and Culture
- [ANTH 358](#) Special Topics in Anthropology
- [ANTH 394](#) Internship in Anthropology
- [CHNSE 352](#) (US) Rites of Passage in Chinese Societies
- [FREN 341](#) (IT) Oral Tradition and Performance in African Literature
- [HUM 202](#) (EV) Introduction to Art Museum Studies
- [IDS 205](#) Chemawa Indian School Partnership Program
- [IDS 243](#) Race, Racism, and Human Genetics

Indicators of Achievement

The major in the Department of Anthropology is designed around five curricular goals.

The Student Learning Outcomes of the Anthropology Department Include

1. A foundation in the anthropological perspective--especially that of sociocultural anthropology--as represented by the Department's introductory courses, area courses, and topical courses
2. Ability to apply anthropological theory and concepts
3. Proficiency with ethnographic methods, in particular techniques of participant- observation, interviewing, developing of rapport, and sensitivity to ethical issues
4. Discipline-based writing skills, including the writing of ethnography and writing based upon library research, utilizing the style guide of the American Anthropological Association
5. Recognition of the contributions of anthropology towards practical problem-solving (i.e., applied anthropology.)

Faculty

- [Joyce V. Millen](#), Associate Professor of Anthropology, Department Chair
- [Rebecca J. Dobkins](#), Professor of Anthropology
- [Pamela A. Moro, Ph.D.](#), Professor of Anthropology
- [Peter Wogan](#), Professor of Anthropology

Course Listings

ANTH 144 Topics in Cultural Anthropology (1)

This course provides the flexibility to offer special topics of interest in anthropology at the introductory level. The course may study a particular anthropological problem, focus upon a particular cultural or geographic area, or consider a particular methodology or school of thought. Designation of specific topic and/or approach will be made at the time of the course offering. May be repeated for credit with different topic.

- **Offering:** As Appropriate
- Instructor: Staff

ANTH 150 (US) Controversies and Issues in Cultural Anthropology (1)

Introduces students to cultural anthropology, the study of cultures from various parts of the world, including the U.S. Through debates, close readings of cultural case studies, and problem-solving, students critically evaluate anthropologists' approaches to topics such as gender, ecology, power, and ritual. Possible questions: How to explain gender inequalities? Are universal morals and cultural relativism at odds? Is human behavior learned or inherited?

- General Education Requirement Fulfillment: Understanding Society
- **Prerequisite:** 1st and 2nd year students only
- **Offering:** Every semester
- Instructor: Staff

ANTH 231 (TH, US) Native North American Cultures (1)

This course offers a survey of the dynamic, changing cultures of Native North America, from the time of the first peopling of the continent to the present day. The approach emphasizes the diversity of these cultures, as well as the complexity of the relationships between Native American and non-native peoples. Particular attention given to Oregon and the Northwest.

- **General Education Requirement Fulfillment:** Thinking Historically, Understanding Society
- **Prerequisite:** [ANTH 150](#) recommended
- Offering: Fall
- Instructor: Dobkins

ANTH 232 (US) Peoples and Cultures of Africa (1)

This course explores Africa's cultural diversity from an interdisciplinary perspective. To situate specific African groups in their local and global context, the course begins with a study of African geography and history. The bulk of the course is then devoted to the study of present-day Africa, including ethnographic studies on language, literature, social organization, religion, politics and popular culture. The last unit of the class focuses on the causes and consequences of Africa's current upheavals and humanitarian crises.

- General Education Requirement Fulfillment: Understanding Society
- Offering: Fall
- Instructor: Millen

ANTH 233 (US) Peoples and Cultures of Asia (1)

This course represents an application of the anthropological perspective (an emphasis on field-collected data and the common patterns of culture and social life) to the study of the development and contemporary life of societies in Asia, including India, China and Thailand. Specific topics include kinship and family structures, adaptations to the natural environment, political and economic structures, religion, expressive culture and the arts, processes of urbanization and industrialization, and issues of social change.

- General Education Requirement Fulfillment: Understanding Society
- **Offering:** Alternate Years
- Instructor: Moro

ANTH 235 Cultures of Mexico and Ecuador (1)

This course focuses on the cultures of Mexico and Ecuador, with the primary focus on Mexico, including the experience of Mexican-Americans. Topics include ethnicity, gender, class, religion, healing, immigration, and politics. Many of the units are organized around first-person accounts, as read through the lens of anthropological theories.

- **Offering:** Alternate years

- Instructor: Wogan

ANTH 243 (CA) Listening to the World: Introduction to Ethnomusicology(1)

This course considers music in social and cultural context, with attention to the functions, forms and meanings of music as an aspect of human behavior. Introduces techniques for the cross-cultural study of music. Examples are drawn from a number of musical traditions, primarily from the non-Western world.

- **Prerequisite:** Recommended [ANTH 150](#) and/or training in music
- **Offering:** Annually
- Instructor: Moro

ANTH 258 (US) Selected Area Studies (1)

This course enables faculty and students to study a specific geographic or cultural area not normally covered in existing curricula. Anthropological perspectives will be applied to such topics as history, environment, family, religion, popular culture and the arts, and current issues in the area under study. Designation of specific area focus will be made at the time of the course offering. Foci, readings, and assignments will vary with instructor. May be repeated for credit with different area focus.

- General Education Requirement Fulfillment: Understanding Society
- **Offering:** On demand
- Instructor: Staff

ANTH 303 Museum Studies Seminar (1)

This seminar is designed to introduce students to the field of museum anthropology and to the theoretical and practical dimensions of museum studies. As an applied research experience, it offers the opportunity to do hands-on work with the Native American collection and exhibition program at the Hallie Ford Museum of Art. Topics include the application of contemporary anthropological theory to work in museums, particularly in terms of issues of cultural representation, ethics, fieldwork, and museum display. Students will learn and apply skills in collections and archival management, exhibition development, and museum public programming.

- **Prerequisite:** [ANTH 231](#) or [ANTH 351](#), and consent of instructor
- Offering: Spring
- Instructor: Dobkins

ANTH 335 Visual Anthropology (1)

This course focuses on a variety of visual texts, from documentary films about non-Western cultures to fictional films made in the U.S. Special emphasis is placed on questions about visual representations of other cultures, and the way audience responses to visual texts reflect cultural values. Students will carry out independent fieldwork projects, in some cases making use of video-recording technologies.

- **Prerequisite:** One previous anthropology course; preference given to Anthropology Majors and Minors
- **Offering:** As Appropriate
- Instructor: Wogan

ANTH 344 Medical Anthropology (1)

This course introduces students to medical anthropology. By exploring human health, sickness and healing from diverse theoretical and cross-cultural perspectives, students will learn how different peoples around the world conceptualize the human body, explain the causes of disease, manage patients and healers, contend with stress, and articulate the meaning and origin of social suffering. The course has a service learning component.

- **Prerequisite:** One course in Anthropology and/or consent of instructor
- **Offering:** Annually
- Instructor: Millen

ANTH 345 Sex and Gender in Anthropological Perspective (1)

An examination of gender and sex cross-culturally and in evolutionary perspective. Some of the topics we may consider include women and men in prehistory; notions of masculinity, femininity; transgenderism and same-sex sexualities; love, marriage, and family; sexual divisions of labor and economic organization; women's and men's involvement in ritual and religion; and impact of sociocultural change and globalization of sex and gender.

- **Prerequisite:** No prerequisite, though [ANTH 150](#) or courses in Women's Studies are recommended.
- **Offering:** Alternate years
- Instructor: Staff

ANTH 351 (EV) Indigenous Peoples, Human Rights and the Environment (1)

This course focuses upon environmental and human rights issues affecting indigenous peoples worldwide. Using the cross-cultural, comparative and field-based perspectives that distinguish anthropology, this course examines some of the most pressing problems facing the world's indigenous peoples, explores strategies used by these groups in facing human rights and environmental violations, and offers students the opportunity to study about and take action on these issues. Case studies of specific indigenous groups will be drawn from different world areas, including North and South America, Africa, Oceania and Asia.

- General Education Requirement Fulfillment: Examining Values
- **Prerequisite:** prior course work in Anthropology or Environmental Studies required
- **Offering:** Alternate years
- **Instructor:** Dobkins, Staff

ANTH 353 Myth, Ritual and Religion (1)

Religion is found in some form in every culture and the discipline of anthropology has been much concerned with exploring and understanding the global diversity of religious expression. This course introduces the cross-cultural study of myth, ritual and religion through case studies drawn from around the world.

- **Prerequisite:** Prior course work in Anthropology or Religion recommended
- **Offering:** Alternate years
- Instructor: Moro

ANTH 355 Warfare, Violence and Peace (1)

This course will critically examine anthropological theories about the causes, functions, and meanings of warfare, violence, and peace. In particular, the following topics will be addressed: 1) the causes and nature of warfare according to competing theories from materialist, functionalist, symbolic, and biological perspectives; 2) the function and meaning of headhunting, cannibalism, human sacrifice, torture, gang violence, and organized crime; 3) changes from violent to peaceful practices. Various case studies will be examined, with special emphasis on small-scale societies.

- **Prerequisite:** One previous course in anthropology
- **Offering:** On demand
- Instructor: Wogan

ANTH 356W Language and Culture (1)

This course introduces students to the major issues and methodologies in the study of language in its cultural context. In particular, the course focuses on linguistic questions related to the following: 1) gender; 2) power; 3) ethnic, racial, and national identities; 4) literacy; 5) poetic, verbal performance; and 6) intercultural communication. Analysis often centers on video and cassette texts from films, conversations, and the students' own fieldwork data.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** Previous coursework in Anthropology recommended
- **Offering:** Every third semester
- Instructor: Wogan

ANTH 358 Special Topics in Anthropology (1)

This course provides the flexibility to offer special topics of interest in anthropology. The course may study a particular subfield of anthropology, or a particular anthropological problem in depth.

- **Prerequisite:** [ANTH 150](#) or consent of instructor
- **Offering:** As Appropriate
- Instructor: Staff

ANTH 371W Survey of Anthropological Theory (1)

This course surveys the history of anthropological theory, with an emphasis upon contemporary schools and movements within the discipline. Topics range from the nineteenth-century intellectual history of the discipline to current trends and critiques in anthropology. Appropriate for students of anthropology and others interested in cultural studies or theory in the social sciences.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** [ANTH 150](#) plus one other Anthropology course, Junior or Senior status
- **Offering:** Every semester
- Instructor: Staff

ANTH 394 Internship in Anthropology (1)

This course provides an opportunity for practical experience (minimum 12 hours per week) in an off-campus setting related to the study of anthropology and to the student's emerging research and professional interests. The student will be supervised by an on-site professional as well as a faculty member. A paper, journal, and periodic consultations with the faculty member are required. The course does not fulfill the senior experience requirement.

- **Prerequisite:** The internship is open to advanced majors in anthropology only; completion of [ANTH 371](#) is recommended.
- **Offering:** Fall/Spring
- Instructor: Staff

ANTH 490 Independent Study (.5 or 1)

This course provides the opportunity to conduct a major research project which cannot otherwise be pursued through any existing course in the department's curriculum. Students must have standing in anthropology and will work under faculty supervision. This course cannot replace [ANTH 499W](#) Senior Seminar.

- **Prerequisite:** Consent of instructor.
- **Offering:** On demand
- Instructor: Staff

ANTH 499W Senior Research Methods Seminar (1)

Provides intensive training in ethnographic methods. Topics include ethics, rapport, gathering and recording data (focusing upon techniques of participant-observation and interviewing), qualitative analysis, and the writing of ethnography. Each student will design and carry out an independent, semester-long field research project, resulting in a final paper. Fulfills the Senior Experience requirement for Anthropology majors.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** [ANTH 371W](#) and senior standing in Anthropology

- **Offering:** Every semester
- **Instructor:** Dobkins, Millen, Moro, Wogan

ANTH 499H Senior Honors Seminar (1)

Senior Honors Seminar provides anthropology majors the option of extending their required [ANTH 499W](#) Senior Research Methods Seminar for a full year in order to complete a more ambitious and rigorous senior project utilizing ethnographic methods. Enrollment is by application only, and accepted students will be expected to attend an additional semester of [ANTH 499W](#) Senior Research Methods Seminar to receive guidance and to provide peer mentoring for other anthropology majors.

- **Prerequisite:** [ANTH 499W](#) and application
- **Offering:** Application
- **Instructor:** Dobkins, Millen, Moro, Wogan

Archaeology Program

The study of archaeology provides students with a unique opportunity to analyze ancient cultures from an interdisciplinary perspective. The interpretation of archaeological data requires a solid understanding of the variety of methods used for the study of material culture as well as a familiarity with those disciplines essential for understanding the development of human culture. Thus, the archaeology program provides students with a broad overview of the current state of archaeological research around the world, while at the same time encouraging students to specialize in specific methodologies, geographical regions and/or periods (for example, Archaeology of the Americas or of the Eastern Mediterranean, or Environmental Archaeology). The program seeks to emphasize the practical and intellectual value of archaeology as a means for better understanding our ancient past, as well as shedding light on our present circumstances and our prospects for the future by tracing the development of human culture and the interactions between various civilizations and the natural environment. Because of its interdisciplinary nature, archaeology is a quintessential Liberal Arts major that requires students to integrate their understanding of the natural and social sciences, the arts, and the humanities.

The archaeology major is designed both to teach students standard excavation and recording techniques, and to encourage the study of anthropology, art history, classical studies, earth sciences, history, religious studies, statistics, and a variety of other related fields. Students are also strongly advised to study one or more ancient or modern languages related to their geographical area of interest. For example, students of Syro-Palestinian or classical archaeology are well advised to study Hebrew, Greek, and/or Latin, in addition to French and/or German, that is, the languages in which much of the essential secondary literature is written. Finally, Archaeology majors are encouraged to take advantage of the many opportunities for travel and foreign study offered by Willamette programs around the world, but especially in places that offer coursework and/or fieldwork in local archaeology.

Willamette University's [Center for Ancient Studies and Archaeology](#) (CASA), established in 2007, provides archaeology students with significant resources including grants to fund field experiences or museum internships at Willamette's [Hallie Ford Museum of Art](#). In concert with CASA, the Salem

Society of the Archaeological Institute of America (AIA), also located at Willamette University, offers a dynamic annual lecture series that enables students to interact with internationally renowned archaeologists on a formal and informal basis. The [Willamette University Archaeology Field School](#) at the Ness of Brodgar in the Orkney Islands of Scotland provides an amazing opportunity for intensive, on-site training in archaeological methods and techniques.

Requirements for the Archaeology Major (12 credits)

The Willamette University Archaeology Field School at the Ness of Brodgar in the Orkney Islands of Scotland provides an amazing opportunity for intensive, on-site training in archaeological methods and technique.

Common Core (5 courses)

- [ARCH 237](#) (US) Introduction to Global Archaeology (1)
- [ARCH 337](#) Archaeological Theories and Methods (1)
- [ENVS 121](#) (NW; QA) Earth System Science (1)
- [ENVS 250](#) (QA) Geographic Information Systems (1)
- [ENVS 391W](#) Archaeological Geology (1)

Statistics Requirement (1 course from the following)

- [IDS 138](#) (QA*) Introduction to Applied Statistics
- [MATH 138](#) (QA*) Statistics
- [SOC 331](#) (QA*) Applied Quantitative Modeling and Analysis in Social Research

Field Experience (1 course from the following)

- [ARCH 355](#) Archaeology Field School
- [ARCH 394](#) Internship in Archaeological Studies

Senior Year Experience (1 course from the following)

- [ARCH 498](#) Advanced Archaeology Field School
- [ARCH 499](#) Archaeology Senior Experience Project

Electives (4 courses)

Students are encouraged to develop a chronological, regional or methodological focus among their electives. Listed below are approved electives, divided into three emphases designed to offer students depth as well as breadth in their archaeological studies. Students are free to design an individual course of study with the assistance of the student's major advisor. The student's major advisor can also approve additional electives not listed below. Such electives may be relevant transfer courses, relevant courses from approved study abroad programs, or other Willamette courses related to the student's regional or methodological focus.

Archaeology of the Americas Emphasis

- [ANTH 231](#) (TH, US) Native North American Cultures
- [ANTH 235](#) Cultures of Mexico and Ecuador
- [ANTH 303](#) Museum Studies Seminar

Eastern Mediterranean Emphasis

- [ARTH 270](#) (TH; 4th Sem Lang) Roman Art and Architecture
- [ARTH 271](#) (IT; 4th Sem Lang) Greek Art and Architecture
- [CLAS 250W](#) (TH; 4th Sem Lang) Greeks, Romans and Barbarians
- [HIST 231](#) (TH) Greek History From Homer to Alexander
- [HIST 233](#) (TH) Asian Empires on the Silk Road
- [HIST 251](#) (TH) Rome: From Republic to Empire
- [IDS 351W](#) Culture of Ancient Greece

Environmental Archaeology Emphasis

- [BIOL 246](#) Human Anatomy
- [BIOL 255](#) General Ecology
- [BIOL 257](#) Plant Ecology and Conservation
- [CHEM 230](#) Environmental Chemistry
- [ENVR 333](#) Biogeography

Open Electives

- [ANTH 150](#) (US) Controversies and Issues in Cultural Anthropology
- [ANTH 351](#) (EV) Indigenous Peoples, Human Rights and the Environment
- [ARCH 390](#) Independent Study

Requirements for the Archaeology Minor (6 credits)

Common Core (4 courses)

- [ARCH 237](#) (US) Introduction to Global Archaeology
- [ARCH 337](#) Archaeological Theories and Methods
- [ENVS 121](#) (NW; QA) Earth System Science
- [ENVS 391W](#) Archaeological Geology

Electives (2 courses from the following)

- [ANTH 150](#) (US) Controversies and Issues in Cultural Anthropology
- [ANTH 231](#) (TH, US) Native North American Cultures
- [ANTH 303](#) Museum Studies Seminar

- [ANTH 351](#) (EV) Indigenous Peoples, Human Rights and the Environment
- [ARCH 355](#) Archaeology Field School
- [ARCH 394](#) Internship in Archaeological Studies
- [ARCH 390](#) Independent Study
- [ARTH 270](#) (TH; 4th Sem Lang) Roman Art and Architecture
- [ARTH 271](#) (IT; 4th Sem Lang) Greek Art and Architecture
- [BIOL 246](#) Human Anatomy
- [BIOL 255](#) General Ecology
- [CHEM 230](#) Environmental Chemistry
- [CLAS 250W](#) (TH) Greeks, Romans and Barbarians
- [ENVS 250](#) (QA) Geographic Information Systems
- [HIST 231](#) (TH) Greek History From Homer to Alexander
- [HIST 233](#) (TH) Asian Empires on the Silk Road
- [HIST 251](#) (TH) Rome: From Republic to Empire
- [IDS 351W](#) Culture of Ancient Greece

Indicators of Achievement

The Student Learning Outcomes of the Archaeology Program include

1. Broad Overview of the Current State of Archaeological Research Around the World (i.e., archaeological literacy, as evidenced by the acquisition of basic geographical, cultural, and historical data)
2. Familiarity with Disciplines Essential for Understanding the Development of Human Culture (as evidenced by the acquisition of appropriate critical terminology as well as the acquisition of basic disciplinary tools of analysis)
3. Understanding the Variety of Methods used for the Study of Material Culture (as evidenced by the development of interpretive skills or hermeneutic practice)
4. Integration of Understanding of the Natural and Social Sciences, the Arts, and the Humanities (as evidenced by the ability to engage meaningfully in an interdisciplinary scholarly dialogue, i.e., metacriticism)
5. Specialization in a Specific Methodology, Geographic Region, and/or Period (as evidenced by the acquisition of appropriate research tools for in depth analysis in a specific area of interest)
6. Archaeological Writing (as evidenced by the application of methodologies and interpretive tools in arguing a thesis)

Faculty

- [Scott Pike](#), Professor of Environmental Science and Archaeology, Program Chair, Environmental Science
- [Ann M. Nicgorski](#), Professor of Art History and Archaeology, Faculty Curator, Hallie Ford Museum of Art,

Part-time and Visiting Professors

- [Cayla Hill](#), Visiting Professor

Course Listings

ARCH 237 (US) Introduction to Global Archaeology (1)

This course provides an introduction to the multidisciplinary field of modern archaeology. Through this course, students will be introduced to the history, theories, methods, and broader social contexts of material culture studies in the investigation of human past. The course serves two functions. First, it provides a survey of important archaeological discoveries from around the world, placing the finds in both archaeological as well as contemporary social contexts. Second, the course demonstrates the theoretical and methodological developments of the discipline over the past century by introducing the different kinds of information that archaeologists use to interpret the past.

- General Education Requirement Fulfillment: Understanding Society
- Offering: Fall
- Instructor: Staff

ARCH 337 Archaeological Theories and Methods (1)

This course examines the broad humanistic foundations of global archaeology through an in-depth study of the theoretical and methodological underpinnings of archaeological research. The course studies how material culture is archaeologically theorized, located, investigated, and evaluated to gain insight into past human activities and social practices, with an emphasis on the diversity and interdisciplinarity of archaeological methods.

- **Prerequisite:** [ARCH 237](#)
- Offering: Spring
- Instructor: Staff

ARCH 355 Archaeology Field School (1)

This four- to six-week summer archaeology field school provides intensive, on-site training in the archaeological methods and techniques in conjunction with the Ness of Brodgar archaeology project. The course is run in cooperation with Orkney College, The University of the Highlands and Islands. The Ness of Brodgar site is a Neolithic ceremonial complex situated on a thin promontory between two lakes and the megalithic stone circles of the Ring of Brodgar and Stones of Stenness. The field school emphasizes a holistic approach to archaeological inquiry. As such, in addition to daily instruction on excavation theory, technique and recovery, course lectures and fieldwork will emphasize a variety of topics including topographical and geophysical survey techniques, stratigraphy, ceramic topology, geomorphology, paleobotany, and the archaeology of the Orkney Islands. Visits to regional archaeological sites and museums will provide a broad cultural and historical background of the archaeology in the region.

- **Offering:** Annually
- Instructor: Pike

ARCH 390 Independent Study (variable credits)

This course provides an opportunity to conduct a major research project which cannot be satisfied through any existing course in the major's curriculum. The project must be supervised by a Willamette faculty member. Proposed projects must be submitted to the Archaeology Program Coordinator and must be approved by the Archaeology Program's core faculty.

- **Offering:** On demand
- Instructor: Staff

ARCH 394 Internship in Archaeological Studies (1)

This course is designed to promote student involvement in the community and to create opportunities for students to conduct archaeological investigations. The faculty-supervised internships will provide students with opportunities to interpret archaeological data within a professional context. Interns will be placed in organizations utilizing archaeological skills in academic or non-academic settings including government agencies, cultural resource management firms, non-profit organizations, tribal governments and museums. Interns are expected to work 12 hours a week, meet regularly with the instructor and write a final research paper that concerns some aspect of the material culture that was processed during the internship.

- **Offering** On demand
- Instructor: Staff

ARCH 498 Advanced Archaeology Field School (1)

This four- to six-week course offers advanced training in archaeological field techniques, theory and recording. Students may participate in either the Ness of Brodgar field project or another archaeological excavation. Students will work closely with senior excavation staff to coordinate, manage, and conduct an independent research project. Students will be required to keep a journal of their experience and write a substantial research paper relating their project to an important and relevant archaeological question. The Ness of Brodgar field project is run with the cooperation of Orkney College, The University of the Highlands and Islands. Students must consult with their advisor before enrolling in the Advanced Archaeology Field School.

- **Offering:** Annually
- Instructor: Pike

ARCH 499W Archaeology Senior Experience Project (1)

This capstone course provides students with the framework to design, collect data, interpret and compose an independent senior research thesis. Each student will consult with his or her thesis advisor to develop a suitable research topic, methodology and timetable to effectively carryout the

research goals. At the end of the semester students will complete their thesis and deliver a public presentation of their work.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** Senior standing or by permission
- **Offering:** Annually
- **Instructor:** Nicgorski, Pike

Art History

The Department of Art History offers an exciting sequence of courses—from introductory surveys to more specialized seminars—that explore the complex world of visual art in its different historical contexts. A central part of the art history program is dedicated to the analysis of the significant facts and forms of visual art from Antiquity to Postmodernism. This analysis encompasses an effort to frame critically and understand historically the plurality of ways in which art has been conceived, produced, used and interpreted throughout time, according to the mutable interplay of material conditions and cultural expectations that characterizes different societies. Consequently, the courses cover a vast horizon of topics, problems, and questions pertaining to artistic traditions belonging to a wide variety of periods and geographic areas, from Asia to Europe, Africa and the Americas.

Through these courses, students are gradually introduced to all the methodologies traditionally adopted by art historians, such as Formalism, Pure Visibility, Iconography and Iconology, Art Literature and Art Criticism. In the more specialized courses, students are also introduced to more recent methods of investigation, becoming familiar with theories and practices of analysis such as Feminism, the Sociology of Art, Hermeneutics, and Deconstruction among others. Thanks to a conscious, critically mediated adoption of these methodologies, students are able not only to increase their personal skills of interpretation, but also to enlarge significantly their own horizons of research.

In order to achieve such a highly individual-oriented process of learning, in which each student will be constantly stimulated to develop further his or her intellectual potential, the courses have been organized into four complementary levels, each with specific goals, aims and requirements.

With the exception of the Senior Seminar, which is exclusively reserved for Art History majors, all courses organized by the Department of Art History are also open to any interested Willamette student, regardless of his or her specific major.

Department offices are located in Ford Hall, an award-winning “green” structure designed by Hennebery Eddy Architects and built by Hoffman Construction Company. The building opened officially in 2009. The building is named in honor of the late Hallie Ford, a Willamette lifetime trustee and benefactor, who donated funds for its construction. Her portrait by Portland artist Paul Missal hangs in the main lobby of Ford Hall, creating an implicit link between the department offices and the Hallie Ford Museum of Art, which was also made possible through her generous gifts. Classrooms in Ford Hall include various seminar spaces and Ford Theater, which features a wall-to-wall screen, auditorium-quality sound, and seating to accommodate 110 people. Two large textile artworks (9 x 17 ft.) donated in 2012 by Willamette alumna, contemporary artist Marie Watt, grace the building, further reminding students and staff of the ongoing exchange between Ford Hall and the campus museum.

Closely connected to the programs and activities of the Department of Art History is the Hallie Ford Museum of Art, located a few blocks from Ford Hall. The Museum constitutes an important addition to the intellectual and cultural life of the university, for it offers an incomparably rich opportunity to contemplate works of American, Native American, European, and Asian art displayed in its permanent collection or temporarily loaned for special events and exhibits. The Museum is also an ideal place for faculty and students to conduct their research and experience, firsthand, curatorial practices and similar activities directly related to the fields of Art History, Archaeology, Museology and Art Criticism. Furthermore, many Art History classes and lectures take place in the museum's elegant Roger P. Hull Lecture Hall, named for the much beloved professor emeritus of art history who helped found the museum (tenure at Willamette, 1970-2010).

Requirements for Art History Major (10 credits in Art History)

Core courses (5)

(It is recommended that the 100-level introductory courses be taken in the intended chronological sequence)

- [ARTH 115](#) (IT) Introduction to Ancient and Medieval Art History (1)
- [ARTH 116](#) (IT) Introduction to Renaissance and Early Modern Art History (1)
- [ARTH 117](#) (IT) Introduction to Modern and Contemporary Art History (1)
- [ARTH 362W](#) Theories and Methodologies of Art History (1)
- [ARTH 496W](#) Art History Senior Seminar (1)

One course in Early or Asian Art History from the following (1)

- [ARTH 112](#) (IT) Introduction to South Asian Art History (1)
- [ARTH 113](#) (IT) Introduction to Chinese Art History (1)
- [ARTH 114](#) (IT) Introduction to Japanese Art History (1)
- [ARTH 259](#) (TH) Western Medieval Art and Architecture (1)
- [ARTH 270](#) (TH) Roman Art and Architecture (1)
- [ARTH 271](#) (IT) Greek Art and Architecture (1)

One course in Early Modern Art History from the following (1)

- [ARTH 263](#) (TH) Baroque and Neoclassical Visual Culture (1)
- [ARTH 267](#) (TH) Renaissance Visual Culture (1)
- [ARTH 275W](#) (IT) Art Literature and Criticism (1)

One course in Modern and Contemporary Art History from the following (1)

- [ARTH 243](#) (TH) Contemporary Art: 1970-present (1)
- [ARTH 246](#) (TH) Modern Art [Europe and America]: 1890-1945 (1)
- [ARTH 247](#) (TH) 18th- and 19th-Century Art History (1)

- [ARTH 339W](#) (TH) Post-War Art: 1945-1970 (1)
- [ARTH 376W](#) (TH) History of Photography (1)

Two additional courses in Art History (2)

- Two electives in Art History

Requirements for Art History Minor (5 Credits)

Students will complete 5 credits in art history with no more than 3 credits at the 100-level

Indicators of Achievement

Student Learning Outcomes for the Art History Major

1. Visual Literacy and Historical Thinking
 - In the 100-level classes, students will acquire an introductory background of historical data as well as a basic set of interpretive tools in order to critically locate and understand the production, reception and diffusion of visual codes, styles and techniques belonging to the field of art, from the prehistoric cave paintings of Southern France to the aesthetic challenges of Post-modernism. Cultivating Visual Literacy is a primary goal of the required introductory courses (Introduction to Ancient and Medieval Art History, Introduction to Renaissance and Early Modern Art History, Introduction to Modern and Contemporary Art History), preferably undertaken in chronological sequence. Formal analysis and basic historical investigations will constitute, therefore, the methodological core of this formative sequence.
2. Critical Terminology and Interpretive Skills
 - In the 200-level classes, students will further develop the capacity for recognizing, critically de-structuring and historically interpreting different forms of artistic creation as well as other typologies of visual production properly set in their specific contexts. In these courses, students will become able to describe, explore and explain, thanks to the adoption of more sophisticated interpretive strategies and appropriate critical terminology, the processes of elaboration, reception and dissemination of styles, techniques and visual codes in different historical contexts. Philologically-based analysis of primary and secondary sources (i.e., art literature and criticism) will be introduced as fundamental tools within the hermeneutic process.
3. Metacriticism and Discussion/Oral Presentation Skills
 - In the 300-level art history classes, students become familiar with a broader bibliography in the Humanities by reading books and articles written not only by art historians, but also by scholars belonging to other disciplines, such as Anthropology, Philosophy, and Literature. In this way, students will be exposed to a more consistent critical vocabulary regarding historical as well as methodological matters. By systematically adopting this new lexicon in class discussions and individual oral presentations, students will enhance their own interpretive vocabulary and rhetorical

skills, simultaneously inaugurating a dialogue with ideas, problems, and hypotheses related to the general network of studies in Art History and Visual Culture, and thereby establishing a fundamental background of meta-critical references.

4. Research Tools and Art Historical Writing

- Finally, in the 400-level classes and, more specifically, throughout the required Art History Senior Seminar ([ARTH 496W](#)), students will learn how to effectively organize and undertake a rigorous research project in the fields of art history and visual culture, applying the various methodologies and interpretive tools they have so far studied and incorporated, in order to explore, in a historically-grounded process of cross examination, specific objects and themes of investigation. The historical, philological and formal analysis of artworks as well as the critical interpretation of subjects pertaining to the fields of art history and visual culture will thus constitute the starting point for research in which students, by exploring different methodologies and increasing their familiarity with metacritical concerns, will be expected to provide personal contributions to their areas of investigation, as young scholars. For that purpose, the course [ARTH 362W](#) (Theories and Methodologies of Art History) is a required prerequisite for [ARTH 496W](#). A primary goal of both courses is the cultivation of critical writing on visual art.

Faculty

- [Ricardo De Mambro Santos](#), Professor and Chair, Department of Art History
- [Ann M. Nicgorski](#), Professor of Art History and Archaeology, Faculty Curator, Hallie Ford Museum of Art,
- [Abigail Susik](#), Associate Professor of Art History

Part-Time and Visiting Faculty

- [Ann Wetherell](#),

Course Listings

ARTH 112 (IT) Introduction to South Asian Art History (1)

This course is intended to introduce major protagonists, monuments and themes of South Asian art, architecture and visual culture, focusing on India. The chronological scope is vast, from prehistory to the present, and it is therefore a selective survey focusing on particular artistic traditions in depth, chosen from the major periods of South Asian history. Examples include prehistoric art, The Harappan Civilization, Early Buddhist sculpture and architecture at the Great Stupas, Hindu temple architecture, Chola bronze sculpture, Islamic architecture, painting of the Mughal court and Rajput kingdoms, and Modern and Contemporary art in South Asia. The creation, reception and diffusion of selected art forms over time will be examined and interpreted using various analytical perspectives (such as formal, functional, iconographic, and expressive) in order to better appreciate their

significance in a South Asian cultural context, and in relation to the history of Western interaction with South Asian art.

- General Education Requirement Fulfillment: Interpreting Texts
- **Offering:** Alternate years
- **Professor:** Wetherell

ARTH 113 (IT) Introduction to Chinese Art History (1)

This course is intended to introduce major protagonists, monuments and themes of Chinese art, architecture and visual culture. The chronological scope is vast, from prehistory to the present, and it is therefore a selective survey focusing on particular artistic traditions in depth, chosen from the major periods of Chinese history. Examples include prehistoric art, bronze ritual vessels, the renowned terra-cotta army, Buddhist sculpture, landscape painting, imperial architecture, scholars' gardens, Tibetan Buddhist art, art of the Cultural Revolution, and contemporary experimental art. The creation, reception and diffusion of selected art forms over time will be examined and interpreted using various analytical perspectives (such as formal, functional, iconographic, and expressive) in order to better appreciate their significance in a Chinese cultural context, and in relation to the history of Western interaction with Chinese art.

- General Education Requirement Fulfillment: Interpreting Texts
- **Offering:** Alternate years
- **Professor:** Wetherell

ARTH 114 (IT) Introduction to Japanese Art History (1)

This course is intended to introduce major protagonists, monuments and themes of Japanese art, architecture and visual culture. The chronological scope is vast, from prehistory to the present, and it is therefore a selective survey focusing on particular artistic traditions in depth, chosen from the major periods of Japanese history. Examples include prehistoric art, Shinto architecture, early Buddhist art and architecture, art of Heian court, narrative handscroll painting, Kamakura Period sculpture, Zen and the arts, castles, gardens, Ukiyo-e prints, Meiji period decorative arts and Nihonga, and experimental art. The creation, reception and diffusion of selected art forms over time will be examined and interpreted using various analytical perspectives (such as formal, functional, iconographic, and expressive) in order to better appreciate their significance in a Japanese cultural context, and in relation to the history of Western interaction with Japanese art.

- General Education Requirement Fulfillment: Interpreting Texts
- **Offering:** Annually
- **Professor:** Wetherell

ARTH 115 (IT) Introduction to Ancient and Medieval Art History (1)

This course is the first in a three-semester series intended to introduce the major protagonists, monuments and themes of Western art, architecture and visual culture. Chronologically, it will explore

the production of architecture and artworks in diverse media from approximately 25,000 BCE to about 1300 CE, from the Paleolithic to the Gothic period. The course explores the visual cultures of prehistoric Europe, and Ancient Near East, Egypt, Greece, Etruria, Rome and Byzantium, as well as Early Christian and Medieval Europe. The course will provide foundational skills of visual analysis as well as archaeological and historical interpretation in order to critically locate and understand the creation, reception and diffusion of visual codes, styles and techniques in an era prior to the modern conception of fine art. Some specific themes that will be explored include the representation of fertility and the female form, the commemoration of the dead, the employment of portraiture to convey political power, the creation of images of the divine, the use of the human body as a vehicle of expression, and the construction of sacred spaces.

- General Education Requirement Fulfillment: Interpreting Texts
- **Prerequisite:** No senior Art History majors
- **Offering:** Annually
- **Professor:** Nicgorski

ARTH 116 (IT) Introduction to Renaissance and Early Modern Art (1)

This course is the second in a three-semester series intended to introduce the major protagonists, monuments and themes of Western art, architecture and visual culture. Chronologically, it will explore the production and reception of artworks from the 14th to the end of the 18th century from the Early Renaissance to the Napoleonic period, the age of Neoclassicism. Special attention will be paid to formal, compositional and structural analysis of important artworks, in an attempt to establish a critically-based connection between styles, techniques and historical conditions. The course will also explore critical issues such as how art functioned in relation to religion or under the different systems of power, or why certain iconographies were more prominent than others in specific social contexts. Given the introductory approach of this class, the artistic production of certain masters (such as Leonardo, Michelangelo, Caravaggio, Rembrandt, and Canova) will be examined in a more detailed way, in order to examine the complex interplay of personal choices and normative patterns related to the process of creation of a visual artwork.

- General Education Requirement Fulfillment: Interpreting Texts
- **Offering:** Annually
- **Professor:** De Mambro Santos

ARTH 117 (IT) Introduction to Modern and Contemporary Art (1)

This course is the third of a three-semester series intended to introduce the major protagonists, monuments and themes of Western art, architecture and visual culture. Chronologically, it will explore the production and reception of artworks from the beginning of the 19th century to the beginning of the 21st century, from Romanticism to Post-Modernism. It will explore the increasing proliferation of images and the new ways they are conceived and diffused in different historical contexts, from the visions of German Romanticism to the aesthetic challenges addressed by contemporary artists working in a new, global scale. A substantial part of the class will be dedicated to the historical

analysis of significant movements of European avant-gardes in the early 20th century, from the visual redefinitions of time-and-space inaugurated by Cubism to the exploration of the new territories of art and psychology undertaken by Surrealist masters. Discussions will also focus on the articulate ways in which art functions in relation to society, popular culture, and mass media in order to better understand how the dominions of creativity and visual communication affect us today.

- General Education Requirement Fulfillment: Interpreting Texts
- **Offering:** Annually
- Professor: Susik

ARTH 121W Art Historical Inquiry (1)

This seminar course is designed to introduce students to the nature of art historical inquiry. Through the exploration of a designated topic, the course will focus on a core set of artworks and relevant primary literature. The course will also introduce students to selected issues in art historical interpretation and argument, as well as theory and criticism. Emphasis on writing in art history as well as discussion and oral presentation skills. May be repeated for credit one time if the topic is different.

- **Prerequisite:** Freshmen and Sophomores only
- General Education Requirement Fulfillment: Writing-centered
- **Offering:** Alternate years
- Professor: Staff

ARTH 225W Monographic Studies in Art History (1)

The course will be organized according to one of three different modalities: first, to explore the works of a single artist belonging to a specific context; second, to analyze the characteristics of a certain period or movement in Art History in order to critically examine historiographical categories (such as "Gothic," "Renaissance," or "Modernism"); third, to investigate in detail a monument or a complex of monuments from structural, material and historical viewpoints. Conceived as a 200-level course, the class will focus on advanced lecture-based meetings as well as on group discussions in which various methodologies (from Iconology to Semiotics) will be applied. Consequently, one of the central goals of the course will be to provide a more sophisticated set of hermeneutic tools and an appropriate terminology of research to students. The choice among artists, movements and monuments will vary in accordance with the interests of student and faculty. This class may be repeated for credit with different topics.

- **Prerequisite:** A 100-level art history course
- General Education Requirement Fulfillment: Writing-centered
- **Offering:** Alternate years
- Professor: Staff

ARTH 237 (TH) Modern and Contemporary Chinese and Chinese-American Art and Visual Culture (1)

Surveys modern and contemporary art and visual culture in China and the Chinese diaspora from the fall of the Qing dynasty (1911) to the present within the context of political, economic, and cultural changes in modern Chinese history and society. Investigates the relationship between art and politics in emergence of Chinese modernism in the pre-modern period, the New Woodcut movement in the 1930s, revolutionary art for the masses under Mao Zedong, the avant-garde movement and opening to the west in the post-Mao period. Also examines the art and visual culture of the Chinese diaspora, particularly themes of identity in Chinese American art.

- General Education Requirement Fulfillment: Thinking Historically
- **Offering:** Alternate years
- **Professor:** Wetherell

ARTH 243 (TH) Contemporary Art: 1970-Present (1)

A multimedia and transnational overview of art production and consumption from 1970 to the present, with special attention given to the breakdown of traditional academic mediums, the rise of a global art market, and the dominance of museums and mega-exhibits. Photorealism, Feminist Art, Land Art, Activist Art, Graffiti, and Internet Art are topics of inquiry among several others. Contemporary formats such as video, performance and installation are examined in relation to broader social issues such as racial identity, gender designations and class distinctions.

- General Education Requirement Fulfillment: Thinking Historically
- **Offering:** Alternate years
- Professor: Susik

ARTH 246 (TH) Modern Art [Europe and America]: 1890-1945 (1)

Focuses on the development of avant-garde art and culture in Europe and America from the last decade of the nineteenth century to the end of the second World War. Investigates the rise of Post-Impressionism and subsequent movements such as Symbolism, Fauvism, Cubism, Futurism, Dada, and Surrealism, among others. Also considers aesthetic shifts during the 1930s related to Fascist politics and the increased commercialization of art in mass media. Primary texts by artists and critics, selections from relevant theory and current art historical scholarship contribute to class discourse.

- General Education Requirement Fulfillment: Thinking Historically
- **Offering:** Alternate years
- Professor: Susik

ARTH 247 (TH) 18th- and 19th-Century Art History (1)

A survey of late eighteenth- and nineteenth-century art and architecture in Europe and the United States, with consideration of influence from other cultures and nationalities such as Japan and Northern Africa in appropriate period contexts. Discussions commence with transformations in art and

visual culture in France and the United States during the revolutionary era, and shift to detail the rise of Romanticism, Realism, Impressionism and other relevant movements. Further topics include the impact of imperialism, colonialism and slavery, the establishment of a bourgeois art market, new media developments such as photography and phantasmagoric spectacles, and the increasingly prominent role of professional female artists.

- General Education Requirement Fulfillment: Thinking Historically
- **Offering:** Alternate years
- Professor: Susik

ARTH 259 (TH) Western Medieval Art and Architecture (1)

This course explores the development of the mostly Christian art and architecture of Western Europe during the Medieval period from its beginnings in the late Roman Empire to its most grandiose expression in the great Gothic cathedrals. Emphasis will be placed on the historical, social and political context of this artistic development. Issues to be considered include the impact on Western Medieval art of Byzantine art and culture, of the Crusades and the pilgrimage routes, and of the emergence of the monastery and the university. The role of patronage and women in the art and architecture of this period will also be discussed. Other specific topics that will be covered include the art of the Early Christian catacombs, Hiberno-Saxon manuscript illumination, Charlemagne's palace chapel at Aachen, the Bayeux Tapestry, the pilgrimage church of St. Pierre at Moissac, and the sculptural program of Chartres Cathedral.

- General Education Requirement Fulfillment: Thinking Historically
- **Offering:** Alternate years
- **Professor:** Nicgorski

ARTH 263 (TH) Baroque and Neoclassical Visual Culture (1)

This course will explore the development of visual arts, architecture, and the increasing circulation of different kinds of images in Europe, as well as in other continents, from the beginning of the seventeenth century until the late eighteenth century. Particular attention will be dedicated to the analysis of specific artistic phenomena (for instance, the influential diffusion of Caravaggio's style in Europe, the appearance of new religious iconographies in the colonial areas, and the growing activity of European artists in other geographic regions, such as China and Japan). The course will also investigate the emergence of a new concept of art in the second half of the eighteenth century in relation to the poetics of Neoclassicism and the debates inaugurated by the theories of the Picturesque and the sublime.

- **Recommended:** A 100-level art history course.
- General Education Requirement Fulfillment: Thinking Historically
- **Offering:** Alternate years
- **Professor:** De Mambro Santos

ARTH 267 (TH) Renaissance Visual Culture (1)

This course will cover important topics related to the production, reception and circulation of artworks, as well as other typologies of images, from the fourteenth century to the beginning of the seventeenth century, in the attempt to analyze significant problems connected to the making of Renaissance visual culture. By following recent methodological approaches such as Postcolonial criticism, Semiotics, and Gender Studies, this course will intentionally extend the geographic boundaries usually adopted by Renaissance scholars in order to explore the world of art and the increasing process of visual dissemination on a more global scale. The objects of the historical investigations, therefore, will not be exclusively centered in the forms of art produced in Europe, but also centered in the visual culture present in different colonial areas.

- **Recommended:** A 100-level art history course.
- General Education Requirement Fulfillment: Thinking Historically
- **Offering:** Alternate years
- **Professor:** De Mambro Santos

ARTH 270 (TH; 4th Sem Lang Req) Roman Art and Architecture (1)

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

- **General Education Requirement Fulfillment:** Thinking Historically; Fourth Semester Language Requirement
- **Offering:** Alternate years
- **Professor:** Nicgorski

ARTH 271 (IT; 4th Sem Lang Req) Greek Art and Architecture (1)

This course explores the development of historical Greek sculpture, painting, and architecture from its beginnings (ca. 1200 BCE) to the end of the Hellenistic period (31 BCE). Central themes include the Greek interest in mythological narrative, and the pursuit of idealism, naturalism, and ultimately, the expression of raw emotion. The classic expressions of Greek architecture, in their stylistic unity and variety, will also be studied, especially the way buildings serve different functions with a very limited architectural language. The course will address the role of archaeology in providing these artifacts with physical contexts and chronologies that enhance our knowledge of the material and our understanding of ancient Greek culture. Ancient literary sources will also be examined in order to place this material in its full religious, social, and political context.

- **General Education Requirement Fulfillment:** Interpreting Texts; Fourth Semester Language Requirement
- **Offering:** Alternate years
- **Professor:** Nicgorski

ARTH 275W (IT) Art Literature and Criticism (1)

This course will provide a set of interpretive tools and hermeneutic principles in order to critically analyze textual sources directly related to the dominion of Art History, from Antiquity to Modern period. The class will focus primarily on the study of significant primary sources, such as Vitruvius' influential book *On Architecture* or the *Natural History* by Pliny the Elder, as well as on different medieval treatises on art. The central part of the course, however, will be dedicated to the philological analysis and the historical exegesis of Renaissance art treatises written by either humanists or artists such as Leon Battista Alberti, Cennino Cennini, Leonardo de Vinci and Giorgio Vasari. The class will also explore later sources (from seventeenth century France and Holland to eighteenth century England and Germany), in the attempt to establish the basis for an epistemological distinction between Art Literature and Art Criticism as complementary fields of research, equally indispensable for any historically-based investigation on art and visual culture.

- **Prerequisite:** ARTH 100-level course
- General Education Requirement Fulfillment: Writing-centered; Interpreting Texts
- **Offering:** Alternate Years
- **Professor:** De Mambro Santos

ARTH 339W (TH) Post-War Art: 1945-1970 (1)

A detailed examination of the most important developments in art and aesthetics in Europe and the United States following World War II, with brief excursions to Asia and South America. Discussions highlight Abstract Expressionism, Neo-Dada, Pop, Minimalism, Fluxus, Arte Povera, COBRA and Conceptual Art, among other significant movements. Experiments in video, performance and happenings are also examined in relation to contextual issues such as, for instance, the Civil Rights movement, the International Student Movement, and the Vietnam War.

- **Prerequisite:** Recommended 100- or 200-level art history course
- General Education Requirement Fulfillment: Writing-centered; Thinking Historically
- **Offering:** Alternate years
- Professor: Susik

ARTH 345W Advanced Topics in Art History (1)

This course will provide specialized study in areas and themes of art history from different periods that are usually not included in the curriculum, or directly addressed in other courses (for instance, the representation of human body in Renaissance art, the development of the art market in 18th century England, falsifications and restorations in art, etc.). As a 300-level class, the course will be primarily concerned with the development of more articulated methods of analysis and historical

interpretation in order to allow students, on the one hand, to enlarge significantly their critical terminology and, on the other hand, to develop their metacritical skills. In other words, the acknowledgement of previous scholarly publications and a deeper recognition of current theories of art criticism will become central issues within their course, in the attempt to increase students' awareness of the historicity and the epistemological grounds of their own work. This class may be repeated for credit with different topics.

- **Prerequisite:** A 100- or 200-level art history course.
- General Education Requirement: Writing-centered
- **Offering:** Alternate years
- Professor: Staff

ARTH 362W Theories and Methodologies of Art History (1)

This course seeks to provide an overview of the history of art history. Its main subject will be art history as a specific field of research in the attempt to understand its epistemological boundaries as well as its ramified network of connections with other disciplines, such as Literary Criticism, Anthropology, Semiotics, Social History, Philosophy, Gender Studies, and Film Studies. The course will thereby survey the various methodological approaches to art history in an interdisciplinary way, starting with a close examination of traditional art historical tools and concepts of analysis: style, form, iconography. It will explore art history as a literary genre since the sixteenth century and as an academic discipline from the nineteenth century until the so-called "linguistic turn" in the 1960s. Particular focus will also be dedicated to theoretical questions that arise in the interpretation of contemporary art and culture. Case studies will provide a set of concrete examples of practical applications of each method, in order to introduce specialized terminologies and to explore critical ways of thinking.

- **Prerequisite:** A 100-level art history course
- General Education Requirement Fulfillment: Writing-centered
- **Offering:** Annually
- Professor: Staff

ARTH 372-373 Independent Study in Art History I and II (.5 or 1)

Reading and conference for advanced students in art history.

- **Offering:** On demand
- Professor: Staff

ARTH 376W (TH) History of Photography (1)

A seminar-style course that investigates significant moments from the invention and development of the medium of photography in Europe and the United States, from its inception in the first half of the nineteenth century to its digital manifestations in the late-twentieth century. Historical debates surrounding photography as both an art and a commercial enterprise ground discussions in issues of

popular culture as well as aesthetics. Technical approaches to the medium are analyzed in conjunction with theoretical texts and documents of period reception. Emphasis on writing (including a final research paper) as well as discussion and presentation skills.

- General Education Requirement Fulfillment: Writing-centered; Thinking Historically
- **Prerequisite:** A 100- or 200-level art history course recommended
- **Offering:** Alternate years
- Instructor: Susik

ARTH 496W Art History Senior Seminar (1)

This course is exclusively devoted to the process of research and writing of the final thesis for Art History majors. It is, therefore, the epistemological continuation of [ARTH 362W](#) (Theories and Methodologies of Art History). The class will consist of weekly meetings in which students will discuss topics, methods and interpretive issues directly related to the writing of their thesis, in order to acknowledge the gradual advancement of their individual research. To that purpose, students will be required to prepare, within specific deadlines, drafts of their work to be read and critiqued by their thesis advisors. As a logical consequence of this pedagogical agenda, class meetings, as well as office hours, will be primarily dedicated to the discussion of issues relating to the preparation of the written thesis, such as bibliographical matters, historical clarifications, critical suggestions, and methodological assessments. At the end of the semester, as a formal conclusion of the course, students will be required to deliver an oral presentation of their thesis in which they are expected to critically present the most significant results of their research.

- **Prerequisites:** [ARTH 115](#), [116](#), [117](#), [362W](#), and junior or senior standing Art History major.
- General Education Requirement Fulfillment: Writing-centered
- **Offering:** Spring Semester
- Professor: Staff

Art

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

The Art major, as part of the broad liberal arts tradition, fosters the development of analytical skills, engagement with ideas, and the exploration of social and personal values. Consequently, students majoring in Art have found their study a good point of departure for careers in education, professional art, advertising, communications, architecture, art criticism, and museum work, as well as law, business and government.

Through creative work, Studio Art courses develop skills that emphasize visual perception and articulation, conceptual and practical problems, and technical skills in a variety of media and processes. Foundation courses in basic design and composition prepare students for creative work in courses dealing with particular media or processes, such as painting, sculpture, printmaking, drawing, mixed media, electronic media, and photography. Upper level courses develop students' conceptual and artistic skills needed for successful completion of a final thesis project highlighted in the annual Senior Show at the Hallie Ford Museum of Art.

The Art Building is located on the northwest corner of the campus at State and Winter Streets. Built in 1905 as a medical school and later used as the science building and then the College of Music, the building was completely renovated for use by the Department of Art and Art History in 1977, and remodeled with a 6,600 square foot addition in 2002-2003. In 2014, Art History relocated and the building became specific to Studio Art, i.e., the creation of art. The building includes studios for drawing and design, painting, printmaking, photography, and digital media; a student gallery; and faculty and administrative offices. The department is well equipped with studio equipment needed to make works of art in a variety of media. The Germaine Fuller Japanese Garden adjacent to the building is another educational and aesthetic resource.

Integral to the program in Art is the Hallie Ford Museum of Art, one block from the Art Building. The museum enriches the Art program, offering opportunities to study, firsthand, works of American, European, Asian, and Native American art, to conduct research projects on particular objects or groups of objects in the University's growing collection, and to prepare for a possible career in museum work.

Requirements for the Studio Art Major (11 Credits)

100-level Art Courses (2)

- [ARTS 110](#) (CA) Introduction to Sculpture (1)
- [ARTS 116](#) (CA) Introduction to Drawing (1)
- [ARTS 121](#) (CA) Introduction to 4D Art (1)
- [ARTS 132](#) (CA) Introduction to Experimental Photography (1)
- [ARTS 135](#) (CA) Introduction to Painting (1)
- [ARTS 152](#) (CA) Introduction to Printmaking (1)

Three-Dimensional Art-Making (1)

- [ARTS 110](#) (CA) Introduction to Sculpture (1)
- [ARTS 254](#) (CA) Material Exploration in Sculpture (1)
- [ARTS 340](#) (CA) Concepts in Sculpture (1)
- [ARTS 342](#) (CA) Topics in Sculpture (1)
- [ARTS 331](#) (CA) Installation Art (1)

Studying Art History (1)

- [ARTH 117](#) (IT) Introduction to Modern and Contemporary Art History (1)
- [ARTH 243](#) (TH) Contemporary Art: 1970-Present (1)
- [ARTH 339W](#) (TH) Post-War Art: 1947-1970 (1)
- [ARTH 376W](#) (TH) History of Photography (1)

Credits from 200 and 300 level ARTS courses (4)

- [ARTS 216](#) (CA) Video Art (1)
- [ARTS 231](#) (CA) Etching: Processes and Themes in the Printed Age (1)
- [ARTS 232](#) (CA) Black and White Photography (1)
- [ARTS 239](#) (CA) Drawing Concepts (1)
- [ARTS 254](#) (CA) Materials Exploration in Sculpture (1)
- [ARTS 321](#) Drawing Inquiry (1)
- [ARTS 331](#) (CA) Installation Art (1)
- [ARTS 336](#) (CA) Painting: Contemporary and Conceptual Practices (1)
- [ARTS 340](#) (CA) Concepts in Sculpture (1)
- [ARTS 342](#) (CA) Topics in Sculpture (1)
- [ARTS 343](#) (CA) Printmaking: Monoprints and Mixed Media (1)
- [ARTS 345](#) (CA) Performance Art (1)
- [ARTS 355](#) Advanced Photography (1)
- [ARTS 357](#) Photography Now (1)
- [ARTS 360-377](#) Independent Projects (.5-1)

Elective in ARTS (1)

- One additional course in ARTS at any level

Senior Studio (2)

- [ARTS 496](#) Senior Studio (two semesters of senior seminar taken in the senior year) (1 each semester)

Requirements for Studio Art Minor (5 Credits)

Introductory Course in Art Media: (1)

- [ARTS 110](#) (CA) Introduction to Sculpture (1)
- [ARTS 116](#) (CA) Introduction to Drawing (1)
- [ARTS 121](#) (CA) Introduction to 4D Art (1)
- [ARTS 132](#) (CA) Introduction to Experimental Photography (1)
- [ARTS 135](#) (CA) Introduction to Painting (1)
- [ARTS 152](#) (CA) Introduction to Printmaking (1)

Intermediate and Advanced Studio Courses (2)

- [ARTS 216](#) (CA) Video Art (1)
- [ARTS 231](#) (CA) Etching: Processes and Themes in the Printed Age (1)
- [ARTS 232](#) (CA) Black and White Photography (1)
- [ARTS 239](#) (CA) Drawing Concepts (1)
- [ARTS 254](#) (CA) Materials Exploration in Sculpture (1)
- [ARTS 321](#) Drawing Inquiry (1)
- [ARTS 331](#) (CA) New Media, Historical Themes (1)
- [ARTS 336](#) (CA) Painting: Contemporary and Conceptual Practices (1)
- [ARTS 340](#) (CA) Concepts in Sculpture (1)
- [ARTS 342](#) (CA) Topics in Sculpture (1)
- [ARTS 343](#) (CA) Printmaking: Monoprints and Mixed Media (1)
- [ARTS 355](#) Advanced Photography (1)
- [ARTS 357](#) Photography Now (1)

Electives (2)

Any two additional ARTS courses

Indicators of Achievement

Students who graduate with a major in studio art at Willamette will:

1. Employ critical visual and textual analysis of their own artwork and that of others.
2. Use the form(s) and tools of art to create intentional communication to audiences.
3. Demonstrate (through a unified body of work) engagement with concepts and practices in current art discourse.
4. Participate in an art-making community.

Non-majors who take studio art course(s) will experience Introductory:

1. Exposure to critically engaged fine arts practice.
2. Visual literacy skill-building.
3. Individualized experience of communication through visual media.
4. Participate in an art-making community.

Faculty

- [Alexandra Opie](#), Department Chairperson, Associate Professor of Art
- [James B. Thompson](#), Professor of Art, Curator
- [Cayla Skillin-Brauchle](#), Assistant Professor of Art

Part-Time and Visiting Faculty

- [Chelsea Couch](#), Visiting Assistant Professor

Course Listings

ARTS 110 (CA) Introduction to Sculpture (1)

This course will introduce students to the fundamental sculptural processes of addition, subtraction and substitution. Emphasis will be on students executing, understanding and discussing quality craft, successful composition, productive conceptualization and creative problem solving. Students will explore various sculptural methods including steel fabrication, wood construction, plaster construction, assemblage and mold-making.

- General Education Requirement Fulfillment: Creating in the Arts
- Offering: Fall
- Instructor: Staff

ARTS 116 (CA) Introduction to Drawing (1)

Students explore processes used to produce drawings on two-dimensional surfaces. A series of studio problems provides direct experience with the instruments and materials employed to produce drawings. Instruction and assigned work emphasizes skill-building in observational drawing and engagement with two-dimensional design principles and visual communication.

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** Open to freshmen and sophomores only
- **Offering:** Annually
- **Instructor:** Skillin-Brauchle

ARTS 121 (CA) Introduction to 4D Art (1)

This course introduces students to art-making in a variety of forms including mixed media combinations of traditional and experimental art materials, installation, and time-based media such as performance and video. Through a series of studio assignments, students will learn to generate creative ideas, explore materials and techniques, and develop artworks that communicate their ideas. Emphasis will be placed on understanding practices in contemporary art.

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** Open to First and Second Year Students Only
- **Offering:** Annually
- Instructor: Staff

ARTS 132 (CA) Introduction to Experimental Photography (1)

This course engages photography through experimental techniques including hand-building pinhole and lensed cameras and working in historic and new media processes. It is designed for beginners but will also be enlightening for students familiar with photography. Students will gain a deep understanding of photographic principles as they learn techniques and create photographs in response to thematic prompts.

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** Open to Freshmen and Sophomores Only
- **Offering:** Annually
- Instructor: Opie

ARTS 135 (CA) Introduction to Painting (1)

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

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** Open to First and Second Year Students Only
- **Offering:** Annually
- Instructor: Thompson

ARTS 152 (CA) Introduction to Printmaking (1)

A series of studio problems using systems of design, composition and techniques that study the diverse ways of producing prints. Demonstrations will be presented on the techniques necessary to produce intaglio etching, woodcuts, monoprints, collagraphs and digital prints.

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** Open to freshmen and sophomores only
- **Offering:** Annually
- Instructor: Thompson

ARTS 216 (CA) Video Art (1)

This course introduces video as a medium for artistic expression, personal and social inquiry. Students gain an understanding of the video art-making process and develop proficiency with video equipment, using single-camera shooting and non-linear editing. Assigned work will guide students in exploration of video as an art-making tool. Theoretical texts and work by video artists will be viewed and discussed.

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** Any ARTS course
- **Offered:** Annually

- Instructor: Staff

ARTS 231 (CA) Etching: Processes and Themes in the Printed Image(1)

Studio demonstrations are given in the use of tools and materials needed to produce etchings. Color printing techniques are introduced with an emphasis on modern and contemporary techniques.

- General Education Requirement Fulfillment: Creating in the Arts
- **Offering:** Spring Semester
- Instructor: Thompson

ARTS 232 (CA) Black and White Photography (1)

This course introduces technical and conceptual uses of black and white photography. Students explore technique through shooting, developing and darkroom printing of 35mm film. Periodic student presentations and critiques of artwork address uses of photography as an art form to communicate ideas. Camera, lenses and accessories provided.

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** Any ARTS course
- **Offering:** Every Semester
- Instructor: Opie

ARTS 239 (CA) Drawing Concepts (1)

Students will explore and analyze conceptual strategies in contemporary drawing in order to generate projects that use traditional and experimental approaches. Students will develop projects that are in dialogue with contemporary art practices using strategies such as exploring personal research through a thematic series, engaging in a daily drawing practice, and developing a visual vocabulary or system to shape a drawing project.

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** [ARTS 116](#) or [ARTS 135](#) or [ARTS 152](#) or [ARTS 231](#) or [ARTS 336](#)
- **Offering:** Alternate Years
- **Instructor:** Skillin-Brauchle

ARTS 254 (CA) Material Exploration in Sculpture (1)

This course requires students to pick a specific sculptural material and to examine thoroughly its inherent meaning, physical properties, qualities and characteristics for three-dimensional expression. The structure of the course will allow the student to produce a unified body of work that reflects his/her specific interest. Emphasis will be on experimentation, the development of technical skill, and creative problem solving. The course will also involve a critical analysis on the use of materials by prominent contemporary sculptors.

- General Education Requirement Fulfillment: Creating in the Arts

- **Offering:** Alternate Springs
- Professor: Staff

ARTS 321 Drawing Inquiry (1)

This course introduces drawing as a means to explore and convey the nature of mark-making through traditional and experimental approaches that push the boundaries of what we define as drawing. Students will use strategies such as site-specificity, interdisciplinary work, and digital mixed media to engage with unconventional approaches to drawing.

- **Prerequisite:** [ARTS 116](#) or [ARTS 239](#)
- **Offering:** Alternate Years
- Instructor: Staff

ARTS 331 (CA) Installation Art (1)

Installation Art is an inherently interdisciplinary contemporary art practice in which artists construct artwork designed to transform the perception of space. This course will introduce analog (material exploration and transformation) and digital (video, sound, digitally rendered graphics) studio techniques, as well as provide a historical and contemporary context for Installation Art. Emphasis will be on site specificity, perception and the senses, and conceptually driven art-making practices.

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** One ARTS course
- **Offering:** Alternate Years
- **Instructor:** Skillin-Brauchle

ARTS 336 (CA) Painting: Contemporary and Conceptual Practices (1)

A series of studio problems using systems of design, composition and techniques that study current problems in contemporary painting.

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** Any ARTS Course
- **Offering:** Annually
- Instructor: Thompson

ARTS 340 (CA) Concepts in Sculpture (1)

In this advanced sculpture course students will use sculptural skills and tools to engage dynamic current approaches to sculptural practice including use of found objects, materiality, site-specificity and installation. Students will pursue projects in response to shared thematic prompts.

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** [ARTS 110](#) or [ARTS 254](#) or [ARTS 331](#) or [ARTS 342](#)
- **Offering:** Alternate years

- Professor: Staff

ARTS 342 (CA) Topics in Sculpture (1)

This course allows students to conduct an in depth, focused exploration of topics, genres and modes of expression not covered by the regular sculpture curriculum, and could address such areas as: sculptural installation, site specific sculpture, the sculpture of the body/figure, multi-media sculpture, environmental sculpture, sculpture and the performative aspect, and the found object in sculpture. The class will focus on one assigned topic, and the topic will vary from semester to semester. An experimental, innovative approach to the topic will be encouraged. May be repeated for credit if the topics varies.

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** [ARTS 110](#) or [ARTS 254](#) or [ARTS 331](#) or [ARTS 340](#)
- **Offering:** Alternate Years
- Instructor: Staff

ARTS 343 (CA) Printmaking: Monoprints and Mixed-Media (1)

Monoprinting is the perfect platform for introducing the elements of mixed-media that incorporate drawing, collage, painting, cut paper, digital printing and the three-dimensional aspects of image making. Since monoprints are unique and not editioned, this medium allows us the opportunity to explore contemporary processes of image making that stress the concept of working in a series, rather than creating a single, end-in-itself piece. Demonstrations will be given in color monoprinting and the introduction of mixed-media elements into the contemporary practice of producing series-based works that integrate these various media within the discipline of printmaking.

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** Any ARTS Course
- **Offering:** Alternate Years
- Instructor: Thompson

ARTS 344 (CA) Art and Public Engagement (1)

Art and Public Engagement will introduce students to art making processes and strategies that develop a dialogue with the greater public. This course will ask students to plan and execute public projects in a variety of media including: producing and disseminating printed materials; orchestrating public interventions; and live performance. Social Practice, activism, forms of resistance, community building, information gathering and sharing, and participatory art will be explored through lectures, demonstrations, fieldtrips, and assignments.

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** Any ARTS course
- **Offering:** Alternate Years
- **Instructor:** Skillin-Brauchle

ARTS 345 (CA) Performance Art (1)

Performance Art will introduce students to approaches in art making that critically examine the history and contemporary practice of performance art. This course will ask students to develop, plan, and execute performative projects in a variety of media, including the creation of images (still and/or moving), printed materials, sculptural objects, and live performance. Social Practice, participatory art, duration, documentation, the role of the body, spatial awareness, and the social contract between audience and performer will be explored through lectures, readings, demonstrations, discussions, projects, and assignments.

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** Any ARTS course
- **Offering:** Alternate Years
- Instructor: Staff

ARTS 355 Advanced Photography (1)

This advanced photography course will strengthen students' skills in darkroom and digital practices and in photographic lighting. Medium and large format film photography will be introduced, and students will learn to intentionally tweak black and white photographic process. Students will also be introduced to working in tintype, a historic form. Students will be directed to engage critically with the tradition of photography, learning an expanded range of photographic forms and engaging with themes in photography including the body and power. Students will create complex artworks through a series of assigned thematic prompts. Course can be repeated for credit.

- **Prerequisites:** [ARTS 132](#) or [ARTS 232](#)
- **Offering:** Alternate Years
- Instructor: Opie

ARTS 357 Photography Now (1)

In this advanced photography course, the material presence of photographs will be of central focus as students deepen skills in darkroom and digital photography. Medium and large format film photography will be introduced. Emphasis is placed on the photographic process as a medium for critically engaged art-making. Students will be directed to create complex artworks through a series of assigned thematic prompts. Course is repeatable for credit.

- **Prerequisites:** [ARTS 132](#) or [ARTS 232](#)
- **Offering:** Alternate years
- Instructor: Opie

ARTS 360-377 Independent Projects (.5 or 1)

For advanced art students. Individual study and work in areas of the Art major's special interest. Printmaking (360 & 361), Painting (362 & 363), Drawing (364 & 365), Sculpture (368 & 369), Photography (374 & 375), and Video (376 & 377).

- **Offering:** On demand
- Instructor: Staff

ARTS 496W Senior Studio (1)

The Senior Studio is the culminating experience in the Art major program. The course is devoted to all aspects of conceptualizing and preparing a major work or series of works, the thesis project, that demonstrates technical mastery, conceptual engagement and thematic coherence. Students work on their projects independently throughout the fall and early spring semesters with supervision of a studio faculty advisor. Successful theses are exhibited in the Hallie Ford Museum of Art. Coursework emphasizes productive staging of a major project. Special guest lectures and topics are presented. This is offered as a year-long double-credit course, 1 in the fall and 1 in the spring. Students must register each semester.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** Completion of 1 300-level ARTS course. Enrollment by instructor consent.
- **Offering:** Every Semester
- **Instructor:** Opie, Skillin-Brauchle

Asian Studies

The Asian Studies Program fosters interdisciplinary knowledge and understanding of the rich cultural heritage of Asia. Course offerings cover a broad range of disciplines, primarily in the humanities. These include history, anthropology, art history, philosophy, religion, sociology, and literature with options for individual students to include courses from additional disciplines. Many of these courses complement other programs within the University, particularly the study of Chinese and Japanese language. Program faculty strongly encourages Asian Studies students to study in Asia as part of their major program.

The twelve-credit major in Asian Studies is structured to include:

1. Introduction to Asian civilizations, cultures, or societies (one credit),
2. Study of an Asian language through the third year or the equivalent of two years each of two Asian languages (four credits),
3. Exploration across several disciplines and countries with a choice of electives
 1. at the 200 level (three credits) and
 2. at the 300 or 400 level (three credits), and, finally,
4. Senior Experience involving a writing project to integrate and apply the knowledge and skills the student has gained through his/her study of Asia (one credit).

The minor in Asian Studies focuses on the study of the broad historical and cultural traditions of Asia as a foundation for the exploration of more specialized topics, both in the humanities and in contemporary areas of social, political and economic development.

The Asian Studies major is for students broadly interested in Asia. Many of the courses complement other programs within the college, particularly the study of Chinese and Japanese language. However, no more than eight of the twelve major courses may focus on a single Asian country. Students whose interest in Asia focuses on China or Japan are encouraged to pursue a major in Chinese or Japanese Studies. Student majoring in Asian Studies may not also major in Japanese Studies or minor in Chinese Studies. Students majoring in Asian Studies must acquire the special permission of their advisor in order to acquire a second major in International Studies.

Requirements for the Asian Studies Major (12 Credits)

One credit from the following entry courses (1)

- [ASIA 201](#) Gateway to East Asia (1)
- [HIST 118](#) (TH) East Asian Civilization Since 1800 (1)
- [REL 135](#) (EV, IT) Religions of Asia (1)

Four credits from the following language courses (4)

- [CHNSE 231-232](#) Intermediate Chinese I and Intermediate Chinese II (1)
- [CHNSE 331-332](#) (IT) Third Year Chinese I and Third Year Chinese II (1)
- [CHNSE 431](#) Reading in Humanities (1)
- [CHNSE 432](#) Introduction to Classical Chinese Texts and Thoughts (1)
- [CHNSE 490-491](#) Reading and Conference (.5 or 1)
- [JAPN 231-232](#) Intermediate Japanese (1)
- [JAPN 331-332](#) Third Year Japanese (1)
- [JAPN 430-431](#) Japanese Reading and Composition I and Japanese Composition II (1)
- [JAPN 432](#) and [434](#) Conversational Japanese (1)

Note: A student may petition Asian Studies faculty for alternate language arrangements to fulfill this requirement. Proposed arrangements might include transfer courses, testing, Asian experience, or other arrangements.

Three credits from the following exploratory courses (3)

- [ANTH 233](#) (US) Peoples and Cultures of Asia (1)
- [ARTH 113](#) (IT) Introduction to Chinese Art History (1)
- [ARTH 114](#) (IT) Introduction to Japanese Art History (1)
- [ASIA 258](#) Topics in Asian Studies (1)
- [ASIA 352](#) Field Study in Asia (1)
- [CHNSE 254](#) (4th Sem Lang Req) Folklore and Identity (1)
- [CHNSE 352](#) (US) Rites of Passage in Chinese Societies (1)
- [HIST 131](#) (TH) Historical Inquiry (if Asian topic) (1)
- [HIST 233](#) (TH) Asian Empires on the Silk Road (1)
- [HIST 265](#) (TH) Late Imperial China (1)

- [HIST 282](#) (TH) China in Revolution, 1911-1949 (1)
- [JAPN 201W](#) Modern Japanese Society & Culture (1)
- [JAPN 240](#) Japanese Language and Culture (Intercultural Communication) (1)
- [REL 233](#) (EV,TH) Religions along the Silk Road (1)
- [REL 239](#) (EV) Introduction to Chinese Religion (1)
- [REL 256](#) (EV, IT) Goddesses and Ghosts: Images of Women in Chinese Tradition (1)
- [REL 262](#) (EV) Japanese Religions (1)
- [RHET 271](#) (EV) Telling the Internment Story (1)

Three credits from the following 300 and 400 level courses (3)

- [ASIA 390-391](#) Independent Study (.5 or 1)
- [HIST 331](#) (TH) Asian Environmental History (1)
- [HIST 381](#) (TH) History of Modern Japan (1)
- [HIST 383](#) Mao's China 1949-1979 (1)
- [HIST 445](#) Postwar Japan (1)
- [HIST 452](#) Topics in Chinese/Japanese History (1)
- [JAPN 314W](#) (IT) Japanese Literature in Translation (1)
- [JAPN 340](#) (IT; 4th Sem Lang Req) The Japanese Cinema (1)
- [POLI 374](#) Asia and the International System (1)
- [POLI 380](#) Asia Politics and Development (1)
- [REL 348](#) (EV) Buddhism (1)
- [REL 354](#) (IT) Topics in Asian Religion (1)
- [REL 356](#) (EV) Taoism (1)

One Senior Experience credit (1)

- [ASIA 499W](#) Senior Seminar in Asian Studies (1)

Courses for possible substitution when Asian content warrants, subject to approval by Asian Studies faculty

- [ECON 353](#) International Economics (1)
- [POLI 214](#) (US) International Politics (1)

Requirements for the Asian Studies Minor (5 Credits)

Five credits are required for the Asian Studies minor. Credits to be earned abroad should be approved by the Asian Studies faculty before the foreign study program begins.

One credit from the following entry courses (1)

- [ASIA 201](#) Gateway to East Asian Studies (1)
- [HIST 118](#) (TH) East Asian Civilization Since 1800 (1)

- [REL 135](#) (EV, IT) Religions of Asia (1)

Four courses from the following list, two of which must be 300 or 400 level courses (4)

- [ANTH 233](#) (US) Peoples & Cultures of Asia (1)
- [ARTH 113](#) (IT) Introduction to Chinese Art History (1)
- [ARTH 114](#) (IT) Introduction to Japanese Art History (1)
- [CHNSE 258](#) Gender and Mass Media in China (1)
- [HIST 233](#) (TH) Asian Empires on the Silk Road (1)
- [HIST 265](#) (TH) Late Imperial China (1)
- [HIST 282](#) (TH) China in Revolution, 1911-1949 (1)
- [HIST 381](#) (TH) History of Modern Japan (1)
- [HIST 383](#) Mao's China 1949-1979 (1)
- [HIST 445](#) Postwar Japan (1)
- [JAPN 201W](#) Modern Japanese Society and Culture (1)
- [JAPN 240](#) Japanese Language and Culture (Intercultural Communications) (1)
- [JAPN 314W](#) (IT; 4th Sem Lang Req) Japanese Literature in Translation (1)
- [JAPN 340](#) (IT; 4th Sem Lang Req) The Japanese Cinema (1)
- [POLI 374](#) Asia and the International System (1)
- [POLI 380](#) Asian Politics and Development
- [REL 135](#) (EV, IT) Religions of Asia (1)
- [REL 233](#) (EV, TH) Religions along the Silk Road (1)
- [REL 239](#) (EV) Introduction to Chinese Religions (1)
- [REL 262](#) (EV) Japanese Religions (1)
- [REL 348](#) (EV) Buddhism (1)
- [REL 354](#) (IT) Topics in Asian Religion (1)
- [REL 356](#) (EV) Taoism (1)

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

Indicators of Achievement

Student Learning Outcomes for the Asian Studies Major

1. To develop interdisciplinary knowledge of at least one Asian culture as measured by a record of study abroad experiences and the interdisciplinary variety of courses taken for the major
2. To acquire basic proficiency in an Asian language consistent with at least two years of academic study as measured by the category of “competent” in the foreign language rubrics. This means that:
 - Students are able to listen and understand the main ideas of connected discourse on familiar topics. [listening]

- Students are able to speak to satisfy the requirements of everyday life; students are able to initiate and sustain basic communicative tasks. [speaking]
 - Students are able to read prose of several paragraphs designed for the general reader. [reading]
 - Students are able to write routine social correspondence and join sentences in simple discourse of several paragraphs in length on familiar topics. The writing is understandable to natives not used to the writing of non-natives. [writing]
3. To undertake a program of study abroad in Asia
4. To carry out a self-designed research project grounded in the scholarly literature of the field as measured by the completion of a successful senior seminar paper read by at least two cooperating faculty members. We expect students to be able to:
- Choose an appropriately interdisciplinary topic in order to demonstrate their understanding of Asia.
 - Use an Asian Language to access primary or secondary sources written in the target language for their senior projects.
 - Demonstrate their accomplished writing skills defined by Willamette University's Writing Rubrics.

Faculty

- [Greg Felker](#), Associate Professor of Asian and International Studies, International Studies Program Chair
- [Cecily McCaffrey](#), Associate Professor of History
- [Miho Fujiwara](#), Professor of Japanese
- [Kumiko Johnson](#), Continuing Instructor of Japanese
- [Yan Liang](#), Associate Professor of Economics, Department Chair
- [Pamela A. Moro, Ph.D.](#), Professor of Anthropology
- [Huikue Wen](#), Associate Professor of Chinese
- [Juwen Zhang](#), Professor of Chinese, Department Chair of Japanese/Chinese
- [Xijuan Zhou](#), Associate Professor of Religious Studies

Professors Emeriti

- [Carol Ireson-Doolittle](#), Professor Emerita of Sociology
- [Ronald Loftus](#), Professor Emeritus

Course Listings

ASIA 201 Gateway to East Asia (1)

This course introduces East Asia to the liberal arts student from multiple and cross disciplinary perspectives. The course deals with the rich cultural heritage of East Asia by looking at the cultural exchange within and beyond East Asia over a history of two thousand years. The course includes such topics as early intellectual traditions, religion, arts, language, literature, science, communication

and everyday life. It is intended to lay a solid foundation and to generate broad interest in Asia so that students can proceed to a general study of Asian cultures or pursue their interest in specific cultural topics.

- **Offering:** Annually
- **Instructor:** Staff

ASIA 210 (CA) Making and Playing of Traditional Musical Instruments (1)

This course emphasizes hands-on experience in making, practicing, and investigating various traditional art forms and music such as, the Confucian Six Skills and Four Arts, Eight Sounds, and some folk art forms. In the process, the students will use brush pens for calligraphy, make and play flutes or other musical instruments, and create handcrafts, while reading and discussing classic texts, researching on topics, presenting their learned skills, and reflecting the experience. As a result, the students gain deeper understanding of the cosmos, ethics, aesthetics, folklore, and symbolism of the cultures in and beyond East Asia. There will be multimedia materials to be used in class, individual and group projects/presentations, exhibitions, demonstrations and performances along the course.

- **General Education Requirement Fulfillment:** Creating in the Arts
- **Offering:** Alternate Years
- **Instructor:** Zhang

ASIA 258 Topics in Asian Studies (1)

This course studies specific topics such as socio-economic policy, history, oral history, ethnic identity, literature, religion, language, art, folklore, or film from inter-disciplinary perspectives. In addition to the theoretical discussion, fieldwork and community service may be involved. Group and individual projects and assignments are expected.

- **Prerequisite:** None. A course related to the topic suggested.
- **Offering:** On demand
- **Instructor:** Alternate years. Staff

ASIA 352 Field Study in Asia (1)

This post-session course is conducted in one or more Asian countries, focusing on the social changes of the target countries in their transition from and conflict between tradition and modernity in a globalizing world. A fieldwork-based course, its topics include political system, cultural and artistic expressions, economic changes, holiday and festival celebrations, language, ethnicity, or other aspects of globalization and localization. There will be trips to museums, cultural relics, schools, factories and villages, lectures and discussions on the road and at the site, guest lectures on topics chosen, and reading on the topics chosen. With first-hand experience of participation and observation, the course will enhance the students' understanding of the cultures and people of the target countries. Post-session.

- **Prerequisite:** Consent of instructor
- **Offering:** Alternate years
- **Instructor:** Staff

ASIA 390 and 391 Independent Study (.5 or 1)

Intensive study of a selected topic. Normally for juniors or seniors who are majors in Asian Studies. Requires program faculty approval. May be repeated with different content.

- **Offering:** On demand
- **Instructor:** Staff

ASIA 499W Senior Seminar (1)

[Crosslisted with [JAPN 499W](#) and [CHNSE 499W](#)]

Provides a framework for students to develop a research project or other equivalent activity in consultation with faculty. The objective of the Senior Year Experience will be to consolidate and integrate the student's knowledge of Japan, China, and/or Asia more generally and the fields of Japanese, Chinese, and/or Asian Studies. Majors in Japanese, Chinese, or Asian Studies. Conducted in English.

- **General Education Requirement Fulfillment:** Writing-centered
- **Offering:** Spring
- **Instructor:** Staff

Arts, Technology and Multimedia

We are in an age where multimedia is pervasive. We use it to relax and to research. We use it to interpret the world and to communicate. We use it as artists. Drawing from courses in the Departments of Art & Art History, Computer Science, English, Cinema Studies, Music, Philosophy, Sociology, and Theatre, the minor in Arts, Technology and Multimedia offers students a flexible arts-focused exploration of the creative processes, digital resources, and collaborative strategies used in creating sound and visual elements for multimedia and intermedia works. Through creative engagement and critical examination students will develop technique, conceptual and aesthetic sensitivity, and the ability to produce and critically evaluate multimedia and intermedia works from a variety of disciplinary perspectives. Collaborative projects between courses will serve as a central unifying element in the minor. Close attention will be paid to the expressive potential of and issues related to each media element as well as to the interaction of all elements.

Requirements for the Arts, Technology And Multimedia Minor (5 Credits)

- At least four courses focused on use of technology in creating artistic works (starred).
- Two starred courses from one departmental area. At least one must be at or above the 300 level. (2)
- One course from each of 2 other departmental areas (2)

- One additional course (1)
- No more than 2 courses may be in a single department.

Department Areas and Courses

Note: All courses listed below are 1 credit unless otherwise specified.

Art & Art History

- [ARTS 121](#) (CA) Introduction to 4D Art*
- [ARTS 216](#) (CA) Video Art*
- [ARTS 232](#) (CA) Black and White Photography
- [ARTS 355](#) Advanced Photography*
- [ARTH 117](#) (IT) Introduction to Modern and Contemporary Art
- [ARTH 243](#) (TH) Contemporary Art: 1970-Present
- [ARTH 376W](#) (TH) History of Photography

Computer Science

- CS 145 (QA*) Images and Imagination*
- CS 445 Computer Graphics*
- IDS 252 (CA) 3D Animation*
- IDS 352 Advanced 3D Animation*

English

- [ENGL 135](#) (CA) Creative Writing: Screenwriting (topic dependent)
- [CINE 110](#) (CA) Introduction to Cinema Studies

Music

- [MUSC 121](#) (CA) Creating Music with Technology*
- MUSC 133 Music Theory II (.5) **and**
- [MUSC 339](#) Digital Music Techniques (.5)*
- [MUSC 425](#) Advanced Digital Music Production*

Philosophy

- [PHIL 242](#) (EV) What is Art?

Rhetoric

- [CCM 261](#) (EV) Persuasion and Mass Media
- [RHET 125](#) (CA) Creating Visual Rhetoric*
- [RHET 361W](#) Visual Rhetoric*

Theatre

A total of no more than 1 credit from:

- [THTR 010X](#) (CA) Theatre Practicum (.25-1) *and/or*
- [THTR 011X](#) (CA) Theatre Practicum - Atypical Performance (.25-1)

Additional course(s) from the following:

- [THTR 110](#) (CA Theatre: A Contemporary Introduction
- [THTR 140](#) Acting
- [THTR 145](#) (CA) Acting for Non-majors
- [THTR 356](#) Fundamentals of Stage Lighting*
- [THTR 357](#) Scene Design/Production Studio I*

Faculty & Staff

- [Mike Nord](#), Department Chair, Professor of Music, Music Technology, Improvisation & Jazz Studies
- [Genevieve Orr](#), Professor Emeritus of Computer Science
- [Catherine A. Collins](#), Professor of Rhetoric
- [Christopher L. Harris](#), Professor of Theatre
- [Jeanne Clark](#), Associate Professor of Rhetoric
- [Sally Markowitz](#), Professor of Philosophy
- [Frann Michel](#), Professor of English
- [Cindy Koenig Richards](#), Associate Professor, Department Chair, Ringe Media Lab Director
- [Rachel Kinsman Steck](#), Associate Professor of Theatre
- [Abigail Susik](#), Associate Professor of Art History

Biology

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

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

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

Career opportunities extend to the biomedical sciences, resource management, teaching, and environmental science. It is not uncommon for graduates to enter nonrelated fields (i.e., law, news media, commercial travel, insurance) and apply their understandings of biology to problems they encounter. Analytical and problem-solving skills in their biology studies and research to problems encountered outside the field.

Requirements for the Biology Major (13 Credits)

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

Core Courses

Required of all majors

- [BIOL 125](#) (NW) Ecology, Evolution and Diversity (1)
- [BIOL 130](#) Cell Biology and Genetics (1)
- [BIOL 244](#) Physiological Dynamics in Animals and Plants (1)
- [BIOL 298](#) Introductory Biology Colloquium (.5)
- [CHEM 115](#) (NW; QA) General Chemistry I (1)
- [CHEM 116](#) (NW; QA) General Chemistry II (1)
- [CHEM 225](#) Organic Chemistry I (1) OR
- [CHEM 230](#) Environmental Chemistry (1)

Intermediate-level Courses

One credit emphasizing Ecology, Evolution and Diversity (1)

- [BIOL 255](#) General Ecology (1)
- [BIOL 257](#) Plant Ecology and Conservation (1)
- [BIOL 376](#) Evolutionary Biology (1)

- [IDS 243](#) Race, Racism, & Human Genetics (1)

One credit emphasizing Molecular and Cellular Biology, Physiology (1)

- [BIOL 250](#) Microbiology (1)
- [BIOL 333](#) Gene Structure and Function (1)
- [BIOL 360](#) Molecular Cell Biology (1)
- [CHEM 351](#) Biochemistry (1)
- [PHYS 250](#) Physical Biology of the Cell (1)

Research Methods Courses

One credit from the following (1)

- [BIOL 350W](#) Molecular Genetics (1)
- [BIOL 351W](#) Animal Physiology (1)
- [BIOL 352W](#) Plant Systematics and Evolution (1)
- [BIOL 353W](#) Behavioral Ecology (1)
- [BIOL 354W](#) Advanced Microbiology (1)
- [BIOL 356W](#) Plant Molecular Biology (1)
- [BIOL 358W](#) Developmental Biology (1)
- [BIOL 359W](#) Molecular Ecology (1)

Two additional elective credits (2)

- These may include additional courses from those listed above or other Biology offerings including research courses ([BIOL 297](#), [497](#)). (See note below on excluded courses.)

Capstone Experience

[BIOL 498](#) Biology Colloquium (.5) (must complete [BIOL 298](#) prior to taking [BIOL 498](#))

Includes completion of a comprehensive written assessment examination.

One credit in Physical Science, Mathematics, or Statistics (1)

- [ENVS 121](#) (NW; QA) Earth System Science & the Environment (1)
- [PHYS 221](#) (NW; QA) Introductory Physics I (1)
- MATH level 140 or higher
- Statistics ([ECON 230](#) (QA*), [IDS 138](#) (QA*), [MATH 138](#) (QA*))

Note

[BIOL 246](#) (Human Anatomy) does not count toward a major in Biology. Students may not apply more than one biology approved course in total toward the major that bears a MOI, AES, or IDS course

designation. Those students planning to apply for admission to graduate or professional schools in science are strongly urged to complete the following courses:

- [CHEM 225](#), [226](#) Organic Chemistry I, II (1)
- [CHEM 351](#) Biochemistry (1)
- [PHYS 221](#), [222](#) Introductory Physics I, II (1)

Requirements for the Biology Minor (7 Credits)

Cellular/Molecular Biology Emphasis

5 credits in Biology, 2 in Chemistry

- [BIOL 125](#) (NW) Ecology, Evolution and Diversity (1)
- [BIOL 130](#) Cell Biology and Genetics (1)
- [CHEM 115](#) (NW; QA) General Chemistry I (1)
- [CHEM 116](#) (NW; QA) General Chemistry II (1)

Three credits from the following (3)

- [BIOL 244](#) Physiological Dynamics in Animals and Plants (1)
- [BIOL 250](#) Microbiology (1)
- [BIOL 333](#) Gene Structure and Function (1)
- [BIOL 350W](#) Molecular Genetics (1)
- [BIOL 358W](#) Developmental Biology (1)
- [BIOL 360](#) Molecular Cell Biology (1)

Ecology/Evolutionary Biology Emphasis

5 credits in Biology, 2 in Chemistry

- [BIOL 125](#) (NW) Ecology, Evolution and Diversity (1)
- [BIOL 130](#) Cell Biology and Genetics (1)
- [CHEM 115](#) (NW; QA) General Chemistry I (1)
- [CHEM 116](#) (NW; QA) General Chemistry II (1)

Three credits from the following (3)

- [BIOL 250](#) Microbiology (1)
- [BIOL 255](#) General Ecology (1)
- [BIOL 257](#) Plant Ecology and Conservation (1)
- [BIOL 352W](#) Plant Systematics and Evolution (1)
- [BIOL 354W](#) Advanced Microbiology (1)
- [BIOL 376](#) Evolutionary Biology (1)

Indicators of Achievement

The Biology Department has identified the following learning outcomes that students should attain following completion of the Bachelor of Arts degree:

Student Learning Outcomes for the Biology Major

1. Understanding of the basic concepts and principles relevant to the levels of biological organization from molecules to ecosystems, and the forces of evolution that shape them.
2. Advanced knowledge in a specialized area of biology through study and hands-on laboratory/field-based research.
3. Knowledge of the chemical, physical, mathematical, and statistical concepts underpinning many biological concepts.
4. Investigative research skills to comprehend natural phenomena and solve contemporary biology-related problems.
5. Communication skills to effectively explain scientific data and ideas orally and in writing to specialists and the general public.
6. Experience in and understanding the value of collaborative research in the sciences.
7. Knowledge and appreciation of the diverse social, ethical and historical impacts of biology.

Faculty

- [Jason Duncan](#), Associate Professor of Biology; Department Chair
- [Jennifer Butler](#), Continuing Instructor of Biology, Lab Educator
- [Emma Coddington](#), Associate Professor of Biology
- [David Craig](#), Professor of Biology
- [Susan Kephart](#), Professor of Biology
- [Rosa León Zayas](#), Assistant Professor of Biology
- [Briana Lindh](#), Continuing Instructor of Biology; Associate Director, Sustainability Institute,
- [Melissa Marks](#), Associate Professor of Biology
- [Christopher Irwin Smith](#), Associate Professor of Biology

Part-Time and Visiting Faculty

- [E. Carla Parker-Athill](#), Visiting Assistant Professor of Biology

Course Listings

BIOL 110 (NW) Principles of Biology (1)

Introduces principles and concepts which apply to all living organisms with special emphasis on humans and their societies, including bioethical concerns and the applications and limits of scientific method. Topics considered are: physical-chemical background, scientific theories as to the origin of life, organization from cell to organism to populations, major groups of living organisms, biological

energetics, principles and environmental problems. Historical acquisition of scientific knowledge and questioning of "scientific facts" are discussed. Non-majors course. Laboratory required.

- **General Education Requirement Fulfillment:** Understanding the Natural World
- **Offering:** Every semester
- **Instructor:** Staff

BIOL 120 (NW) Introduction to Biological Inquiry (1)

Through immersive integrated lab and lecture experiences, this course introduces students to the scientific process and production of biological knowledge. Students will use the process of science to generate and answer questions about a current topic in biology. Specific topics are determined by the professor's expertise and may include the abundance and diversity of microbial life, the safety of genetically engineered foods, the action of neurotransmitters in brain cells, or the coevolution of plants and pollinators. With faculty guidance, students work together to acquire the biological information and the necessary lab or field skills to generate a well-posed hypothesis, and collect and analyze data to test it. Finally, students produce a scientific presentation, poster, or paper that articulates their question and hypothesis, summarizes their data, and synthesizes what they have learned.

- **General Education Requirement Fulfillment:** Understanding the Natural World
- **Offering:** Every Semester
- **Instructor:** Staff

BIOL 125 (NW) Ecology, Evolution and Diversity (1)

An intensive, one-semester introduction to the field of biology, stressing concepts and theories that underlie our understanding of evolution, ecology, and diversity. The course is primarily designed for students majoring in scientific disciplines and uses quantitative and observational approaches. Topics include the origins of diversity, evolutionary change, phylogeny and classification, diversity in form and function, and the adaptations and interactions of organisms within communities and populations. As part of the required lab and field exercises, students learn to design and conduct an original research project analyzing data statistically and summarizing their findings in an oral presentation and scientific paper. Must be taken at the same time as BIOL 125Y Lab: Ecology, Evolution and Diversity.

- **General Education Requirement Fulfillment:** Understanding the Natural World
- **Prerequisite:** Freshman or sophomore status, or consent of instructor
- **Offering:** Every semester
- **Instructor:** Craig, Kephart, Smith

BIOL 130 Cell Biology and Genetics (1)

An integrated study of cellular biology including the role of biomolecules; enzyme action; energy transformations; cellular organelles with special emphasis on the nucleus and its role in the storage and expression of genetic information at the molecular level; Mendelian genetics; multiple alleles;

gene interactions; gene mapping; extra-chromosomal inheritance; and population genetics. Laboratory.

- **Prerequisite:** [CHEM 115](#) or consent of instructor
- **Offering:** Every semester
- **Instructor:** Duncan, Marks

BIOL 244 Physiological Dynamics in Animals and Plants (1)

This course explores the commonalities in animal and plant physiology ranging from the roles of hormones and solute transport to exchange of respiratory gases. Lecture and laboratory activities focus attention on the integration of functional qualities from the molecular to the organ-system levels of organization. Closed to freshmen.

- **Prerequisite:** [CHEM 115](#) and [BIOL 125](#) or [BIOL 130](#).
- **Offering:** Annually
- **Instructor:** Coddington

BIOL 246 Human Anatomy (1)

Introduction to the structural characteristics of the human body and the interrelationships among its systems. Clinical terminology and applications are stressed. Laboratory. Closed to first-semester freshmen.

- **Offering:** Every semester
- **Instructor:** Staff

BIOL 250 Microbiology (1)

A study of bacteria and viruses: their structure, physiology, taxonomy, growth and reproduction. The relationship of microbes to disease: modes of pathogenicity, host defense mechanisms and immunological responses. Ecological roles of bacteria. Industrial uses of microbes. One laboratory meeting each week which deals with bacterial isolation, culturing and identification techniques, selected immunological procedures and standard water analysis.

- **Prerequisite:** [BIOL 125](#) or [BIOL 130](#)
- **Offering:** Fall
- **Instructor:** Marks

BIOL 255 General Ecology (1)

Organisms in the natural environment; plant and animal populations; the community concept; and methods of description and analysis of ecological communities. Laboratory or field trip.

- **Prerequisite:** [BIOL 125](#) or consent of instructor
- **Offering:** Fall

- **Instructor:** Craig

BIOL 257 Plant Ecology and Conservation (1)

A natural history-based, investigative approach to plant ecology and conservation, emphasizing the dynamic interactions of plants in relation to biotic and abiotic environments. Explores the life histories and interrelationships of plant populations within ecological communities. Includes case studies of plant adaptations and interactions within grassland, savanna, and forest habitats. Covers ecological sampling techniques and tree identification. Lecture, discussion, field, and laboratory experiences.

- **Prerequisite:** [BIOL 125](#) or consent of instructor
- **Offering:** Fall
- **Instructor:** Kephart

BIOL 260 (NW) Human Physiology (1)

Course focuses on cellular mechanisms and body systems and the relationship between them that dictates the physiological functions of the human body. Emphasis is placed on the homeostatic control of the human body. The required laboratory component examines the specific details of each physiological system, and prepares students for independent research. Writing skills and familiarization with digital data acquisition techniques are also emphasized.

- **General Education Requirement Fulfillment:** Understanding the Natural World
- **Prerequisite:** [BIOL 246](#) or consent of instructor
- **Offering:** Every semester
- **Instructor:** Lockard, Stavrianeas

BIOL 297 Research Exploration in Biology (.25 - 1)

Course allows exploration of a research interest in the area of expertise of a member of the biology faculty. Nature of participation varies from learning new techniques to collaborative research with the faculty mentor and advanced students. Course provides hands-on experience in literature search, data collection, and synthesis of results in a final paper and oral presentation. May be repeated for credit.

- **Prerequisite:** Consent of biology faculty
- **Offering:** On demand
- **Instructor:** Staff

BIOL 298 Introductory Biology Colloquium (0.5)

Introductory Biology Colloquium is a fundamental stepping stone course designed to empower biology students to successfully navigate their learning while at Willamette and beyond. Upon successful completion of this course, students will be growth-minded learners, be aware of, and prepared for, the breadth of careers open to them, and feel a sense of place and belonging in the department. Students will develop metacognition skills, including cultivating a growth mindset, and be

trained to recognize and overcome imposter syndrome and stereotype threat. In addition, students will grow their cultural competence to help them build a cohesive community of learners at Willamette University and thrive in future workplace environments. Students will learn how to successfully navigate the biology major and how to enrich their major by finding and successfully applying for experiential learning opportunities, including internships and clinical or research experiences. Finally, students will explore and begin preparing for an array of biology-related careers, including those in research, allied health services, conservation biology, and education.

- **Prerequisite:** Completion of One Course in Biology
- **Offering:** Annually
- **Instructor:** Staff

BIOL 333 Gene Structure and Function (1)

Study of the principles of heredity in microbes, plants and animals. An integrated course in classical and molecular genetics dealing with such topics as: Mendelian genetics, mapping, gene interaction, extrachromosomal inheritance, DNA, gene action, gene regulation, mutagenesis, recombinant DNA technology. Laboratory.

- **Prerequisite:** [BIOL 130](#) and [CHEM 115](#)
- **Offering:** Fall
- **Instructor:** Duncan

BIOL 350W Molecular Genetics (1)

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

- **General Education Requirement Fulfillment:** Writing-centered
- **Prerequisite:** [BIOL 333](#) and [CHEM 225](#)
- **Offering:** Spring
- **Instructor:** Duncan

BIOL 351W Animal Physiology (1)

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

- **General Education Requirement Fulfillment:** Writing-centered

- **Prerequisite:** [BIOL 125](#) and [CHEM 115](#)
- **Offering:** Fall
- **Instructor:** Coddington

BIOL 352W Plant Systematics and Evolution (1)

Field and laboratory course emphasizing research techniques and primary literature in plant systematics and evolution. An investigative approach to the study of plant diversity including the classification, probable relations and genetic variability of vascular and nonvascular plants. Special emphasis is placed on the Oregon flora and the relationship of plant morphology and breeding systems to habitat and distribution. Laboratory.

- **General Education Requirement Fulfillment:** Writing-centered
- **Prerequisite:** [BIOL 125](#) required; [BIOL 130](#) recommended
- **Offering:** Spring
- **Instructor:** Kephart

BIOL 353W Behavioral Ecology (1)

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

- **General Education Requirement Fulfillment:** Writing-centered
- **Prerequisite:** [BIOL 125](#) required; [BIOL 130](#) and [BIOL 255](#) recommended
- **Offering:** Fall
- **Instructor:** Craig

BIOL 354W Advanced Microbiology (1)

An introduction to the principles and investigative techniques of Microbial Ecology. Students will study microbial processes in soil, water and in hosts to better understand the distribution and biochemistry of microorganisms in respective habitats. Each student will become familiar with the primary literature, modern laboratory techniques and the instrumentation central to this field of biological inquiry. Laboratory.

- **General Education Requirement Fulfillment:** Writing-centered
- **Prerequisite:** [BIOL 250](#) or consent of instructor
- **Offering:** Spring
- **Instructor:** Marks

BIOL 356W Plant Molecular Biology (1)

Investigation of plant responses to environmental signals using methods of DNA manipulation and reverse genetics. The course will include exposure to primary literature and experimental methods of the discipline. Topics include plant responses to light, hormones, water, nutrients, and temperature at the cellular and molecular levels. Laboratory will require an independent project using DNA manipulation to investigate model organisms such as Arabidopsis and tobacco.

- **General Education Requirement Fulfillment:** Writing-centered
- **Prerequisite:** [BIOL 130](#) and [BIOL 244](#), or consent of instructor
- **Offering:** On demand
- **Instructor:** Staff

BIOL 358W Developmental Biology (1)

A survey of mechanisms that regulate animal development. Topics include genetic and biochemical control of cell division and differentiation, cell-cell communication and cell movement. Various animal model systems will be used to illustrate these mechanisms and to highlight their many evolutionarily conserved features. The course includes lectures, readings, and discussions of relevant primary literature, and independent research. Laboratory.

- **General Education Requirement Fulfillment:** Writing-centered
- **Prerequisite:** [BIOL 130](#) and [BIOL 244](#)
- **Offering:** Fall
- **Instructor:** Staff

BIOL 359W Molecular Ecology (1)

This course surveys applications of genetic data to empirical problems in Ecology, Animal Behavior, Evolution, and Conservation Biology. Topics include measuring relatedness, determining paternity, phylogenetic inference and the estimation of population genetic parameters. The course includes lectures, discussion of primary literature, laboratory exercises using tools in molecular biology and computer-aided methods in bioinformatics, and independent research.

- **General Education Requirement Fulfillment:** Writing-centered
- **Prerequisite:** [BIOL 125](#), [BIOL 130](#)
- **Recommended:** [BIOL 376](#) or [BIOL 333](#)
- **Offering:** Fall
- **Instructor:** Smith

BIOL 360 Molecular Cell Biology (1)

A description of signal transduction mechanisms that govern major cell processes: Cell survival, cell differentiation, cell division, and inter- and intracellular communication. Topics include regulation of the cell cycle and tumor biology, hormonal signaling, motile and motor processes, nerve impulse transmission, and pharmaceutical action. Examples drawn from yeast, animal, and plant models.

Laboratory focuses on molecular and biochemical methods used to investigate signal transduction. Closed to freshmen.

- **Prerequisite:** [BIOL 130](#) and [CHEM 225](#), or concurrent
- **Offering:** Spring
- **Instructor:** Staff

BIOL 376 Evolutionary Biology (1)

Examination of the fundamental principles of modern evolutionary theory. Includes an overview of the development of Evolutionary Biology from the 18th century through today, in depth explorations of population genetic models describing evolutionary change, analysis of DNA sequence data to infer evolutionary processes, and the use of phylogenetic approaches to understand evolutionary theory. Applications of evolutionary theory to medicine and ecology, and human evolution will be discussed.

- **Prerequisite:** [BIOL 125](#) and [BIOL 130](#)
- **Offering:** Odd-numbered springs
- **Instructor:** Smith

BIOL 383W Geomicrobiology (1)

This course focuses on the relationships and interactions between microbes and the environment. Students will practice geochemical and microbiological techniques in the field and laboratory. Topics will include: microbe-mineral interactions, microbial influence in global biogeochemical processes, extremophiles, microbial biogeography, and microbial imprints in the geologic record.

- **General Education Requirement Fulfillment:** Writing-centered
- **Prerequisite:** [BIOL 125](#) or [BIOL 130](#) or [ENVS 121](#)
- **Offering:** Alternate Springs
- **Instructor:** Leon-Zayas

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

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

- **Prerequisite:** Three courses in biology or consent of instructor
- **Offering:** On demand
- **Instructor:** Staff

BIOL 490 Independent Study (.5 or 1)

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

- **Offering:** On demand
- **Instructor:** Staff

BIOL 497 Research in Biology (.25 - 1)

Individualized program of investigative research in which student works directly with a biology faculty member in his or her area of research expertise. Nature of participation varies from collaborative research to the design and execution of an independent project equivalent to a thesis. For all students, course provides hands-on experience in literature search, data collection, and the synthesis of results in a formal paper and oral presentation. Upon completion faculty may nominate students with outstanding projects for credit in Honors Research in Biology ([BIOL 499](#)) in lieu of [BIOL 497](#). May be repeated for credit.

- **Prerequisite:** Consent of instructor; research methods course (BIOL 350W-358W) recommended
- **Offering:** Every semester
- **Instructor:** Staff

BIOL 498 Biology Colloquium (.5)

An immersion in the literature of biology forms the capstone experience in the major. Engages advanced students in current scholarship and discussions with peers and professional scientists. Students critique and synthesize readings on current research, ethics, and history, and they evaluate journal articles written by invited speakers. Each colloquium culminates in a formal symposium during which students who have completed a research thesis present their results. Designed to deepen student understanding of the many forms of inquiry and research in biology. To be repeated once for a total of 1 credit.

- **Prerequisite:** Junior or senior biology majors, or consent of instructor
- **Offering:** Every semester
- **Instructor:** Staff

BIOL 499 Honors Research in Biology (.5 to 1)

Granted in lieu of [BIOL 497](#) upon recommendation of two members of the biology faculty for outstanding achievement upon completion of a substantive independent research investigation. Student develops and completes a research project culminating in a thesis, prepares a written document in the form and style of a scientific publication, and presents the results orally in a formal symposium.

- **Prerequisite:** Consent of biology faculty
- **Offering:** On demand
- **Instructor:** Staff

Civic Communication and Media

The program in Civic Communication and Media (CCM) focuses on communicative practices and technologies that foster engagement in civic life. Informed by theories and histories of public discourse, CCM courses are designed to develop thinkers who understand dynamics of communication and media change and who can apply their insights to contemporary problems.

Those who pursue the major or minor in Civic Communication and Media have the opportunity to explore how people devise and use media—whether speeches or tweets—to engage the world, to define and negotiate controversies, to construct identity and community, to develop and circulate arguments, and to effect change. In addition students who select this major will examine rhetorical practices through which individuals and groups establish, maintain and challenge structures of power in civic life.

CCM courses cultivate engaged practitioners who can analyze and work in multiple forms of communication, who are engaged in public life, and who contribute through research to public conversations about communication and media.

Willamette University Debate Union

The [Willamette University Debate Union](#) debate program, housed in the CCM department, is available to any College of Liberal Arts students interested in intercollegiate debate competition. Work and competition is under the guidance of the Director and Assistant Director of Debate. For additional information see Willamette University Debate Union in this catalog.

Internships

Civic Communication and Media majors have the opportunity to participate in internships in political institutions and organizations, radio and television, newspapers, social and emerging media, non-profit organizations, and corporate communication. Students interested in internships should contact Professor Courtney Dillard, who is the internship coordinator, or their advisor.

Requirements for the Civic Communication and Media Major (8.25-9 Credits)

Communicating Effectively in Public (.25 – 1)

- [CCM 101](#) (EV) Public Speaking (1)
- [CCM 102](#) (EV) Argumentation, Advocacy and Debate (1)
- [CCM 103](#) Designing Media (1)
- [CCM 201](#) (EV) Arguing About the Right Thing to Do (1)
- [CCM 202](#) (CA) Designing Persuasive Campaigns (1)
- [IDS 062x](#) Intercollegiate Debate (.25)
- [RHET 125](#) (CA) Creating Visual Rhetoric (1)

CCM Core (2)

- [CCM 220W](#) Analyzing Public Discourse (1)
- [CCM 221](#) Rhetorical Theory (1)

Issues in Public Discourse (1)

- [CCM 245](#) Civic Media (1)
- [CCM 265](#) (US) Rhetorics of Sex and Gender
- [CCM 341](#) US Women's Rights Activism Before 1920 (1)
- [CCM 342](#) US Women's Rights Activism Since 1920 (1)
- [CCM 343](#) Controversies in Northwest Public Discourse (1)
- [CCM 344](#) (EV) Asian Americans and the Media (1)
- [CCM 345](#) (EV) Latina/o/x Communication Studies (1)
- [CCM 346](#) (EV) African American Public Discourse (1)
- [CCM 360](#) Topics in Public Discourse (1)
- [CCM 364W](#) Political Communication (1)

Senior Year Experience (1)

- [CCM 496W](#) Seminar in Civic Communication and Media (1)

Electives (4)

Four additional courses in CCM. At least three electives must be at the 300 level.

These electives may be selected from [any CCM courses](#). Up to two elective credits may be selected from the following courses outside of the CCM department:

- [CHNSE 258](#) (US) Gender and Mass Communication in Asia (1)
- [IDS 327W](#) (EV) The American Story and the Legacy of Vietnam (1)
- [RHET 231](#) Classical Rhetoric (1)
- [RHET 242](#) Rhetoric and Leadership (1)
- [RHET 319W](#) (EV) Filming Conflict and Identity (1)
- [RHET 335W](#) (IT) Burke and Film: Equipment for Living (1)
- [RHET 341W](#) Narrative Theory (1)
- [RHET 361](#) Visual Rhetoric: Memory and Memorials (1)
- [RHET 362W](#) (IT) Telling News: Framing Reality (1)

Requirements for the Civic Communication and Media Minor (5.25-8 Credits)

Communicating Effectively in Public (.25 – 1)

- [CCM 101](#) (EV) Public Speaking (1)
- [CCM 102](#) (EV) Argumentation, Advocacy and Debate (1)

- [CCM 103](#) Designing Media (1)
- [CCM 201](#) (EV) Arguing About the Right Thing to Do (1)
- [CCM 202](#) (CA) Designing Persuasive Campaigns (1)
- [IDS 062x](#) Intercollegiate Debate (.25)
- [RHET 125](#) (CA) Creating Visual Rhetoric (1)

CCM Core (2)

- [CCM 220W](#) Analyzing Public Discourse (1)
- [CCM 221](#) Rhetorical Theory (1)

Issues in Public Discourse (1)

- [CCM 245](#) Civic Media (1)
- [CCM 265](#) (US) Rhetorics of Sex and Gender
- [CCM 341](#) US Women's Rights Activism Before 1920 (1)
- [CCM 342](#) US Women's Rights Activism Since 1920 (1)
- [CCM 343](#) Controversies in Northwest Public Discourse (1)
- [CCM 344](#) (EV) Asian Americans and the Media (1)
- [CCM 345](#) (EV) Latina/o/x Communication Studies (1)
- [CCM 346](#) (EV) African American Public Discourse (1)
- [CCM 360](#) Topics in Public Discourse (1)
- [CCM 364W](#) Political Communication (1)

Electives (2)

Two courses from the CCM curriculum. At least one of these courses must be at the 300 level.

These electives may be selected from [any CCM courses](#). Up to one elective credit may be selected from the following courses outside of the CCM department:

- [CHNSE 258](#) (US) Gender and Mass Communication in Asia (1)
- [IDS 327W](#) (EV) The American Story and the Legacy of Vietnam (1)
- [RHET 231](#) Classical Rhetoric (1)
- [RHET 242](#) Rhetoric and Leadership (1)
- [RHET 319W](#) (EV) Filming Conflict and Identity (1)
- [RHET 335W](#) (IT) Equipment for Living (1)
- [RHET 341W](#) Narrative Theory (1)
- [RHET 361](#) Visual Rhetoric: Memory and Memorials (1)
- [RHET 362W](#) (IT) Telling News: Framing RealityMedia Framing (1)

Indicators of Achievement

The Student Learning Outcomes for Civic Communication and Media Major:

1. Pose and develop answers to significant, manageable, relevant questions about civic communication and media.
2. Identify, synthesize and evaluate relevant scholarship related to significant questions about civic communication and media. Recognize the strengths and weaknesses of methods of inquiry in rhetoric relative to other liberal arts.
3. Become familiar with prominent competing theories of rhetoric, and the reciprocal influence of media and public culture upon one another.
4. Become familiar with historically significant uses of civic communication and media to address controversies, to constitute communities, and to effect change in public culture.
5. Make cogent critical arguments that demonstrate understanding of methods of inquiry in rhetoric, and that contribute to ongoing conversations about civic communication and media.
6. Make public arguments in multiple modes of communication, including writing and speech. Adapt theories of rhetoric to practices of civic communication and media.

Faculty

- [Maegan Parker Brooks](#), Assistant Professor
- [Catalina M. de Onís](#), Assistant Professor
- [Courtney Dillard](#), Continuing Instructor, Internship Director
- [Una Kimoeko-Goes](#), Continuing Instructor, Assistant Director, Debate Union
- [Cindy Koenig Richards](#), Associate Professor, Department Chair, Ringe Media Lab Director
- [Vincent Pham](#), Assistant Professor
- [Robert Trapp](#), Professor, Director of Debate Union

Course Listings

CCM 101 (EV) Public Speaking (1)

Communicating effectively to a public audience, with an emphasis on speech. Course covers development of arguments, consideration of audience and situation, organization of material, and multimodal presentation including effective use of visual technologies with oral communication.

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Every semester
- Instructor: Staff

CCM 102 (EV) Argumentation, Advocacy and Debate (1)

The basic structure of argumentation and advocacy are examined with a view toward being able to participate in debate and other public advocacy events. Topics for debate will be chosen from among

those being debated in the public sphere. Each student will be required to participate in a minimum of six debates in order to complete the course.

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Annually
- **Instructor:** Trapp, Kimoqueo-Goes

CCM 103 Designing Media (1)

Project based course focused on design of civic media. Provides community service learning opportunities for students interested in working with local organizations to address communication challenges. Considers the reciprocal relationship between media and public culture; examines participatory media technologies and practices; covers stages of project ideation, design, implementation, testing and evaluation.

- **Offering:** Annually
- **Instructor:** Koenig Richards, Staff

CCM 201 (EV) Arguing About the Right Thing to Do (1)

The course investigates methods of arguing about ethics. First, students will be introduced to the general question of whether matters of right and wrong are susceptible to argument. Are questions of right and wrong merely personal choices or do argumentative methods exist to distinguish right from wrong? Second, students will be introduced to various methods of arguing about ethical matters. Finally, these methods of argument will be applied to several examples of ethical questions prevalent in civic society, especially those including life and death, personal liberty, personal responsibility, and ethical rhetoric. The course also requires that students make presentations about ethical matters.

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Alternating Years
- **Instructor:** Trapp, Staff

CCM 202 (CA) Designing Persuasive Campaigns (1)

The primary aim of this course is to offer students the opportunity to creatively apply the core principles of rhetoric to a persuasive campaign they develop from start to finish. Students will learn about key rhetorical variables such as audience and context as well as major rhetorical tools ranging from argument to framing. In addition, the role of visual elements in persuasion will be explored. Each student will produce a complete campaign plan that will be presented in class. Student projects can focus on politics, corporate advocacy, and non-profit organization. Opportunities for working with organizations in the Salem community are available.

- General Education Requirement Fulfillment: Creating in the Arts
- **Offering:** Every semester
- **Instructor:** Dillard

CCM 220W Analyzing Public Discourse (1)

A writing-centered course focusing on criteria for and approaches to the analysis of public discourse. Critical forms such as the analysis of situation, arguments, structure, style, power and media will be explored through case studies. Provides training in methods of analysis necessary for advanced coursework, including forms and rhetorical criticism..

- General Education Requirement Fulfillment: Writing-centered
- Offering: Fall
- Instructor: Staff

CCM 221 Rhetorical Theory (1)

This course introduces key theoretical questions from the rhetorical tradition that continue to influence conversations about public discourse and media today. Prepares students to understand a variety of answers to these questions, to begin developing arguments in response to them, and to defend their views against common objections. Provides training in theoretical methods necessary for advanced coursework.

- **Offering:** Annually
- **Instructor:** Koenig Richards, Staff

CCM 245 Civic Media (1)

Examines uses of media to foster civic engagement. Through analysis of case studies students consider concepts such as participatory culture, citizen journalism, transmedia activism, and civic, radical and tactical media. We also develop understanding of civic media across platforms (oral, print, broadcast, digital), contexts (local to global, past to present), and use.

- **Offering:** Spring semester
- Instructor: Staff

CCM 260W (EV, IT) Media and the Environment (1)

Journalists, government officials, corporate and environmental advocacy group representatives, small business owners, and concerned community members, among others, create and respond to different media about "the environment." However, what this term signifies and the stakes for engaging in sustainable practices often are ambiguous and contested. This course requires students to engage this challenge in class discussions, readings, essay writing, community activities, and multi-media presentations that will directly impact the Willamette Valley community. Studying environmental issues requires thinking about place and the humans and non-humans who call these places home. Thus, the course expects students to partner with community groups to practice applying course concepts and the university's commitment to advancing social change and justice. This engagement relies on project-based service learning. Students will partner with KMUZ community radio, Pineros y Campesinos Unidos del Noroeste, and other groups to examine questions, challenges, and interventions that shape and are shaped by "media and the environment."

- **General Education Requirement Fulfillment:** Writing-centered; Examining Values, Interpreting Texts
- Designated as a Service Learning Course
- **Offering:** Every semester
- Instructor: de Onis

CCM 261 (EV) Persuasion and Mass Media (1)

Political rhetoric and advertising serve as case studies for the use and influence of persuasion in contemporary society. Special attention is paid to the role of the mass media in this process and to the ethics of persuasive techniques.

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Every semester
- Instructor: Staff

CCM 265 (US) Rhetorics of Sex and Gender (1)

This course explores the role of gender performativity in the creation, practice, and criticism of rhetoric. Students will investigate the relationship between sex and gender, analyze the ways that relationship is used as an interpretive lens for popular and political communication, and consider the role of mediation in the rhetorical construction of gender identity.

- General Education Requirement Fulfillment: Understanding Society
- **Offering:** Annually
- Instructor: Staff

CCM 341 US Women's Rights Activism Before 1920 (1)

This course examines rhetorical practices through which advocates of equality cultivated political agency among disenfranchised Americans, developed a powerful movement for social change, and challenged norms that excluded women from the public sphere.

- **Offering:** Alternate years
- **Instructor:** Koenig Richards

CCM 342 US Women's Rights Activism Since 1920 (1)

This course examines rhetorical practices through which Americans since 1920 have developed and challenged feminist politics, redefined expectations for gender performance and public leadership, and pursued the promise of "liberty and justice for all" in the United States.

- **Offering:** Alternate years
- **Instructor:** Koenig Richards

CCM 343 Controversies in the Northwest Public Discourse (1)

Project based course in which student identify and analyze communication and media through which residents, activists, organizations and policy makers engage a controversy in the Pacific Northwest. Potential topics include immigration, health care, marriage equality, land use and tribal sovereignty. After conducting and presenting critical analyses of existing public discourse, students will develop, carry out and present projects that aim to improve public participation and discourse related to the selected controversy.

- **Prerequisite:** [CCM 220W](#) and [CCM 221](#) or consent of instructor
- **Offering:** Annually
- **Instructor:** Dillard, Kimokeo-Goes, Staff

CCM 344 (EV) Asian Americans and the Media (1)

CCM 344 approaches Asian Americans and their relationship to the media in a historical and contemporary context. It focuses on the role that mass- and independent media play in domestic and transnational cultural exchange and appropriation, Asian/Asian-American representation, Orientalism, race and sexuality, and political activism. The course will review traditional media outlets such as film, theatre, and television; new media outlets such as YouTube and blogs; and sites for alternative cultural production and expression such as stand-up comedy halls and comics. Analysis will be grounded in theories and methodologies of Rhetoric, Communication Studies, Media Studies, and Asian American Studies and will enrich student understanding of the history of Asian Americans, their historical imaging and imagination of Asian Americans, and Asian American class, sexuality, and culture more generally.

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Annually
- **Instructor:** Pham

CCM 345 (EV) Latina/o/x Communication Studies (1)

This course offers foundations for engaging historical and contemporary Latina/o/x-related media. The course examines diverse communication contexts, ranging from the Pacific Northwest to Puerto Rico. Analyzing a variety of vernacular and institutional discourses about, by, and/or for Latina/o/xs, this course approaches popular culture artifacts (e.g., music videos and films), social movement advocacy efforts, and political and legal rhetoric as significant sites for studying borders, citizenship, colonialism/coloniality, community building, exploitation, (im)/migration, intersectional identities, power, racism, representation, resistance, and transgression, among other topics. The course also asks class members to create their own media on topics significant for Latina/o/x communication studies.

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Annually
- **Instructor:** de Onis

CCM 346 (EV) African American Public Discourse (1)

This course demonstrates that Black rhetors have utilized a broad range of media to challenge American conceptions of citizenship, justice, and equality. By surveying nearly 200 years of primary documents created by Black rhetors, CCM 346 conveys the variety of appeals calling for: the recognition of black humanity, the protection of the nation's African American citizens against systemic racialized violence, and the celebration of a broad range of contributions Black people make to public life. Just as current protest movements draw strength and substance from a rich tradition of African American advocacy, this tradition inspires scholars across disciplinary lines. Historians, Literary Scholars, and students of Communication alike turn to Black rhetors' discourse to better understand patterns of argument, stylistic artistry, and the multiple ways in which texts operate in context. CCM 346 engages secondary scholarship that contextualizes the people and texts students encounter to both enrich their understanding of this discourse and also to serve as models for their own analyses of African American Public Discourse.

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Annually
- **Instructor:** Parker Brooks

CCM 360 Topics in Public Discourse (1)

Students and faculty examine public discourse regarding special topics of interest or controversy. Topics may include climate change, immigration reform, the definition of marriage, and racial justice movements.

- **Prerequisite:** [CCM 220W](#) or [CCM 221](#) or consent of instructor
- Offering: Fall
- Instructor: Staff

CCM 361 Citizenship and the Public Sphere (1)

Many formulations of rhetoric, citizenship and democracy assume the existence of "the public" and theorize the ideal "public sphere." In this course, we will examine scholarship about the public, investigate how civic engagement is shaped by this powerful term, and consider how conceptions of the public sphere can both facilitate deliberative democracy and reinforce inequalities.

- **Prerequisite:** [CCM 221](#), [CCM 220W](#), [WGS 245](#), or [WGS 353W](#)
- **Offering:** Alternate Years
- **Instructor:** Koenig Richards

CCM 363 Technologies of Public Discourse (1)

Examines selected controversies about the introduction of new media and their effects upon public communication. Begins with debates over the introduction of writing and the transition from oral to print cultures. Concludes with discussions of how the history of previous communication technologies can help us to negotiate the transformations of public discourse that accompany electronic media

today and the new media of the future. Develops skills introduced in both Rhetoric Theory and the US Public Discourse series.

- **Prerequisite:** [CCM 221](#), or [CCM 220W](#)
- **Offering:** Alternate years
- **Instructor:** Koenig Richards, Staff

CCM 364W Political Communication (1)

This course develops a rhetorical framework for understanding campaign communication, the symbolic nature of the presidency and the way groups and the media control political realities. Language is studied as a symbolic means of creating and projecting images and issues.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** [CCM 220W](#)
- **Offering:** Fall semester
- **Instructor:** Dillard, Staff

CCM 366 Ethics of Public Argument (1)

Examines advanced problems involved in theorizing the ethics of argumentation in the public sphere. Prepares students to understand the complexity of these problems, to begin developing informed responses to them, and to adapt such theoretical positions to the analysis and production of public argument. Develops skills introduced in Analyzing Public Discourse and Rhetorical Theory.

- **Prerequisite:** [CCM 221](#)
- **Offering:** Alternate years
- **Instructor:** Trapp, Staff

CCM 367 Networked Social Movements (1)

Investigates relationships between social movements and the media, with particular attention to communication practices that connect, radicalize and empower marginalized community members. Course participants will explore frameworks, methods and concepts--such as pre-inception rhetoric, counterpublicity, movement structure and cycles, tactical media, and oscillation--for understanding networked social movements, past and present.

- **Prerequisite:** [CCM 220W](#) or [CCM 221](#) AND one of the following: [CCM 341](#), [CCM 342](#), [CCM 344](#), [CCM 345](#), [CCM 346](#)
- **Offering:** Alternate Years
- **Instructor:** Richards, Staff

CCM 394/5 Internship (.5-1)

This course is offered to sophomores, juniors and seniors majoring in Civic Communication and Media. The instructor will work with students to help acquire internships in the Salem/Portland area

and oversee the internship as it progresses throughout the semester. A variety of internship placements will be pursued including those in the non-profit, political and corporate sectors. Internships will focus on communication activities such as audience research, message development and outreach tactics. Students will be asked to complete short assignments throughout the internship, as well as turn in a final synopsis paper. Interested students should contact the instructor the semester prior to their internship in order to secure a worthwhile position.

- **Prerequisite:** By instructor consent only
- **Offering:** Annually
- Instructor: Dillard

CCM 490 Independent Study (1)

Individual program in which a student can study a topic not normally available in the department curriculum. A student could conduct critical or experimental research in the field or pursue a detailed program of study in specific areas of interest. Each independent study plan must have the approval of the Civic Communication and Media faculty.

- **Offering:** Every semester
- Instructor: Staff

CCM 496W Senior Seminar (1)

Students will complete and present a major project that contributes to ongoing scholarly conversations regarding communication and media practices that foster civic engagement. Completion of the seminar, the career roadmap, and the comprehensive examination will constitute the Senior Year Experience.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** [CCM 221](#) and [CCM 220W](#), and consent of instructor
- **Offering:** Every semester
- Instructor: Staff

Cinema Studies

Willamette University's Cinema Studies Program offers the intimacy and rigor of a small private liberal arts college along with the chance to focus baccalaureate study on the history, aesthetics, and cultural significance of cinema. Although Willamette's program focuses on analysis rather than production, all Cinema Studies majors also explore some aspect of the making of cinema. Students have the option to take additional electives in this area, and those students may also complete a production-oriented creative senior project.

Requirements for the Cinema Studies Major (9 Credits)

9 credits, at least three in addition to the senior project must be at the 300 level or above. No course may be counted twice.

Introduction to Cinema Studies (1)

- [CINE 110](#) (CA) Introduction to Cinema Study (1)

Area 1: Production (1)

- [ARTS 121](#) (CA) Introduction to 4D Art (1)
- [ARTS 132](#) (CA) Introduction to Experimental Photography (1)
- [ARTS 216](#) (CA) Video Art (1)
- [ARTS 232](#) (CA) Black and White Photography (1)
- [ARTS 331](#) (CA) New Media, Historical Themes (1)
- [ARTS 355](#) Advanced Photography (1)
- [ARTS 357](#) Photography Now (1)
- [CINE 394](#) Major Internship (.25-1)
- [ENGL 135](#) (CA) Introduction to Creative Writing (with approved topic only) (1)
- [MUSC 121](#) (CA) Creating Music with Technology (1)
- [RHET 125](#) (CA) Creating Visual Rhetoric (1)

Area 2: Theory (1)

- [ENGL 355W](#) Feminist Film Criticism (1)
- [RHET 335W](#) (IT) Burke and Film: Equipment for Living (1)
- [RHET 341W](#) Narrative Theory (1)
- [RHET 361](#) Visual Rhetoric: Memory and Memorials (1)
- [RHET 362W](#) Telling News: Framing Reality (1)
- [RUSS 235](#) (CA) Russian and Soviet Cinema (1)

Area 3: Cinema and Society (1)

- [ANTH 335](#) Visual Anthropology (1)
- [CHNSE 258](#) (US) Gender and Mass Communication in Asia (1)
- [IDS 327W](#) (EV) The American Story and the Legacy of Vietnam (1)
- [RHET 271](#) (EV) Telling the Internment Story (1)
- [RHET 319W](#) (EV) Filming Conflict and Identity (1)
- [RHET 362W](#) (IT) Telling News: Framing Reality (1)

Area 4: National and Transnational Cinema (1)

- [CHNSE 258](#) (US) Gender and Mass Communication in Asia (1)

- [FREN 241](#) (4th Sem Lang Req) Topics in French History through Film (1)
- [FREN 438](#) (TH) French Literature and Cinema (1)
- [JAPN 340](#) (IT; 4th Sem Lang Req) The Japanese Cinema (1)
- [LAS 380](#) (CA) Latin American Cinema (1) [Crosslisted with [SPAN 380](#)]
- [RHET 319W](#) (EV) Filming Conflict and Identity (1)
- [RUSS 235](#) (CA; 4th Sem Lang Req) Russian and Soviet Cinema (1)
- [SPAN 261](#) (4th Sem Lang Req) Hispanic Cinema in Translation (1)
- [SPAN 380](#) (CA) Latin American Cinema (1) [Crosslisted with [LAS 380](#)]

Three additional credits

At least two at the 300 level, and at least two from a single Area (1-4). No class may be counted twice. One course may be counted by petition when the focus is in a cinema studies area.

Senior Project

A senior project, approved by the Cinema Studies faculty, which might be a creative or critical project. Projects will only be approved for which students have completed appropriate previous course work. It might be satisfied by:

- [CINE 499](#) Senior Project (1), **or**
- With the cooperation of faculty in another discipline and the approval of Cinema Studies faculty, through the successful completion of a project or seminar approved for the purpose and worth at least one credit in another department such as [ARTH 496W](#) (1), [HUM 497W](#) (1), or the like. A single paper will not normally be approved as satisfying two different senior requirements and a proposal for a senior project in connection with a course in another discipline will require notification to and approval by both faculties.

Requirements for the Cinema Studies Minor (5 Credits)

- [CINE 110](#) (CA) Introduction to Cinema Studies (1)
- One credit from each of the Areas 1-4 above. At least two of the classes must be at the 300 level or above.

Indicators of Achievement

Student Learning Outcomes for the Cinema Studies Major

1. Students should develop a broadly interdisciplinary approach to an understanding of film and its role in society
2. Students should be conversant with the history of international cinema and be able to use that history to provide context for other works they encounter
3. Students should be competent in employing theoretical and disciplinary tools in the analysis and assessment of film and filmic images

4. Students should have basic competence in some format associated with visual media—digital video, digital music, screenwriting, photography, or animation
5. Students should be competent in developing critical responses to cinematic work based upon aesthetic or cultural values other than the entertainment model that dominates the mainstream Hollywood distribution system

Faculty

- [Sarah Clovis Bishop](#), Associate Professor of Russian; German & Russian Department Chair
- [Huike Wen](#), Associate Professor of Chinese
- [Frann Michel](#), Professor of English
- [Jeanne Clark](#), Associate Professor of Rhetoric
- [Catherine A. Collins](#), Professor of Rhetoric
- [Leslie Dunlap](#), ,
- [Amadou Fofana](#), Professor of French and Francophone Studies; French Department Chair,
- [Ronald Loftus](#), Professor Emeritus
- [Mike Nord](#), Department Chair, Professor of Music, Music Technology, Improvisation & Jazz Studies
- [Alexandra Opie](#), Department Chairperson, Associate Professor of Art
- [Genevieve Orr](#), Professor Emeritus of Computer Science
- [Patricia Varas](#), Professor of Spanish, Spanish Department Chair
- [Peter Wogan](#), Professor of Anthropology
- [Aili Zheng](#), Associate Professor of German

Course Listings

CINE 110 (CA) Introduction to Cinema Studies (1)

An introduction to the critical study of film and moving images, covering basic elements of cinema—construction of the image in the frame (including lighting, the use of black and white and color), editing, elements of sound, and narrative strategies. The course will consider the effects of technological changes on cinematic practice, on the nature of the film industry and on audiences. Emphasis on constructing readings of films as well as on basic theoretical strategies that question and critique the role of cinema in culture and society.

- General Education Requirement Fulfillment: Creating in the Arts
- **Offering:** Annually
- **Instructor:** Bishop, Cox, Fofana, Michel

CINE 394 Major Internship (.25-1)

This course is offered to sophomores, juniors, and seniors majoring in Cinema Studies. The instructor will work with students to help acquire internships in the Salem/Portland area and oversee the internship as it progresses throughout the semester. A variety of internship placements will be

pursued including those in pre-production, production, distribution, and exhibition. Interns are placed only in positions which provide academic learning opportunities and the availability of such positions may be limited. Credit will vary depending on number of hours and extent of final paper; all interns will maintain a journal of internship experiences and meet regularly with the instructor. Interested students should contact Cinema Studies faculty the semester prior to their internship in order to secure a worthwhile position. May be repeated for credit.

- **Prerequisite:** [CINE 110](#) and Permission of Instructor
- **Offering:** Every Semester
- Instructor: Staff

CINE 499 Senior Project (1)

Development of a senior thesis or project approved by Cinema Studies faculty and developed in a group seminar as well as advanced independent work.

- **Prerequisite:** Cinema Studies major and senior standing.
- **Offering:** Annually
- Instructor: Staff

Chemistry

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

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

Specific expectations for Chemistry majors include a competent level of understanding of the four principal areas of Analytical, Inorganic, Organic, and Physical Chemistry. All majors will acquire a background in mathematics and physics; biochemistry track students will have, in addition, experience in biology and Biochemistry. Students will also gain experience in conducting individual laboratory research projects and may study Quantum Chemistry or other advanced topics. The chemistry major provides a level of training in chemistry meeting recognized national standards.

Numerous post-graduate and professional opportunities exist for individuals who major in chemistry. Possibilities include research and development or management careers in industry, government or business; teaching at the secondary school, college, or university level; medically-oriented professions such as medicine, dentistry, veterinary medicine, nursing, clinical chemistry, pharmacology, public health, and forensic chemistry. Even more applications of chemistry occur in

such fields as oceanography, space exploration, environment quality, industrial toxicology, and patent law. In many such cases advanced study beyond the baccalaureate degree is advisable or required.

The Chemistry Department is housed in the Olin Science Center. Modern laboratories for courses and for individual research projects are provided with up-to-date instruments and equipment. Care has been given to laboratory safety, particularly in the organic chemistry laboratory, where fume hoods for each student have been installed. A wide selection of chemistry periodicals and monographs is available to students in the University Library. Students have access to SciFinder Scholar, a chemical literature research tool, through the University Library as well.

Requirements for the Chemistry Major (14 credits)

The usual first course in the chemistry program is Introductory Chemistry I, although well-qualified students may begin at a higher level. Well-qualified students should consult with the department before registration.

Chemistry Track

10.5 credits in Chemistry, 1.5 in Mathematics, 2 in Physics

- [CHEM 115](#) (NW; QA) General Chemistry I (1)
- [CHEM 116](#) (NW; QA) General Chemistry II (1)
- [CHEM 225](#) Organic Chemistry I (1)
- [CHEM 226](#) Organic Chemistry II (1)
- [CHEM 321](#) Physical Chemistry I (1)
- [CHEM 322](#) Physical Chemistry II (1)
- [CHEM 341](#) Instrumental Analysis (1)
- [CHEM 344W](#) Experimental Chemistry I (1)
- [CHEM 345W](#) Experimental Chemistry II (.5)
- [CHEM 362](#) Inorganic Chemistry (1)
- [CHEM 495](#) Senior Research Projects I (.5)
- [CHEM 496W](#) Senior Research Projects II (.5)
- [MATH 151](#) (QA*) Accelerated Calculus (.5) *and*
- [MATH 152](#) (QA*) Accelerated Calculus II (.5) *and*
- [MATH 153](#) (QA*) Sequences and Series (.5) **or**
- [MATH 249](#) (QA*) Multivariable Calculus (1)
- [PHYS 221](#) (NW; QA) Introductory Physics I (1)
- [PHYS 222](#) (NW; QA) Introductory Physics II (1)

Biochemistry Track

11 credits in Chemistry, 1 in Mathematics, 1 in Biology, 1 in Physics

- [CHEM 115](#) (NW; QA) General Chemistry I (1)
- [CHEM 116](#) (NW; QA) General Chemistry II (1)
- [CHEM 225](#) Organic Chemistry I (1)

- [CHEM 226](#) Organic Chemistry II (1)
- [CHEM 321](#) Physical Chemistry I (1)
- [CHEM 341](#) Instrumental Analysis (1)
- [CHEM 346W](#) Experimental Biochemistry I (1)
- [CHEM 347W](#) Experimental Biochemistry II (.5)
- [CHEM 351](#) Biochemistry (1)
- [CHEM 362](#) Inorganic Chemistry (1)
- [CHEM 431](#) Advanced Topics in Biochemistry (.5)
- [CHEM 495](#) Senior Research Projects I (.5)
- [CHEM 496W](#) Senior Research Projects II (.5)
- [BIOL 130](#) Cell Biology and Genetics (1)
- [MATH 151](#) (QA*) Accelerated Calculus (.5) *and*
- [MATH 152](#) (QA*) Accelerated Calculus II (.5) **or**
- [MATH 249](#) (QA*) Multivariable Calculus (1)
- [PHYS 221](#) (NW; QA) Introductory Physics I (1)

Requirements for the Chemistry Minor (5 Credits)

- [CHEM 115](#) (NW; QA) General Chemistry I (1)
- [CHEM 116](#) (NW; QA) General Chemistry II (1)
- [CHEM 225](#) Organic Chemistry I (1)
- [CHEM 226](#) Organic Chemistry II (1)
- One credit of Chemistry courses numbered above 300 (1)

Indicators of Achievement

Each goal articulated below advances the indoctrination of Willamette undergraduates to the field of chemistry within the context of a liberal arts education. These goals refine critical thinking skills, enhances our students' awareness of the broader importance of chemistry, and prepares our students to contribute their chemical knowledge to society upon graduation.

The Student Learning Outcomes of the Chemistry Program include:

1. Foundations in Chemistry
 - Chemistry is conveniently divided into several widely recognized subfields. The chemistry major at Willamette University requires all students to take courses in analytical chemistry, inorganic chemistry, organic chemistry, and physical chemistry. In addition, the Biochemistry Track within the major requires biochemistry. A chemistry major should be knowledgeable about the important theories, experimental evidence, and applications of these subfields. Students should be able to apply knowledge from a combination of subfields to solve problems of a chemical nature.
2. Laboratory Skills
 - Chemistry is a laboratory science. All chemistry majors should acquire the skills necessary to work in an academic, commercial, or industrial laboratory after graduation.

These skills include experience with the instruments, glassware, and techniques commonly used in laboratory settings. Majors should be able to work collaboratively on investigations, and they should develop an ability to design experiments from the ground up.

3. Analytical Skills

- All chemistry majors should be able to draw appropriate and reasonable conclusions from the data they collect in the laboratory. Majors should understand how to assess the uncertainty, precision, and significance of data using formal statistical techniques; they should be comfortable using commercial software designed for data manipulation and presentation; and they should be familiar with sophisticated chemical computation software.

4. Communication Skills

- A successful chemistry graduate should be able to communicate in a variety of formats commonly used by chemists. The department has identified the literature summary, the research poster, the formal laboratory report, the research proposal, and the research report as essential forms of written communication for chemists, and has incorporated these formats into the curriculum. Majors should have experience discussing chemistry before an audience in the context of both formal and informal oral presentations.

5. Research Tools

- Research is the method by which chemical knowledge is acquired, and all chemistry majors should be capable of conducting an independent research project. Chemistry majors should know how to search reference sources and literature databases for specific information. They should have experience reading the primary scientific literature. Chemistry majors should be able to develop a hypothesis regarding a significant chemical question, design a method to test that hypothesis, carry out the method they propose, and evaluate the results.

Faculty

- [Alison J. Fisher](#), Associate Professor of Chemistry; Department Chair
- [Cooper Battle](#), Assistant Professor of Chemistry
- [Andrew P. Duncan](#), Associate Professor of Chemistry
- [David Griffith](#), Assistant Professor of Chemistry
- [Karen McFarlane Holman](#), Professor of Chemistry
- [Sarah Kirk](#), Professor of Chemistry; Associate Dean, Faculty Development
- [J. Charles Williamson](#), Professor of Chemistry, Taul Watanabe Chair in the Sciences

Part-Time and Visiting Faculty

- [Carolyn Hutchinson](#), Postdoctoral Research Scholar
- [Tony Hoobler](#), ,
- [Scott Meyer](#), Visiting Assistant Professor of Chemistry

Course Listings

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

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

- **General Education Requirement Fulfillment:** Understanding the Natural World; Quantitative and Analytical Reasoning (no star)
- **Offering:** Fall and/or Spring
- **Instructor:** Staff

CHEM 115 (NW; QA) General Chemistry I (1)

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

- **General Education Requirement Fulfillment:** Understanding the Natural World; Quantitative and Analytical Reasoning (no star)
- **Offering:** Fall
- **Instructor:** Staff

CHEM 116 (NW; QA) General Chemistry II (1)

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

- **General Education Requirement Fulfillment:** Understanding the Natural World; Quantitative and Analytical Reasoning (no star)

- **Prerequisite:** [CHEM 115](#)
- Offering: Spring
- Instructor: Staff

CHEM 225 Organic Chemistry I (1)

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. Laboratory required.

- **Prerequisite:** [CHEM 116](#)
- Offering: Fall
- **Instructor:** Duncan, Kirk, Staff

CHEM 226 Organic Chemistry II (1)

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. Laboratory required.

- **Prerequisite:** [CHEM 225](#)
- Offering: Spring
- **Instructor:** Duncan, Kirk

CHEM 230 Environmental Chemistry (1)

We will examine the fate of contaminants in a variety of environments and explore the implications for human and ecosystem health. Quantitative approaches are emphasized, including structure-activity relationships, methods of estimating chemical activity, and mass balance calculations. We will use these tools to predict how organic chemicals partition between air, water, soils/sediments, and biomass, and estimate environmental concentrations given basic information about chemical structures, transformation processes, and environmental characteristics. We will explore these topics in the context of applied problems, case studies, and a comprehensive site analysis project.

- **Prerequisite:** [CHEM 115](#), and [CHEM 116](#) or [ENVS 121](#)
- **Offering:** Alternate years in spring
- Instructor: Griffith

CHEM 321 (QA*) Physical Chemistry I (1)

This course presents a theoretical basis for the equilibrium behavior of bulk chemical systems. Topics include: mathematical tools; equations of state; Laws of Thermodynamics; derivation and application of thermodynamic functions; physical behavior of single- and multi-component systems; colligative

properties; phase diagrams; chemical reactions and equilibrium; and thermodynamics of electrolyte solutions. Laboratory required.

- **General Education Requirement Fulfillment:** Quantitative and Analytical Reasoning (star)
- **Prerequisite:** [CHEM 116](#), [MATH 152](#)
- Offering: Fall
- **Instructor:** Williamson

CHEM 322 Physical Chemistry II (1)

Quantum mechanics, a theoretical description of the microscopic world, is developed and connected to the equilibrium behavior of macroscopic systems through statistical mechanics. Topics include: mathematical tools; the failure of classical mechanics; the postulates of quantum mechanics; prototype microscopic systems; hydrogen-like atoms; multi-electron atoms; molecular orbitals; rotational, vibrational, and electronic spectroscopy; the Boltzmann distribution; introductory statistical mechanics; chemical equilibrium; and chemical kinetics.

- **Prerequisite:** [CHEM 321](#), [PHYS 221](#)
- Offering: Spring
- **Instructor:** Williamson

CHEM 341 Instrumental Analysis (1)

Instrumental methods for qualitative and quantitative chemical analysis. Topics include experimental design, analytical figures of merit, molecular spectroscopy (UV-Visible, IR, NMR, fluorescence), atomic spectroscopy, Chromatography (GC, HPLC, SFC), direct potentiometry, voltammetric techniques, and special topics.

- **Prerequisite:** [CHEM 321](#), and either [CHEM 344W](#) or [CHEM 346W](#)
- Offering: Fall
- Instructor: Griffith

CHEM 344W Experimental Chemistry I (1)

Theory and practice of chemical analysis in the laboratory. Students design and carry on qualitative and quantitative analysis on chemical systems using spectroscopic and chromatographic techniques. Analysis of real world sample when possible. Statistics of small data sets. Introduction to formal scientific writing. Laboratory required.

- **Prerequisite:** [CHEM 321](#)
- General Education Requirement Fulfillment: Writing-centered
- Offering: Spring
- **Instructor:** Griffith, Holman, Williamson

CHEM 345W Experimental Chemistry II (.5)

Theory and practice of chemical analysis in the laboratory. Students design and carry out qualitative and quantitative analysis on chemical systems using electrochemical and spectroscopic techniques. Analysis of real world sample when possible. Emphasis on formal scientific writing.

- **Prerequisite:** [CHEM 321](#) and [CHEM 344W](#)
- General Education Requirement Fulfillment: Writing-centered
- Offering: Fall
- **Instructor:** Griffith, Holman

CHEM 346W Experimental Biochemistry I (1)

Theory and practice of chemical and biochemical analysis in the laboratory. Students design and carry out qualitative and quantitative analyses using electrochemical, chromatographic, and spectroscopic techniques. Biochemical systems explored include tastant and odorant molecules, protein structure and ligand binding, enzyme catalysis, biosensor fabrication and analysis, and phospholipid membrane structure/dynamics. Both thermodynamic and kinetic analyses are carried out. Statistics of small data sets. Introduction into formal scientific writing. Laboratory required.

- **Prerequisite:** [CHEM 321](#)
- **Corequisites:** [CHEM 351](#)
- General Education Requirement Fulfillment: Writing-centered
- Offering: Spring
- **Instructor:** Kirk, Fisher

CHEM 347W Experimental Biochemistry II (.5)

Theory and practice of chemical and biochemical analysis in the laboratory. Students design and carry out qualitative and quantitative analyses using electrophoretic and spectroscopic techniques, as well as the polymerase chain reaction, and protein purification. Biochemical phenomena explored include gene expression, protein function, and tRNA structure, dynamics, and ligand binding. Emphasis on formal scientific writing.

- **Prerequisites:** [CHEM 346W](#) and [CHEM 351](#)
- General Education Requirement Fulfillment: Writing-centered
- Offering: Fall
- **Instructor:** Kirk, Fisher

CHEM 351 Biochemistry (1)

A comprehensive introduction to biochemistry, stressing a chemical understanding of life processes and how molecules interact in cells and organisms. Discussion of important biomolecules (e.g., proteins, lipids, carbohydrates) and their dynamic interactions: how enzymes speed up reactions, how muscles contract, how cells use and transduce energy, how cells receive and transmit signals, and

how flaws in these processes can lead to disease. The underlying chemistry (organic mechanisms, thermodynamics) involved in these molecular interactions will be closely examined.

- **Prerequisite:** [CHEM 226](#), [BIOL 130](#)
- Offering: Spring
- Instructor: Fisher

CHEM 362 Inorganic Chemistry (1)

This course presents a comprehensive interrogative of transition metal complexes. Topics include: atomic structure and periodicity of *d*-block metals; bonding theories of transition metal and main group elements; spectra and magnetism as they relate to electronic structure; and reactions, kinetics, and mechanisms of coordination compounds. Examples from organometallic, solid state, and bioinorganic chemistry are used. An introduction of symmetry and chemical group theory provides a theoretical basis for understanding spectral details.

- **Corequisite:** [CHEM 321](#) or consent of instructor
- Offering: Fall
- Instructor: Holman

CHEM 430 Advanced Topics in Chemistry (.5 or 1)

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

- Offering: Spring
- Instructor: Staff

CHEM 431 Advanced Topics in Biochemistry (.5)

An in-depth study of selected topics in modern biochemistry. Topics will be chosen from the areas of bioinorganic, bioorganic, biophysical, bioanalytical, bioinformatics, or bioenergetic chemistry. Topics may include: bioinorganic of photosynthetic electron transfer; plant biochemistry; protein, lipid, nucleic acid or carbohydrate chemistry; drug design; membrane transport; neurochemistry, or cell signaling. This course may be taken multiple times for credit.

- **Prerequisite:** [CHEM 351](#)
- Offering: Spring
- **Instructor:** Fisher, Kirk

CHEM 491-492 Independent Projects I and II (.5)

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

- **Offering:** Annually
- Instructor: Staff

CHEM 495 Senior Research Projects I (.5)

Introduction to chemical research for senior chemistry majors. Weekly meetings include seminars, discussions of research methods, experimental design, and ethical issues in chemistry. Each student prepares an independent research proposal and an oral presentation.

- **Corequisite:** [CHEM 345W](#) or [CHEM 347W](#)
- Offering: Fall
- Instructor: Staff

CHEM 496W Senior Research Projects II (.5)

Each student carries out an independent research project under the supervision of a research advisor. Weekly meetings include seminars, discussions of research methods, guidance in effective scientific communication, and current topics in chemistry. The course culminates with a written senior thesis and a formal oral presentation. Laboratory Required.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** [CHEM 495W](#)
- Offering: Spring
- Instructor: Staff

Classical Studies

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

Requirements for the Classical Studies Major (12 Credits)

Seven credits in two classical languages (7)

4 credits in one language, 3 in the other from the following:

- [GREEK 131](#) Elementary Ancient Greek I (1)
- [GREEK 132](#) Elementary Ancient Greek II (1)
- [GREEK 231](#) Ancient Greek Prose (1)
- [GREEK 232](#) Ancient Greek Poetry (1)
- [GREEK 232a](#) Hellenistic Greek Texts (1)

- [GREEK 331W](#) (IT; 4th Sem Lang Req) Myth and Cult in the Ancient East Mediterranean: Readings in Ancient Greek (1)
- [GREEK 350W](#) (TH; 4th Sem Lang Req) Greeks, Romans and Barbarians: Readings in Greek (1)
- [GREEK 360](#) (IT; 4th Sem Lang Req) Gender and Sexuality in Ancient Greek Society: Readings in Euripides (1)
- [GREEK 362W](#) Advanced Research and Writing on Greek Literature (1)
- [LATIN 131](#) Elementary Latin I (1)
- [LATIN 132](#) Elementary Latin II (1)
- [LATIN 231](#) Latin Prose (1)
- [LATIN 232](#) Latin Poetry (1)
- [LATIN 350W](#) (TH; 4th Sem Lang Req) Readings in Caesar and Tacitus: Greeks, Romans and Barbarians (1)
- [LATIN 353](#) (IT) Latin Sources on Roman Women (1)
- [LATIN 391](#) Advanced Reading in Latin Literature (1)
- [LATIN 394W](#) Advanced Latin Research and Writing (1)
- [GREEK 390](#) or [LATIN 390](#) Independent Study (.5 or 1)

Four additional credits in courses related to the ancient Mediterranean selected in consultation with the student's advisor (4)

At least 1 of which must be a course in material culture (marked with an *)

- [ARCH 237](#) (US) Introduction to Global Archaeology (1)*
- [ARTH 115](#) (IT) Introduction to Ancient and Medieval Art History (1)*
- [ARTH 270](#) (TH; 4th Sem Lang Req) Roman Art and Architecture (1)*
- [ARTH 271](#) (IT; 4th Sem Lang Req) Greek Art and Architecture (1)*
- [CLAS 171](#) (IT; 4th Sem Lang Req) Love and War, Gods and Heroes: Greek and Roman Epic Poetry (1)
- [CLAS 231W](#) (IT; 4th Sem Lang Req) Myth and Cult in the Ancient East Mediterranean (1)
- [CLAS 244W](#) (IT; 4th Sem Lang Req) The Greek and Roman Stage (1)
- [CLAS 247](#) (IT; 4th Sem Lang Req) Women in Roman Literature and Life (1)
- [CLAS 250W](#) (TH; 4th Sem Lang Req) Greeks, Romans, and Barbarians (1)
- [CLAS 260](#) (IT; 4th Sem Lang Req) Gender and Sexuality in Greek Society (1)
- [CLAS 358](#) Advanced Topics in Classical Studies (1)
- [ENVS 391W](#) Research in Geoarchaeology (1)*
- [GREEK 331W](#) (IT; 4th Sem Lang Req) Myth and Cult in the Ancient East Mediterranean: Readings in Ancient Greek (1)
- [GREEK 350W](#) (TH; 4th Sem Lang Req) Greeks, Romans and Barbarians: Readings in Greek (1)
- [GREEK 360](#) (IT; 4th Sem Lang Req) Gender and Sexuality in Ancient Greek Society: Readings in Euripides (1)
- [HIST 231](#) (TH) Greek History From Homer to Alexander (1)

- [HIST 251](#) (TH) Rome: From Republic to Empire (1)
- [HIST 345](#) Studies in Greek and Roman History (1)
- [HIST 443](#) Advanced Topics in European History (when on an appropriate topic) (1)
- [IDS 351W](#) Culture of Ancient Greece (1)*
- [LATIN 350W](#) (TH; 4th Sem Lang Req) Greeks, Romans and Barbarians: Readings in Caesar and Tacitus (1)
- [LATIN 353](#) (IT) Latin Sources on Roman Women (1)
- [PHIL 230](#) History of Philosophy: Ancient & Medieval (1)
- [REL 227](#) (EV, TH; 4th Semester Lang Req) Paganism: The Religions of Greece and Rome (1)
- [RHET 231](#) (EV) Classical Rhetoric (1)

Senior Seminar (1)

- [CLAS 496W](#) Senior Seminar in Classical Studies (1)

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

Requirements for the Classical Studies Minor (5 Credits)

A minimum of two, maximum of four, credits in one of the two classical languages: Greek or Latin (2 to 4)

A minimum of one, maximum of three, credits from the following, to result in 5 total credits for the minor (1 to 3)

- [ARCH 237](#) (US) Introduction to Global Archaeology (1)
- [ARTH 115](#) (IT) Introduction to Ancient and Medieval Art History (1)
- [ARTH 270](#) (TH; 4th Sem Lang Req) Roman Art and Architecture (1)
- [ARTH 271](#) (IT; 4th Sem Lang Req) Greek Art and Architecture (1)
- [CLAS 171](#) (IT; 4th Sem Lang Req) Love and War, Gods and Heroes: Greek and Roman Epic Poetry (1)
- [CLAS 231W](#) (IT; 4th Sem Lang Req) Myth and Cult in the Ancient East Mediterranean (1)
- [CLAS 244W](#) (IT; 4th Sem Lang Req) The Greek and Roman Stage (1)
- [CLAS 247](#) (IT; 4th Sem Lang Req) Women in Roman Literature and Life (1)
- [CLAS 250W](#) (TH; 4th Sem Lang Req) Greeks, Romans, and Barbarians (1)
- [CLAS 260](#) (IT; 4th Sem Lang Req) Gender and Sexuality in Greek Society (1)
- [CLAS 358](#) Advanced Topics in Classical Studies (1)
- [ENVS 391W](#) Archaeological Geology (1)*
- [GREEK 331W](#) (IT; 4th Sem Lang Req) Myth and Cult in the Ancient East Mediterranean: Readings in Ancient Greek (1)
- [GREEK 350W](#) (TH; 4th Sem Lang Req) Greeks, Romans and Barbarians: Readings in Greek (1)

- [GREEK 360](#) (IT; 4th Sem Lang Req) Gender and Sexuality in Ancient Greek Society: Readings in Euripides (1)
- [HIST 231](#) (TH) Greek History From Homer to Alexander (1)
- [HIST 251](#) (TH) Rome: From Republic to Empire (1)
- [HIST 345](#) Studies in Greek or Roman History (1)
- [HIST 443](#) Advanced Topics in European History (When on an appropriate topic) (1)
- [IDS 351W](#) Culture of Ancient Greece (1)
- [LATIN 350W](#) (TH; 4th Sem Lang Req) Greeks, Romans and Barbarians: Readings in Caesar and Tacitus (1)
- [LATIN 353](#) (IT) Latin Sources on Roman Women (1)
- [PHIL 230](#) History of Philosophy: Ancient and Medieval (1)
- [REL 227](#) (EV, TH; 4th Sem Lang Req) Paganism: The Religions of Greece and Rome (1)
- [RHET 231](#) (EV) Classical Rhetoric (1)

Indicators of Achievement

The department expects that graduating Classical Studies Majors (and, to a lesser extent, also Classical Studies Minors) show evidence of the following five learning outcomes.

Student Learning Outcomes for the Classical Studies Major

1. Demonstrate a critically informed understanding of the various cultures of the ancient Mediterranean world, including primarily Greek, Roman, and/or Near Eastern civilizations
 - Knowledge of the history and culture of ancient Greece, Rome, and/or the Near East.
 - The ability to explain the cultural, historical, and literary context of an ancient text or artifact
 - The competence to evaluate the validity of a scholarly thesis about the ancient world based on one's knowledge of the primary texts, the history, and the material culture of the ancient Mediterranean
2. Demonstrate intermediate to advanced reading ability in one of the two ancient languages we teach (Latin and Ancient Greek) and beginning intermediate skills in another ancient language
 - Knowledge of the morphology and syntax of two ancient languages. (Latin and Greek).
 - The ability to translate intermediate to advanced texts in two ancient languages.
 - The ability to interpret ancient texts with regard to their content, style, and genre.
3. Apply research skills and show familiarity with philological, historical, and archaeological approaches to the study of the ancient world
 - The competence to frame and pursue a research question.
 - Knowledge of different philological, historical, and archaeological approaches to the study of the ancient world.
 - The ability to identify and evaluate relevant primary and secondary sources.
4. Demonstrate evidence of critical thinking skills
 - The ability to synthesize knowledge.
 - The ability to think critically, weigh arguments, and reach conclusions that go beyond merely summarizing the current state of research.

5. Demonstrate discipline-based and interdisciplinary writing and presentation skills
 - The ability to write persuasively, following scholarly conventions.
 - Effective presentation and oral communication skills.

Classical Studies Faculty

- [Mary R. Bachvarova](#), Professor of Classics
- [Ortwin Knorr](#), Associate Professor of Classics, Director, Center for Ancient Studies and Archaeology (CASA), Chair, Comparative Literature and History of Ideas
- [Robert Chenault](#), Associate Professor of History and Classics, Department Chair

Course Listings

CLAS 171 (IT; 4th Sem Lang Req) Love and War, Gods and Heroes: Greek and Roman Epic Poetry (1)

The great stories of Greek and Roman epic poetry continue to inspire modern literature, art, and film. In this course, Homer's Iliad and Odyssey, Hesiod's Theogony, and Vergil's Aeneid will be read and discussed in English translation. Emphasis will be on plot and narrative technique, genre characteristics, changes in world view, and the reception of these poems in later periods.

- **General Education Requirement Fulfillment:** Interpreting Texts; Fourth Semester Language Requirement (Latin and Greek)
- **Offering:** Triennially in spring
- Instructor: Knorr

CLAS 231W (IT; 4th Sem Lang Req) Myth and Cult in the Ancient East Mediterranean (1)

Delves into the Near Eastern background of ancient Greek myth and cult, looking at parallels among deities, myths, and cult performances; also how, when, and why shared cultural features moved across linguistic and geographic barriers in the Late Bronze and Early Iron Age. Works with both oral-derived written texts and material culture, including iconography, pottery, and architectural remains, reading them in conjunction to achieve a holistic understanding of how texts and artifacts created or were embedded in performance contexts and spaces where ritual and cult were enacted. Covers the Near Eastern background of specific Greek gods and heroes: goddess of sexuality, storm-god, sun deities, sea deities, "young man" deities, healing deities, agricultural deities, mountain deities, underworld deities, disappearing or dying of deities, Achilles, Hector, Heracles; cosmogonies; Chaoskampf and snake-slaying myths; ancestor veneration and its connection to epic and hero worship; curses and black magic; invocations; purification rituals; prayers and other performances in temple and sanctuary settings; festivals and processions; animal sacrifice; ritual drama; "sacred marriage" and other gendered and sexual metaphors for the relations between humans and the divine; genealogies; legitimization of kingship; wisdom literature.

- **General Education Requirement Fulfillment:** Writing-Centered; Interpreting Texts; Fourth Semester Language Requirement

- Prerequisite: No seniors
- **Offering:** Alternate years
- **Instructor:** Bachvarova

CLAS 244W (IT; 4th Sem Lang Req) The Greek and Roman Stage (1)

Tragedy and comedy are among the most important genres of ancient literature. The study of major plays by writers such as Aeschylus, Sophocles, Euripides, Seneca, Aristophanes, Menander, Plautus, and Terence will illustrate the development of ancient theater and the immense influence these dramatic creations still exert on modern Western literature and film. Emphasis will be laid on the historical context of these works, their structure and generic conventions (and the conscious play with them), and on practical issues of staging and performance.

- **General Education Requirement Fulfillment:** Writing-centered; Interpreting Texts; Fourth Semester Language Requirement (Latin and Greek)
- **Offering:** Triennially in spring
- Instructor: Knorr

CLAS 247 (IT; 4th Sem Lang Req) Women in Roman Literature and Life (1)

Through the study of ancient Roman texts in translation, this course explores the life experience of women in ancient Rome and the way their lives are reflected in 500 years of Roman literature. Since most Roman authors were men, students will try to reconstruct women's voices and their human experience by exploring both literary and non-literary sources, such as laws, grave inscriptions, and graffiti. In addition, students will examine artistic representations of women in the form of portrait sculptures and funerary monuments.

- **General Education Requirement Fulfillment:** Interpreting Texts; Fourth Semester Language Requirement
- **Offering:** Triennially in spring
- Instructor: Knorr

CLAS 250W (TH; 4th Sem Lang Req) Greeks, Romans and Barbarians (1)

Herodotus, Caesar, and Tacitus will be consulted, along with comedy, tragedy, fragments of ethnographers and passages from other primary sources to see how perceptions of barbarians changed over time, affected by the ways that Greek and Roman interaction with them changed. In order to better understand how recent history shapes our interpretation of ancient culture, we will study post-colonialist, Afro-centric, and "anti-anti-Semitic" approaches to the Greco-Roman image of Egyptians, Persians, Indians, Scythians, Libyans, Ethiopians, Phrygians, Lydians, Gauls, Britons, and Germans. Credit may only be earned in one of the following: [GREEK 350W](#), [LATIN 350W](#) or [CLAS 250W](#).

- Prerequisite: No seniors.

- **General Education Requirement Fulfillment:** Writing-centered; Thinking Historically; Fourth Semester Language Requirement
- **Offering:** Triennially in spring
- **Instructor:** Bachvarova

CLAS 260 (IT; 4th Sem Lang Req) Gender and Sexuality in Greek Society (1)

This course explores Greek attitudes towards gender roles and sexuality, drawing on primary medical texts, tragedy, comedy, didactic poetry, forensic speeches, the romance novel, philosophy, early lyric poetry, and secondary scholarship about these texts. Topics include gender construction, misogyny, hysteria, virginity, marriage, rape, seduction, inheritance, female and male desire, homosexuality, and rites of passage.

- **General Education Requirement Fulfillment:** Interpreting Texts; Fourth Semester Language Requirement
- **Offering:** Triennially in spring
- **Instructor:** Bachvarova

CLAS 358 (4th Sem Lang Req) Advanced Topics in Classical Studies (1)

A study of topics in Classical Studies. Topics may be organized around literary themes as well as material culture, focusing on a major author, an idea, a genre, a major work, a literary movement, a critical approach, a historical period, a social phenomenon. Topics, texts, and emphases will vary according to the instructor. Intended primarily for Classics majors and minors and other students with some background in Classical Studies. This class may be repeated for credit with different topics.

- General Education Requirement Fulfillment: 4th Semester Language Requirement
- **Offering:** On demand
- Instructor: Staff

CLAS 496W Senior Seminar in Classical Studies (1)

Required course for Classical Studies majors. Students will choose a topic in consultation with Classics faculty, read a text appropriate to that topic in the ancient language(s) and write a substantial research paper. Prerequisite: Senior standing in Classical Studies or consent of instructor.

- General Education Requirement Fulfillment: Writing-centered
- **Offering:** On demand
- Instructor: Staff

GREEK 131 Elementary Ancient Greek I (1)

Introduction to the morphology and syntax of ancient Greek.

- Offering: Fall
- Instructor: Staff

GREEK 132 Elementary Ancient Greek II (1)

Introduction to the morphology and syntax of ancient Greek.

- Offering: Spring
- Instructor: Staff

GREEK 231 Ancient Greek Prose (1)

Reading and translation of selected ancient Greek prose texts, including works by Herodotus, Plato, Lysias and others.

- **Prerequisite:** [GREEK 131](#) and [132](#) or equivalent
- Offering: Fall
- Instructor: Staff

GREEK 232 Ancient Greek Poetry (1)

Selections from Greek epic poetry or a complete Greek tragedy will be read and discussed.

- **Prerequisite:** [GREEK 231](#) or equivalent
- Offering: Spring
- Instructor: Staff

GREEK 232a Hellenistic Greek Texts (1)

Reading and translation of selected Greek texts from the Greco-Roman period, including the New Testament, the Septuagint, Josephus, Philo, and the Apostolic Fathers; some attention to Hellenistic grammar, papyrology, and textual criticism.

- **Prerequisite:** [GREEK 231](#)
- **Offering:** On demand
- Instructor: Staff

GREEK 331W (IT; 4th Sem Req) Myth and Cult in the Ancient East Mediterranean: Readings in Ancient Greek (1)

Delves into the Near Eastern background of ancient Greek myth and cult, looking at parallels among deities, myths, and cult performances; also how, when, and why shared cultural features moved across linguistic and geographic barriers in the Late Bronze and Early Iron Ages. Works with both oral-derived written texts and material culture, including iconography, pottery, and architectural remains, reading them in conjunction to achieve a holistic understanding of how texts and artifacts created or were embedded in performance contexts and spaces where ritual and cult were enacted. Covers the Near Eastern background of specific Greek gods and heroes: goddess of sexuality, storm-god, sun deities, sea deities, "young man" deities, healing deities, agricultural deities, mountain deities, underworld deities, disappearing or dying deities, Achilles, Hector, Heracles; cosmogonies;

Chaoskampf and snake-slaying myths; ancestor veneration and its connection to epic and hero worship; curses and black magic; invocations; purification rituals; prayers and other performances in temple and sanctuary settings; festivals and processions; animal sacrifice; ritual drama; "sacred marriage" and other gendered and sexual metaphors for the relations between humans and the divine; genealogies; legitimization of kingship; wisdom literature. Taught concurrently with [CLAS 231W](#), with one extra hour of translation of a Homeric text.

- **General Education Requirement Fulfillment:** Writing-centered; Interpreting Text; Fourth Semester Language Requirement
- **Prerequisite:** No seniors; completion of [GREEK 232](#) or consent of instructor
- **Offering:** Alternate years
- **Instructor:** Bachvarova

GREEK 350W (TH; 4th Sem Req) Greeks, Romans and Barbarians: Readings in Greek (1)

Taught 3 hours a week in conjunction with [CLAS 250W](#) (Greeks, Romans and Barbarians), one hour per week translating Herodotus and/or Heliodorus. Primary sources will be consulted to see how perceptions of barbarians changed over time, affected by the ways that Greek and Roman interactions with them changed. In order to better understand how recent history shapes our interpretation of ancient culture, we will study post-colonialist, Afro-centric, and "anti-anti-Semitic" approaches to the Greco-Roman image of Egyptians, Persians, Indians, Scythians, Libyans, Ethiopians, Phrygians, Lydians, Gauls, Britons, and Germans. Credit may only be earned in one of the following: GREEK 350W, [LATIN 350W](#) or [CLAS 250W](#).

- **General Education Requirement Fulfillment:** Writing-centered; Thinking Historically; Fourth Semester Language Requirement
- **Prerequisite:** [GREEK 232](#) or consent of instructor
- **Offering:** Triennially in Spring
- **Instructor:** Bachvarova

GREEK 360 (IT; 4th Sem Lang Req) Gender and Sexuality in Ancient Greek Society: Readings in Euripides (1)

Taught 3 hours a week in conjunction with [CLAS 260](#) (Gender and Sexuality in Ancient Greek Society), plus one hour per week translating a tragedy by Euripides. This course explores Greek attitudes towards gender roles and sexuality, drawing on primary medical texts, tragedy, comedy, didactic poetry, forensic speeches, the romance novel, philosophy, early lyric poetry, and secondary scholarship about these texts. Topics include gender construction, misogyny, hysteria, virginity, marriage, rape, seduction, inheritance, female and male desire, homosexuality, and rites of passage. Credit may only be earned in one of the following: GREEK 360 or CLAS 260.

- **General Education Requirement Fulfillment:** Interpreting Texts; Fourth Semester Language Requirement
- **Prerequisite:** [GREEK 232](#)

- **Offering:** Triennially in Spring
- **Instructor:** Bachvarova

GREEK 362W Advanced Research and Writing on Greek Literature (1)

This course is intended to provide students with appropriate preparation in Greek, an additional opportunity to read Greek in the original and to polish their research and writing skills.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** [GREEK 231](#)
- **Offering:** On Demand
- Instructor: Staff

GREEK 390 Independent Study (.5-1)

Advanced study of selected Greek texts.

- **Offering:** Every semester
- Instructor: Staff

LATIN 131 Elementary Latin I (1)

Introduction to the morphology, syntax and style of classical Latin.

- Offering: Fall
- Instructor: Staff

LATIN 132 Elementary Latin II (1)

Introduction to the morphology, syntax and style of classical Latin.

- **Prerequisite:** [LATIN 131](#) or consent of instructor.
- Offering: Fall
- Instructor: Staff

LATIN 231 Latin Prose (1)

Close reading of classical Latin prose authors. Texts by Cicero, Sallust, Livy, Suetonius, Seneca and/or Apuleius will be translated and discussed.

- **Prerequisite:** [LATIN 132](#) or consent of instructor.
- Offering: Fall
- Instructor: Staff

LATIN 232 Latin Poetry (1)

Close reading of classical Latin poetry. Works by Catullus, Propertius, Vergil, Horace, Ovid and others will be translated and discussed.

- **Prerequisite:** [LATIN 231](#) or consent of instructor.
- Offering: Spring
- Instructor: Staff

LATIN 350W (TH) Readings in Caesar and Tacitus: Greeks, Romans and Barbarians (1)

Taught 3 hours a week in conjunction with [CLAS 250W](#) (Greeks, Romans and Barbarians), one hour per week translating Caesar, and Tacitus. Herodotus, Caesar and Tacitus will be consulted, along with comedy, tragedy, fragments of ethnographers and passages from other primary sources to see how perceptions of barbarians changed over time, affected by the ways that Greek and Roman interactions with them changed. In order to better understand how recent history shapes our interpretation of ancient culture, we will study post-colonialist, Afro-centric, and "anti-anti-Semitic" approaches to the Greco-Roman image of Egyptians, Persians, Indians, Scythians, Libyans, Ethiopians, Phrygians, Lydians, Gauls, Britons, and Germans. Credit may not be earned for both [LATIN 350W](#) and [CLAS 250W](#).

- **Prerequisite:** [LATIN 232](#)
- General Education Requirement Fulfillment: Writing-centered; Thinking Historically
- **Offering:** Triennially in spring
- **Instructor:** Bachvarova

LATIN 353 (IT) Latin Sources on Roman Women (1)

Taught 3 hours a week in conjunction with [CLAS 247](#), one hour per week translating original Latin texts by and about Roman women. This course explores the life experience of women in ancient Rome and the way their lives are reflected in 500 years of Roman literature. Since most Roman authors were men, students will try to reconstruct women's voices and their human experience by exploring both literary and non-literary sources, such as laws, grave inscriptions, and graffiti, focusing on issues such as female literacy, "female" genres, and gender-specific language. In addition, students will examine artistic representations of women in the form of portrait sculptures and funerary monuments. Credit may only be earned in one of the following: [LATIN 353](#) or [CLAS 247](#).

- General Education Requirement Fulfillment: Interpreting Texts
- **Prerequisite:** [LATIN 231](#)
- **Offering:** Triennially
- Instructor: Knorr

LATIN 390 Independent Study (.5-1)

Advanced study of selected Latin texts.

- **Offering:** Every semester
- Instructor: Staff

LATIN 391 Advanced Reading in Latin Literature (1)

This course allows for intensive study at the third-year level of a text or texts in a single genre or time-period of Latin literature. The primary focus remains translation, but secondary readings will be incorporated and discussed.

- **Prerequisite:** Completion of [LATIN 232](#), or equivalent, or permission of instructor. May be repeated for credit.
- Offering: Fall
- Instructor: Staff

LATIN 394W Advanced Research and Writing on Latin Literature (1)

This course is intended to provide students with appropriate preparation in Latin, an additional opportunity to read Latin in the original and to polish their research and writing skills. Meets concurrently with the Latin-based Classics Senior Thesis.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** [LATIN 232](#) or consent of instructor
- **Offering:** As needed
- Instructor: Staff

Comparative Literature and the History of Ideas

The program in Comparative Literature and the History of Ideas provides an opportunity for interdisciplinary and comparative study. Like the Humanities major, it brings together courses from many departments, but here the student will choose courses which center in at least two literary, cultural and intellectual traditions and which seek to get at the underlying assumptions and attitudes of different literary and intellectual worlds. The goals of the program are to enable students to see from a variety of viewpoints and perspectives and to encourage independent, critical thinking. Further, by emphasizing the critical analysis of primary texts and cultural comparison, the program seeks to foster a sense of the importance of rigorous methodology in investigation, while revealing the inherent limitations of any particular system of inquiry. As a unique approach to liberal and humanistic studies, the program provides a solid basis for post-graduate study in, for example, law, education, journalism, administration, comparative literature, or discipline-based area studies.

Requirements for the Comparative Literature and the History of Ideas Major (12 Credits)

This program is a contract major in which the student and his/her advisor(s) together establish a program that closely meets the student's needs. Students are strongly encouraged to ground their studies in the literature and thought of a particular foreign language area and to work out their entire program by the end of their sophomore year.

Twelve courses are required for completion of the major, including:

- [CLHI 250](#) Introduction to Comparative Literature (1)
- [CLHI 497W](#) World Literature Senior Seminar (1)
- Ten additional courses (10)

Stipulations

The student will take four courses in each of two language/culture areas. At least one area must be from a non-English speaking tradition (e.g., Chinese, French, German, Greek, Japanese, Latin, Russian, or Spanish). The student should attempt, in so far as possible, to enroll in parallel courses in the different areas (i.e., courses that cover the same time period or that have a similar thematic focus). Of the four courses in a non-English area, one can be a course taught in translation. All courses, whether in English or the target language, must cover literary and/or intellectual traditions; upper division language courses (such as Composition and Discussion) will not satisfy the language/culture area requirements.

The student will take two electives, related to either the language/culture areas, or time period, or theme of specialization. These electives will include the history courses most appropriate to the areas.

No more than five courses in the major may be below the 300 level.

Indicators of Achievement

The Student Learning Outcomes of the Comparative Literature and the History of Ideas Program include:

1. Fundamentals of Literature and Culture
 - Students will develop an active understanding of the terminology, categories and concepts used in literary and cultural studies.
2. Intellectual Traditions
 - Students will master the literary and intellectual traditions of a particular historical moment in two different cultures. One of the cultures will be non-English speaking.
3. Linguistic Mastery
 - Students will engage with texts in their original language.
4. Thinking Comparatively
 - Students will learn to see, question and analyze from a variety of viewpoints and perspectives.
5. Communication Skills
 - Students will effectively communicate, orally and in writing, their knowledge of intellectual traditions and especially their comparative analysis of those traditions.
6. Understanding Research
 - Students will demonstrate an ability to conduct comparative research and an understanding of the nature of inquiry.

Faculty

- [Ortwin Knorr](#), Associate Professor of Classics, Director, Center for Ancient Studies and Archaeology (CASA), Chair, Comparative Literature and History of Ideas
- [Sammy Basu](#), Professor of History, Humanities, and American Ethnic Studies
- [Maria Blanco-Arnejo](#), Professor of Spanish,
- [Mike Chasar](#), Associate Professor of English,
- [Gaetano DeLeonibus](#), Professor of French and Francophone Studies,
- [William Duvall](#), Professor of History
- [Amadou Fofana](#), Professor of French and Francophone Studies; French Department Chair,
- [Ronald Loftus](#), Professor Emeritus
- [Sally Markowitz](#), Professor of Philosophy
- [Frann Michel](#), Professor of English
- [Ann M. Nicgorski](#), Professor of Art History and Archaeology, Faculty Curator, Hallie Ford Museum of Art,
- [Ken Nolley](#), Professor Emeritus of English
- [April Overstreet](#), Associate Professor of Spanish
- [Wendy Petersen Borinq](#), Associate Professor of History
- [Patricia Varas](#), Professor of Spanish, Spanish Department Chair

Course Listings

CLHI 250 (IT) Introduction to Comparative Literature and the History of Ideas (1)

This course will introduce students to the nature of inquiry in comparative literature and intellectual history, emphasizing modes of textual criticism, reading texts in historical and cultural contexts, and reading texts across national, cultural and linguistic boundaries. Students will be encouraged to read works in the original language whenever possible.

- General Education Requirement Fulfillment: Interpreting Texts
- **Offering:** Alternate years in spring
- Instructor: Staff

CLHI 491 Independent Study in Comparative Literature and the History of Ideas (1)

Directed reading and/or research in Comparative Literature and the History of Ideas. Open only to juniors or seniors, and designated specifically as an alternative means for completion of the senior experience in Comparative Literature and History of Ideas when Humanities Senior Seminars useful to a student are unavailable.

- **Offering:** Annually
- Instructor: Staff

CLHI 497W World Literature Senior Seminar (1)

Students compare literary periods, movements, and themes common to world literatures. The course is designed to bring together senior students from programs across Willamette to examine literary works in a comparative light. Students read texts both in English translation and in their target languages. The course is supplemented by guest lectures by literature faculty from the students' home departments. A seminar paper may be accepted as an alternate means of senior evaluation by the student's major department.

- General Education Requirement Fulfillment: Writing-centered
- **Offering:** Annually
- **Instructor:** DeLeonibus, Knorr, Fofana, Bishop

Computer Science

The computing revolution is transforming our world in ways we are only beginning to understand, but it is clear that a knowledge of computing is invaluable to any 21st-century citizen. Computer science is the study of the principles of computing: it is founded in the basic skills of programming and problem-solving, but a university education in the subject requires the development of deeper insights into the nature of algorithms, the languages we use to describe them and the machines on which we realize them. In addition to these subjects, students at Willamette have the opportunity to explore advanced topics ranging from 3D graphics to artificial intelligence, from genetic algorithms (in which populations of programs are "bred" for success) to the theoretical foundations of language and computation. Whichever topics they pursue, the Willamette curriculum is designed to provide students with a principled education that will support their goals of life-long learning in a constantly-changing field.

Introductory computing classes at Willamette provide non-majors and pre-majors with a broader perspective on computing, build basic skills which can be applied to other fields and foster the creative use of graphics and animation in collaboration with music and the arts. These classes are designed to synergize with other studies and thus to contribute to a broad liberal-arts education.

The study of computer science opens up a number of options in later life: many graduates with a computer science major or minor find careers in programming, design, consulting or system support. Other choose to deepen their studies in graduate school, ultimately providing contributions to basic research in the field or pursuing influential development opportunities in industry. Finally, some students combine these options, first building up practical work experience in a business or industrial setting and then consolidating these experiences through graduate study.

The University has excellent computing facilities open to students, including both general-access labs with Windows and Macintosh computers and a number of labs with specially-selected equipment to support graphics or laboratory use. Wired access in dorm rooms and a campus-wide wireless network allow students great flexibility in the pursuit of their studies, in communication with family and friends and in general access to the resources of the Internet.

Entering students with a score of five on the Computer Science Advanced Placement exam are awarded credit for [CS 141](#), Introduction to Programming. Students with scores of four should confer with the department about possible credit.

Requirements for the Computer Science Major (11 Credits)

9 credits in Computer Science, 2 in Mathematics

Computer Science Courses:

- [CS 141](#) (QA*) Introduction to Programming (1)
- [CS 241](#) (QA) Data Structures (1)
- [CS 495W](#) Senior Seminar in Computer Science I: Prospectus (.5)
- [CS 496W](#) Senior Seminar in Computer Science II: Project (.5)
- Two Computer Science credits at the 300 level (2)
- Four additional Computer Science credits at the 300 or 400 level (4)

Math Courses:

- [MATH 152](#) (QA*) and [153](#) (QA*), or a higher numbered 1 credit math course (1)
- One additional credit from the following: (1)
- [MATH 251W](#) Foundations of Advanced Mathematics
- [MATH 163](#) (QA) Discrete Mathematics

Requirements for the Computer Science Minor (5 Credits)

- [CS 141](#) (QA*) Introduction to Programming (1)
- [CS 241](#) (QA) Data Structures (1)
- One Computer Science credit at the 300 level (1)
- One Computer Science credit at the 400 level (1)
- One additional Computer Science credit at the 300 or 400 level or either [CS 125](#) or [CS 154](#) (1)

Indicators of Achievement

The goals of the computer science department are:

- To introduce students to the fundamentals of computer programming, theory and underlying mathematical and scientific principles.
- To prepare students for employment in the computing industry or for postgraduate study in computer science.
- To provide students with an understanding of professional responsibilities and the importance of life-long learning.
- To develop skills for teamwork including collaboration and oral and written communications.

Student Learning Outcomes for the Computer Science Major

1. Students will achieve proficiency in discrete math
2. Students will achieve proficiency in Computer Science skills (fundamentals of programming, computer organization, architecture, algorithms, theory, designing and implementing software)
3. Students will demonstrate the ability to communicate effectively both orally and in writing
4. Students will demonstrate the ability to work effectively as part of a team
5. Students will demonstrate the ability to work independently to analyze and solve problems
6. Students will be engaged in the professional community

Faculty

- [Haiyan Cheng](#), Associate Professor and Department Chair
- [Jim Levenick](#), Associate Professor of Computer Science,
- [K. Fritz Ruehr](#), Associate Professor of Computer Science

Professors Emeriti

- [George Struble](#), Professor Emeritus of Computer Science
- [Genevieve Orr](#), Professor Emeritus of Computer Science

Course Listings

CS 125 Problem Solving with MATLAB (1)

An introduction to programming using MATLAB. Topics include MATLAB interactive environment, programming basics, MATLAB scripts, functions, vectors, matrices, data analysis, and graphic visualization. Students will learn programming and numerical analysis techniques through hands-on projects and develop computer-based problem solving skills that can be applied in science, engineering, artificial intelligence, and economics.

- Offering: Spring
- Instructor: Cheng

CS 141 (QA*) Introduction to Programming (1)

This course includes a study of problem-solving principles, computer programming, some of the principles behind programming languages and the structure of a computer.

- **General Education Requirement Fulfillment:** Quantitative and Analytical Reasoning (*)
- Offering: Fall
- Instructor: Staff

CS 203X Problem Solving for the ACM Programming Contest (.25)

Problem solving and computational thinking is central to computer science. In this course, students and instructors meet once a week to discuss and apply theoretical and practical knowledge learned in earlier courses to solve and implement problems from the Association for Computing Machinery (ACM) programming contest. This course may be repeated for credit.

- **Prerequisite:** [CS 241](#)
- Offering: Fall
- Instructor: Staff

CS 241 (QA) Data Structures (1)

Theoretical and practical study of programming and abstract data types in Java including lists, stacks, queues, trees and algorithms used on these data structures. The course includes object implementation of structures and sharpens programming skills learned in previous courses.

- General Education Requirement Fulfillment: Quantitative and Analytical Reasoning
- **Prerequisite:** [CS 141](#), Open Only to Freshmen or Sophomores
- Offering: Spring
- Instructor: Staff

CS 293 Individual Study of a Programming Language (.25)

This course enables students who already know some high-level structured programming language to extend their capabilities in another language. It is self-paced for individual study under the supervision of an instructor. Arrangements for this course must be made with a faculty member before registration. The course may be offered in different languages; a student may earn credit for at most two offerings for a maximum of .5 credit.

- **Prerequisite:** [CS 241](#)
- **Offering:** On demand
- Instructor: Staff

CS 343 Analysis of Algorithms (1)

In this course students will study methods to analyze algorithms for their correctness and run time efficiency as well as general design and analysis techniques. Topics include: asymptotic analysis, searching and sorting algorithms, divide and conquer techniques, greedy algorithms, dynamic programming, graph algorithms, efficient data structures, and NP-completeness.

- **Prerequisite:** [CS 241](#) and [MATH 163](#) or [MATH 251](#) (may be taken concurrently)
- Offering: Spring
- Instructor: Staff

CS 353 Architecture and Compilers (1)

An investigation into how computers and programs work, from the lower levels of internal logic to the higher levels of programming languages designed for human use. Topics covered include: digital representation and digital logic; the internal structure and organization of computers; the hierarchy of programming languages; and techniques used to translate computer programs into machine-readable form. Includes a significant lab component in which students implement the concepts developed in the course.

- **Prerequisite:** [CS 241](#)
- Offering: Fall
- Instructor: Ruehr

CS 354 Functional Programming (1)

This course provides an introduction to programming in the functional style, including motivations, history, programming techniques and theory. Functional programming provides concise and elegant solutions to many problems, using an approach based on mathematics, logic and proof. The course will be taught in Haskell, a powerful, modern programming language which can be used for both mathematical investigations and serious system development. Topics covered will include symbolic representation of data, list manipulation, recursion, algebraic data types, higher-order functions and type systems. The study of functional programming languages provides a useful foundation and perspective for further study of topics in algebra, logic, programming languages, computer science theory and linguistics.

- **Prerequisite:** [CS 241](#) or [MATH 251](#) or [PHIL 140](#)
- **Offering:** Alternate years
- Instructor: Ruehr

CS 363 Simulation of Natural and Computer Systems (1)

Design and implementation stimulations of natural systems and computer systems. Students (individually and in teams) will utilize object-oriented programming techniques to create graphical user interfaces to both existing simulations and simulations of their own design.

- **Prerequisite:** [CS 241](#)
- **Offering:** Alternate years
- Instructor: Levenick

CS 389 Computer Science Junior Seminar (.5)

Junior Seminar will include group studies of contemporary computer science problems and research. Topics may include computer networking and communications, data science, computer ethics, database and web development, computer game development, computational science and applications. Students will research and present basic theory, learn required tools to implement projects and report their project outcomes.

- **Prerequisite:** [CS 241](#); CS seniors should not register for this class
- **Offering:** Alternate years
- Instructor: Cheng

CS 391 Independent Study (.5 or 1)

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

- **Prerequisite:** [CS 241](#)
- **Offering:** On demand
- Instructor: Staff

CS 392 Independent Project (.5 or 1)

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

- **Prerequisite:** [CS 241](#)
- **Offering:** On demand
- Instructor: Staff

CS 435 Computational Science and Applications (1)

A project-oriented course in which students apply computational tools to solve problems in science, mathematics, statistics, and economics through modeling, simulation, implementation of algorithms, numerical analysis, and software development.

- **Prerequisite:** [CS 241](#) or consent of instructor
- **Offering:** Alternate years
- Instructor: Cheng

CS 448 Machine Learning (1)

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

- **Prerequisite:** [CS 343](#) or consent of instructor
- **Offering:** Alternate years
- Instructor: Levenick

CS 451 Topics in Computer Science (1)

This course provides the flexibility to offer special topics of interest in computer science. Topics will generally not be repeated within a two-year period in order to provide a variety of offerings. May be repeated for up to three credits.

- Prerequisite: CS 241
- **Offering:** As needed
- Instructor: Staff

CS 465 Language, Logic and Computation (1)

Language is the basic for complex communication, whether as natural language between humans or as formal language between humans and computers. In programming, different kinds of formal languages are crucial tools in all stages of development, from the logics used to specify requirements, to the programming languages used to implement algorithms and the mathematical notations used to analyze their behavior. In this course we will study the general phenomenon of formal language by exploring the syntax, semantics and logics of a broad range of examples, beginning with the simplest numeral notations and operator algebras and continuing through to computationally complete languages and sophisticated type systems. In addition to studying abstract descriptions of syntax and semantics, students will reinforce their understanding by implementing language-based tools in a functional meta-language.

- **Prerequisite:** [CS 354](#)
- **Offering:** Alternate years
- Instructor: Ruehr

CS 470 Introduction to Data Science (1)

Data Science is the study of knowledge extraction from massive amounts of data. It requires an integrated skill set including aspects of mathematics, statistics, and computer science. Students will be introduced to concepts, techniques, and tools they need to solve practical problems arising in various fields. Specific topics include: 1) ethical issues, 2) data collection, cleaning and exploratory analysis, 3) machine learning algorithms (including: regression, classification and clustering), 4) predictive modeling, 5) data visualization, and 6) effective communication.

- **Prerequisite:** At least one 300-level CS class
- **Offering:** Alternate years, Spring
- Instructor: Cheng

CS 495W Senior Seminar in Computer Science I (.5)

Students research and develop a proposal for a substantial project that will integrate the student's knowledge in computer science and supporting areas. Weekly meetings will study methodologies and offer a forum for presentations and discussions. A paper and final presentation on the proposal topic is required. Required for major in Computer Science.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** Senior standing in Computer Science or consent of instructor.
- Offering: Fall
- Instructor: Staff

CS 496W Senior Seminar in Computer Science II (.5)

Students implement their project (proposed in [CS 495W](#)). Weekly meetings offer a forum for progress reports and practice presentations. A final write-up and presentation of the project is required. Required for majors in Computer Science.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** [CS 495W](#)
- Offering: Spring
- Instructor: Staff

Economics

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

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

Advanced degrees in economics require a strong background in mathematics. Students who are interested in pursuing an economics education beyond the undergraduate level should strongly consider supplementing the major requirements with [MATH 249](#) (Multivariable Calculus), [MATH 253](#) (Linear Algebra), [MATH 256](#) (Differential Equations), and [MATH 446](#) (Real Analysis).

Requirements for the Economics Major (9 Credits)

9 credits in Economics

- [ECON 132](#) (US) Introduction to Economic Inquiry (1)
- [ECON 230](#) (QA*) Economic Statistics (1)

(Note: Students taking [ECON 230](#) will receive only 0.5 credit if they have completed [MATH 138](#) or similar statistics course.)

- [ECON 363](#) Microeconomic Theory (1)

- [ECON 364](#) Macroeconomic Theory (1)
- [ECON 470W](#) Advanced Topics in Economics (1)
- [ECON 496W](#) Senior Research Seminar (1)
- Three elective credits in Economics (3)
 - At least one elective must have Microeconomic Theory or Macroeconomic Theory as a prerequisite
 - [POLI 326W](#) or [POLI 382](#) can count as elective credit but only one course will be accepted from outside the major

The Economics major is structured to progressively build the skills and tools of economic analysis. Students in the major begin with [ECON 132](#) Introduction to Economic Inquiry, which introduces students to the discipline and lays the foundation for subsequent study. [ECON 230](#) Economic Statistics can be taken concurrent with or subsequent to the Inquiry course. Students must complete Economic Statistics and the theory courses ([ECON 363](#) Microeconomic Theory and [ECON 364](#) Macroeconomic Theory) prior to enrolling in [ECON 470W](#) Advanced Topics in Economics, the penultimate course in the major. The Advanced Topics course applies the analytical and empirical tools developed in intermediate economic theory to a contemporary public policy issue and prepares students for an independent research project in the capstone course in the major: [ECON 496W](#) Senior Research Seminar.

Requirements for the Economics Minor (5 Credits)

- [ECON 132](#) (US) Introduction to Economic Inquiry (1)
- [ECON 363](#) Microeconomic Theory (1) **or**
- [ECON 364](#) Macroeconomic Theory (1)
- Three other courses in Economics (3)
 - [POLI 326W](#) or [POLI 382](#) can count as elective credit but only one course will be accepted from outside the major

Indicators of Achievement

The overarching goal of our curriculum is to instill in our students the capacity for independent, critical inquiry into economic issues. The exercise of this capacity involves problem-solving, analytical reasoning, and the application of reflective judgment to reach defensible conclusions about questions for which there is no definitive answer (Gamett, Jr. Robert F. 2009. "Rethinking The Pluralist Agenda In Economics Education" *International Review of Economics Education*-8 (2) pp. 58-71.). These fundamental skills transcend the discipline of economics and are at the core of the capabilities we aspire to cultivate in all Willamette students.

In an effort to facilitate the development of such skills, the Economics Department has identified the following five student learning outcomes emphasized in the department's curriculum:

The Student Learning Outcomes of the Economics Program include:

1. **The student can recognize economic theories as arguments.** Economic theories can appear to be "fact" or "received truth," but they are neither. They are tools constructed by human beings as a means to understand particular aspects of the world in which we live. That is, they are arguments. As arguments they derive from premises--assumptions (stated and unstated) as well as the values of those putting them forward--and proceed to specific conclusions. A successful student will be able to identify the assumptions and values on which economic theories are constructed as well as the conclusions they reach.
2. **The student can understand economic arguments.** A successful student can reproduce the deductive logic that links premises to conclusions in particular arguments. This requires knowledge of the analytical constructs (e.g. definition and calculation of basic economic indicators) and simplified models (e.g. the perfect market model) used to describe and analyze economic phenomena. It also involves the ability to apply deductive reasoning and problem-solving skills.
3. **The student can assess economic arguments.** A successfully student can apply deductive logic, interpret evidence (including but not limited to statistical evidence), and apply moral/ethical reasoning to evaluate the premises and conclusions of an argument.
4. **The student can construct an economic argument.** A successful student can formulate a question that needs to be researched, then master and assess existing arguments and evidence to reach a reasoned conclusion about that question.
5. **The student can communicate economic arguments.** A successful student will be able to effectively communicate, both orally and in writing, his or her analysis of economic phenomena in an accessible way to the non-major.

Faculty

- [Yan Liang](#), Associate Professor of Economics, Department Chair
- [Jerry D. Gray](#), Peter C. and Bonnie S. Kremer Professor of Economics
- [Tabitha Knight](#), Assistant Professor of Economics
- [Raechelle Mascarenhas](#), Associate Professor of Economics
- [Donald H. Negri](#), Professor of Economics
- [Nathan Sivers Boyce](#), Associate Professor of Economics
- [Laura Taylor](#), Associate Professor of Economics

Visiting Faculty

- [Devin Bales](#),

Course Listings

ECON 132 (US) Introduction to Economic Inquiry (1)

This course introduces students to economic inquiry. We will address questions such as: What kinds of questions do economists ask? How do they go about trying to answer those questions? Why do economists disagree with one another? and How does this conversation connect to current public

discourse? Drawing on the work of important figures in the history of economic thought, students will encounter the arguments of two major approaches to economic analysis as developed by E. K. Hunt in *History of Economic Thought: A Critical Perspective*.

- General Education Requirement Fulfillment: Understanding Society
- **Offering:** Every semester
- Instructor: Staff

ECON 230 (QA*) Economic Statistics (1)

This course is an introduction to the statistical techniques used in economics. It covers descriptive statistics, probability, statistical estimation, and inference, hypothesis testing, and simple and multiple regression. May not be taken after [IDS 138](#), [MATH 138](#), or AP Statistics unless approved by instructor or Chair of Economics.

- **General Education Requirement Fulfillment:** Quantitative and Analytical Reasoning (*)
- **Offering:** Every semester
- **Instructor:** Mascarenhas, Negri. Sivers Boyce

ECON 320 Discourse on Income Inequality (1)

Rising income disparity has sparked heated public discourse on the nature, causes and impacts of income inequality. Some scholars maintain that inequality is a natural, healthy product of a capitalist market economy and a stimulus for competition and progress. Others insist that vast income inequality produces debilitating impacts on the economy and society. Some attribute inequality to openness to trade while others blame government taxes and other policies. This course will explore these different theories of income inequality and the policy implications of these contending perspectives.

- **Prerequisite:** [ECON 132](#)
- **Offering:** Spring semester
- Instructor: Liang

ECON 344 The Economics of Race & Gender (1)

In this course students are exposed to the political economy of race and gender and will evaluate labor market outcomes and inequality from both the neoclassical and heterodox perspectives. Each perspective will be evaluated in terms of its assumptions, theories, and policy conclusions. Additionally, students will work through advanced race and/or gender related models from feminist, institutional, and behavioral perspectives. Within the context of these multiple paradigms the following topics/models will be addressed: labor market outcomes such as work, wages, and discrimination; household decision making and bargaining; institutional discrimination; public policies and race/gender; experimental economics and irrational behavior; and structures of constraint.

- **Prerequisite:** [ECON 132](#)

- **Offering:** Alternate years
- **Instructor:** Knight

ECON 345 Environmental Economics (1)

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

- **Prerequisite:** [ECON 132](#) or ECON 122
- **Offering:** Annually
- **Instructor:** Negri, Sivers Boyce

ECON 351 Comparative Economic Systems (1)

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

- **Prerequisite:** [ECON 132](#) or ECON 122
- **Offering:** Alternate years
- **Instructor:** Taylor

ECON 352 The Economics of Developing Countries (1)

This course examines the structural characteristics of developing countries and major theories of economic development. Specific topics will include land reform, agriculture and industrialization, population and employment policies, the role of money and capital markets in development, trade and development, the impact of aid and foreign investment, and strategies for development planning.

- **Prerequisite:** [ECON 132](#) or ECON 122
- **Offering:** Alternate years
- **Instructor:** Liang, Mascarenhas

ECON 353 International Economics (1)

This course examines the workings of the international economy with an emphasis on current policy issues. Economic theory will be used to study the effects of trade among nations, the factors which influence trading patterns and the effects of trade restrictions such as tariffs. Financial relationships among nations and the functioning of the international monetary system will also be explored. Other

topics include the role of trade in economic growth and development and the impact of foreign investment and the multinational corporation in both advanced and developing nations.

- **Prerequisite:** [ECON 132](#) or ECON 122 required; ECON 123 preferred
- **Offering:** Alternate Years
- **Instructor:** Liang, Mascarenhas

ECON 363 Microeconomic Theory (1)

Formal models are an important way in which economists develop and communicate their arguments. This course builds on Introduction to Economic Inquiry, introducing students to the formal tools, models and methods from two major approaches to economic analysis. Students will explore theories that seek to explain the formation and meaning of prices, individual and firm decision-making, the mix of goods and services produced in the economy, and the distribution of income and wealth among the participants in a capitalist economy.

- **Prerequisite:** [ECON 132](#)
- **Offering:** Every semester
- **Instructor:** Mascarenhas, Negri, Sivers Boyce

ECON 364 Macroeconomic Theory (1)

Formal models are an important way in which economists develop and communicate their arguments. This course builds on Introduction to Economic Inquiry, introducing students to the formal tools, models and methods from two major approaches to economic analysis. Students will explore theories that seek to explain the total level of economic activity in an economic system with special attention to the business cycle and the ways in which government spending, taxation and monetary policies influence unemployment, inflation and the rate of economic growth.

- **Prerequisite:** [ECON 132](#)
- **Offering:** Every semester
- **Instructor:** Knight, Liang, Taylor

ECON 372 The Political Economy of Oil (1)

This course examines oil's influence on the global economy. Topics discussed include: the evolving structure of the oil industry beginning in the 1930s and up to the contemporary era, OPEC, the market for oil and energy derivatives, and how oil abundance has influenced the institutional structure of some of the largest oil exporters such as Saudi Arabia, Nigeria, Venezuela, Iran, Russia and Norway.

- **Prerequisite:** [ECON 132](#)
- **Offering:** Alternate years
- **Instructor:** Taylor

ECON 394-395 Major Program Internship (1)

Supervised interns apply and extend principles developed in the Economics majors in public and private sector placements. Students accepted for this course will normally have second-semester Junior or Senior standing and will have completed most of the courses required for the Economics major. Interns work 10-12 hours a week at the internship site, complete an analytical paper or other report based on their internship project under the guidance of the instructor and/or the off-campus internship supervisor, and attend periodic class meetings with other interns.

- **Prerequisite:** Consent of instructor
- **Offering:** Every semester
- **Instructor:** Taylor

ECON 431 Public Finance (1)

This course provides an examination of the government's role in the U.S. economy with an emphasis on policy analysis using the criteria of efficiency and equity. Typical coverage includes the rationale for government intervention, theory of public goods, externalities, public choice, impact of government upon the distribution of income, transfer programs, taxation, and the economic consequences of a federalist system.

- **Prerequisite:** [ECON 363](#) or ECON 357
- **Offering:** Alternate years
- **Instructor:** Mascarenhas

ECON 432 Work, Wages, and Compensation (1)

This course examines competing views concerning the fundamental determinants of labor market outcomes, and explores the role of the labor market and other institutional factors in determining wages, employment and the distribution of income. Special consideration will be devoted to topics of poverty, underemployment and labor market discrimination.

- **Prerequisite:** [ECON 363](#) or ECON 357
- **Offering:** Alternate years
- **Instructor:** Gray

ECON 433 Financial Markets and Institutions (1)

In this course students are introduced to the major financial institutions and markets, and the role they play in the U.S. economy. Topics addressed include: the functions of financial institutions and markets; the arguments of major financial theories such as the Efficient Market Hypothesis; the linkages between financial markets and the macroeconomy; the regulatory oversight of financial markets; and the relationship between monetary policy and financial markets.

- **Prerequisite:** [ECON 364](#) or ECON 358
- **Offering:** Alternate Years

- **Instructor:** Liang, Taylor

ECON 448 History of Economic Thought (1)

This course will trace the development of economic thought from the decline of feudalism to the present while investigating Classical, Marxist, Neoclassical, Keynesian and Modern Heterodox theories. The goal will be to understand the various theories as well as the historical context in which they became important.

- **Prerequisite:** [ECON 363](#) or ECON 357
- **Offering:** Alternate years
- **Instructor:** Gray

ECON 451 Economic Simulation (.5)

Students enrolled in this course participate in the International Collegiate Business Strategy Competition. This course provides students with a hands-on understanding of economic analysis and business management through business simulation models. Students in this course will manage a business in a computer-simulated industry. Participation in the course requires that students put into practice the tools of economic analysis they have acquired in other courses. This course does not count toward the Economics major or minor.

- **Prerequisite:** [ECON 363](#) or ECON 357 and consent of instructor.
- **Offering:** Spring
- **Instructor:** Negri

ECON 452 (QA) Introduction to Econometrics and Forecasting (1)

This course examines advanced statistical methods used to quantify economic and business phenomena. Topics include regression, regression specification and functional form, multicollinearity, serial correlation, heteroskedasticity. Skill in combining economic theory and available data to produce estimates using computer statistical routines will be developed.

- General Education Requirement Fulfillment: Quantitative and Analytical Reasoning
- **Prerequisite:** [ECON 230](#), and [ECON 363](#) or [ECON 364](#); Recommended [MATH 140](#)
- **Offering:** Fall
- **Instructor:** Negri, Sivers Boyce

ECON 458 Mathematical Economics (1)

In this course students work independently to explore the ways in which formal mathematical models can be used to analyze and interpret microeconomic and macroeconomic relationships and phenomena.

- **Prerequisite:** Consent of instructor
- **Offering:** On demand

- **Instructor:** Sivers Boyce

ECON 470W Advanced Topics in Economics (1)

This course examines an economic theme or topic using the analytical and empirical skills developed at the intermediate theory level. The course culminates in a project proposal for the Economics Senior Seminar course and in a major paper which develops core components of the proposal. Assignments include written and oral evaluation of the work of both peers and professionals, multiple drafts of the research paper and classroom presentation of principal methods and conclusions.

- General Education Requirement Fulfillment: Writing centered
- **Prerequisite:** [ECON 230](#), [ECON 363](#) or [ECON 364](#), and Junior or Senior standing
- **Offering:** Every semester
- Instructor: Staff

ECON 490 Independent Study (.5 or 1)

This offering is designed to enable a qualified student to engage in supervised study in topics not covered in other departmental courses.

- **Prerequisite:** Approval of instructor
- **Offering:** On demand
- Instructor: Staff

ECON 496W Senior Research Seminar (1)

Each student completes a research paper that builds on analytical methods from the required courses in the major. Other activities include written and oral evaluation of the work of both peers and professionals, development and presentation of a research paper and presentation of principal methods and conclusions.

- General Education Requirement Fulfillment: Writing centered
- **Prerequisite:** [ECON 363](#) or ECON 357, [ECON 364](#) or ECON 358 and [ECON 470W](#) and Senior standing
- **Offering:** Every semester
- Instructor: Staff

English Language/American Studies Program

The English Language/American Studies Program offers a custom-designed academic program for sophomores and juniors from Tokyo International University (Kawagoe, Japan). Students participate for either one year (February-December) or for one semester (August-December). Willamette University and Tokyo International University have been sister universities since 1965 and this program, begun in 1989, was created by Willamette and TIU in order to broaden and deepen their

educational exchange. Students enroll in both language and liberal arts courses, with all credit transferable to their degree programs at TIU.

During the first session (February-May), students concentrate on improving English language and academic skills as well as on adjusting to the learning and living environment of an American liberal arts college.

In the summer session (May-July), students are immersed in an intensive schedule in which they take liberal arts courses. These courses include American History, American Society, Environmental Studies, American Studies, and Linguistics among others. For each elective course, students take a corresponding Applied English course.

Students take advantage of a variety of course offerings in the fall semester. In addition to continuing their studies in various customized liberal arts courses, students also take courses along with Willamette students such as sports activities, music and other 100 and 200 level courses for which they may qualify.

Students are able to apply their English skills in both academic and co-curricular contexts. They also acquire skills for continued academic success while learning subject area knowledge in a variety of disciplines. They gain cross-cultural awareness and enhance their abilities to study, live, and work in intercultural environments. As a result, students are better prepared for future careers in which international experience and intercultural skills are viewed as assets.

In order to achieve the program mission, students will be able to demonstrate:

1. improvement in English language proficiency in both basic interpersonal communication skills and cognitive academic language proficiency.
2. an understanding of selected liberal arts course content in English.
3. critical analysis of texts, written and oral, to achieve course goals.
4. discussion and writing skills related to selected liberal arts course content in a way that illustrates both a synthesis of knowledge and the ability to support a particular analysis of or perspective on a given topic or issue.
5. acquisition of a broad knowledge of U.S. culture and global issues through both curricular and co-curricular educational activities.

Credits for ELAS courses are transferred to Tokyo International University (TIU), and apply to the student's degree program at TIU. When a TIU student returns to Willamette University as a transfer student, all credits earned at TIU, including those transferred from the Willamette University American Studies Program, are included in the credit eligible for transfer.



Course Listings

ELAS 090 College Life Orientation (non-credit orientation class)

College Life Orientation facilitates student adjustment to life at Willamette University and in the Salem Community. The course guides students to acquire information and learning skills needed to function in an American university setting. Students explore cultural values and perspectives needed to be independent and self-reliant while living and studying in an intercultural environment. In addition, students focus on self-reflection so they can assess what they have gained from their experiences in the United States and how those experiences may contribute to their ongoing personal, academic and career development. This is a non-credit orientation class.

- **Offering:** Spring and Fall

ELAS 100 English I: Listening

In this course, students develop English language listening skills useful in university contexts. The course focus on listening comprehension practice exposes students to interpersonal and academic language used on campus and in the community. Class activities may include guest lectures, interactions with classes from various disciplines, and the use of multimedia sources to support the development of listening comprehension and academic note-taking skills.

Placement into section by proficiency.

- **Corequisite:** [ELAS 105 English II](#)
- **Offering:** Spring

ELAS 105 English II: Speaking

This course focuses on the refinement of English language speaking skills appropriate in university contexts. Students improve their ability to hold extended conversations, ask and answer questions in class, give oral summaries and presentations, participate in discussions and debates, and complete assignments on campus and in the community.

Placement by proficiency.

- **Corequisite:** [ELAS 100: English I](#)
- **Offering:** Spring

ELAS 110 English III: Academic Writing

In this course, students develop writing skills for academic purposes. Students are encouraged to view writing as a process by which they clarify and organize their ideas with emphasis placed on building writing fluency, learning to structure and revise paragraphs and essays, and using various rhetorical modes.

Placement by proficiency.

- **Corequisite:** [ELAS 115: English IV](#)
- Offering: Spring

ELAS 115 English IV: Academic Reading and Discussion

This course introduces, reviews and expands on skills enabling students to read content material written in level-appropriate English, as well as a variety of authentic texts, with greater understanding and recall. Students build reading skills in English for academic purposes by learning and practicing strategies to use prior to and while reading. They also develop strategies for learning new vocabulary and methods for identifying the meaning of new words in texts. Students also develop discussion skills in response to texts.

Placement by proficiency.

- **Corequisite:** [ELAS 110: English III](#)
- Offering: Spring

ELAS 120 English V: Grammar

This course is designed for college students at intermediate levels of English proficiency to improve accuracy and fluency in understanding and using grammar appropriately in everyday communication and in academic study. The course introduces and gives students practice in form, meaning, and use of grammatical elements. Teaching activities include varied structured and communicative practice through listening, speaking, reading and writing exercises that are meaning based.

Placement by proficiency.

- Offering: Spring

ELAS 121 English VI: Language and Culture

This course is designed to increase the student's English language skills and fluency as well as cultural competency. Topics vary from year to year and typically include a cultural or skills-based focus. Students have opportunities to participate in community activities, engage in debates, lead and participate in discussions, conduct interviews, and give presentations of their individual or group work.

- **Offering:** Spring, Summer

ELAS 250 English VII: Special Topics

This course is designed to help students further develop their English language skills. Topics vary each year and typically include integrated skills in classes such as TOEIC or TOEFL preparation, Business English or a focus on a particular skill area such as Presentation Skills, Vocabulary Development, Listening or Pronunciation. Detailed descriptions are distributed prior to registration.

- Offering: Fall

ELAS 300-370 Liberal Arts Elective Courses

These liberal arts elective courses for Tokyo International University (TIU) students include a variety of curricular choices in specific academic disciplines and they form the core of the student's academic program in the summer and fall. These courses typically include American History, American Politics, American Society, Environmental Studies, American Society & Culture Through Music, Cultural Anthropology, Linguistics, Management, and Volunteerism, as well as a variety of special topics in American Studies. Courses are selected each year in cooperation with appropriate academic departments. Detailed descriptions are distributed to students prior to registration.

- **Offering:** Summer and Fall

ELAS 300E-370E Applied English

Through the Applied English course, students develop English language and academic skills to facilitate subject area learning in corresponding liberal arts elective courses. Students use all skills in this course: listening, speaking, reading, and writing. Discussions, presentations, listening activities, and reading/writing assignments utilize the content of the liberal arts elective course.

- **Corequisite:** [ELAS 300-370](#)
- **Offering:** Summer and Fall

English

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

Requirements for the English Major (10 Credits)

Core courses

- [ENGL 201](#) Close Reading (1)
- [ENGL 202W](#) (IT) Introduction to Literary Theory(1)

Two courses in literature written before 1800, at the 300 or 400 level, only one of which may be a Shakespeare course (2)

- [ENGL 341](#) Shakespeare (1)
- [ENGL 345](#) Chaucer (1)
- [ENGL 347](#) Medieval Literature (1)
- [ENGL 348](#) Early Modern English Poetry (1)
- [ENGL 353](#) The Early Novel (1)
- [ENGL 359](#) Early Modern Drama (1)
- [ENGL 453](#) Advanced Studies in Lit 1300-1800 (1)

One course in American Ethnic or Post-Colonial Literature, at the 300 or 400 level (1)

- [ENGL 326](#) Literature of Diaspora
- [ENGL 337](#) African-American Literature I (1)
- [ENGL 338](#) African-American Literature II (1)
- [ENGL 381](#) Latina/o Literature and Culture (1)

Four additional courses (4)

- Two additional electives at the 300 or 400 level (2)
- Two additional electives (2)
- One of 4 electives may be a literature in translation course from a department other than English
- (at least one course besides Senior project at 400 level)

Senior Experience (1)

- [ENGL 490](#) Independent Study (1) (with permission) **or**
- [ENGL 499W](#) Senior Seminar in English **or**
- [HUM 497W](#) Humanities Senior Seminar (1)

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

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

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

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

Requirements for the Creative Writing Concentration for the English Major (10 Credits)

Core courses (3)

- [ENGL 201](#) Close Reading (1)
- [ENGL 202W](#) (IT) Introduction to Literary Theory (1)
- [ENGL 203W](#) Fundamentals of Creative Writing (1)

Two additional creative writing courses (2)

- [ENGL 135](#) (CA) Introduction to Creative Writing (1)
- [ENGL 329W](#) Creative Nonfiction (1)
- [ENGL 331](#) (CA) Intermediate Fiction Writing (1)
- [ENGL 332](#) (CA) Intermediate Poetry Writing (1)
- [ENGL 339](#) Special Topics in Creative Writing (1)

Two courses in literature written before 1800 at the 300 or 400 level, only one of which can be a Shakespeare course (2)

- [ENGL 341](#) Shakespeare (1)
- [ENGL 345](#) Chaucer (1)
- [ENGL 347](#) Medieval Literature (1)
- [ENGL 348](#) Early Modern English Poetry (1)
- [ENGL 353](#) The Early Novel (1)
- [ENGL 359](#) Early Modern Drama (1)
- [ENGL 453](#) Advanced Studies in Literature 1300-1800 (1)

One course in American Ethnic or post-Colonial literature at the 300 or 400 level (1)

- [ENGL 326](#) Literature of Diaspora (1)
- [ENGL 337](#) African-American Literature I: Slave Narrative & Early African-American Literary Tradition (1)
- [ENGL 338](#) African-American Literature II: Modern African-American Literature (1)
- [ENGL 381](#) Latina/o Literature and Culture (1)

One additional course in English (1)

Senior Experience (1)

- [ENGL 498W](#) Senior Seminar in Creative Writing **or**
- [ENGL 499W](#) Senior Seminar in English **or**
- [HUM 497W](#) Humanities Seminar

Requirements for the English Minor (5 Credits)

The minor program in English consists of five credits-two required courses and the options listed below-selected in consultation with an English Department advisor from the following:

- [ENGL 201](#) Close Reading (1)
- [ENGL 202W](#) (IT) Introduction to Literary Theory (1)
- Two credits chosen in consultation with your English Department advisor from English courses numbered above 300 (2)
- One other English credit (1)

Student Learning Outcomes for the English Major

1. Engaged imagination and engagement in the imaginative process
 - Asks an inventive question and offers an original claim
 - Extends and complements current critical conversation in genuine and creative ways
 - Offers insights that provoke real interest and curiosity in the reader
2. Careful reading of texts
 - Demonstrates close reading—attends to the details of the text, to its particular uses of language, to form and structure, manipulation of tone
 - Attends to complexities in the text—recognizes ambiguity, contradiction, ruptures, fissures
 - Attends to nuances in the text—recognizes cogency, coherence, and consistency, as well as ambiguity, contradiction, and inconsistency
 - Conscientiously avoids inappropriate manipulation of the text (e.g., gross misinterpretation or over-reading)
3. Ability to engage with varied critical perspectives
 - Articulates a theory that authorizes the arguments the paper makes to support its claim
 - Recognizes and responds to scholarly critical conversation about the text
 - Contextualizes references to specific critics, theorists, and scholars (e.g., identifying their critical approach and larger argument about the text in question)
 - Enters scholarly, critical conversation (rather than simply quoting to back up writer's own point)
4. Critical acumen
 - Identifies significant and relevant evidence in the text to advance the paper's claims and arguments
 - Anticipates and responds to likely challenges and alternative argumentative approaches
 - Uses text and theoretical material shrewdly and with deliberation
 - Displays sound logic and good judgment in argument's execution
5. Reasoned argument
 - Offers appropriate textual evidence in support of claims; explains use and validity of evidence
 - Develops and extends arguments, rather than simply amassing evidence to make a single point
 - Organizes sequence of and relationship between arguments effectively
 - Arrives at a plausible, non-obvious, non-trivial conclusion
6. Clear prose
 - Establishes an appropriate scholarly voice, tone, and authority
 - Paragraphs effectively and provides transitions between and within paragraphs
 - Varies sentence structure and length appropriately
 - Observes conventions of standard American edited prose in grammar, punctuation, usage, mechanics

Faculty

- [Mike Chasar](#), Associate Professor of English,
- [Stephanie DeGooyer](#), Assistant Professor of English, 2018-2019 Frieda L. Miller Fellow, Radcliffe Institute for Advanced Study, Harvard University
- [Ruth P. Feingold](#), Dean of the College of Liberal Arts, Professor of English
- [Allison Hobgood](#), Associate Professor of English
- [Frann Michel](#), Professor of English
- [Gretchen Flesher Moon](#), Professor of English, Associate Dean for Student Success
- [Scott Nadelson](#), Associate Professor of English, Hallie Ford Chair in Writing,
- [Roy Pérez](#), Associate Professor of English and American Ethnic Studies
- [Omari Weekes](#), Assistant Professor of English

Part-Time and Visiting Faculty

- [Rachel Kapelle, ,](#)
- [Andrea Stolowitz, ,](#)
- [Justin Taylor, ,](#)

Course Listings

ENGL 116W (IT) Topics in American Literature (1)

A study of topics in American Literature ranging over the history of American letters. Topics may be organized around a major author, an idea, a genre, a major work, a literary movement, or a critical approach. Topics, texts and emphases will vary according to the instructor. Intended primarily for non-majors.

- General Education Requirement Fulfillment: Writing-centered; Interpreting Texts
- **Offering:** Every semester
- Instructor: Staff

ENGL 117W (IT) Topics in British Literature (1)

A study of topics in significant texts from British literature. Topics may be organized around a major author, an idea, a genre, a major work, a literary movement or a critical approach. Topics, texts and emphases will vary according to the instructor. Intended primarily for non-majors.

- General Education Requirement Fulfillment: Writing-centered; Interpreting Texts
- **Offering:** Every semester
- Instructor: Staff

ENGL 118W (IT) Topics in World Literature (1)

In this course students examine the principle literary genres and authors in world literature from various time periods (for example, Medieval, Renaissance, 17th, 18th, 19th and 20th centuries). We analyze these texts, on the one hand to understand their genre and stylistic attributes and literary value, and on the other hand to reach an understanding of cultural and historical values. While the focus is literary, discussions will include cultural material of relevance to the literature: influence of one national literature on another, cultural interaction in matters of the formal beauties of literature, cross-national influences of literary theories and the dynamic processes of literary aesthetics-literary ideologies and movements. Intended primarily for non-majors.

- General Education Requirement Fulfillment: Writing-centered; Interpreting Texts
- **Offering:** Every semester
- Instructor: Staff

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

An introduction to the art of reading imaginative literature: poetry, drama and prose fiction. Emphasis on understanding and enjoyment of literature as a rich part of our cultural heritage. Intended primarily for non-majors.

- General Education Requirement Fulfillment: Interpreting Texts
- **Offering:** Alternate years
- Instructor: Staff

ENGL 135 (CA) Introduction to Creative Writing (1)

This course introduces students to the practice of writing as an artistic medium. Combines analysis, study of form, and hands-on experience. May be single genre, or multiple genres, covering poetry, fiction, creative nonfiction, or dramatic writing.

- General Education Requirement Fulfillment: Creating in the Arts
- **Offering:** Fall/Spring
- Instructor: Staff

ENGL 137W Writing for Academic Audiences (1)

Teaches strategies that are vital in writing for scholarly audiences, primarily in situations that require you to present well-reasoned arguments, supported with evidence. The course will provide instruction and sustained practice for students interested in familiarizing themselves with the conventions of academic inquiry and effective college-level writing, laying a strong foundation for future scholarly writing projects. Through systematic feedback from the instructor and peers, the course will emphasize techniques for generating, revising, and editing texts, as well as the effective use of readings and other source materials in writing.

- **Prerequisite:** First- or second-year standing and permission of instructor

- General Education Requirement Fulfillment: Writing-centered
- **Offering:** Annually
- **Instructor:** Newmann Holmes

ENGL 201 Close Reading (1)

This course is intended to serve as the first course in the department for English majors and minors, providing training in the disciplinary conventions of close reading and academic writing. Focus on attention to form and structure. Definitions of genre and examples of a variety of genres (poetry, fiction, drama, possibly film), with particular emphasis on poetry.

- **Offering:** Every semester
- Instructor: Staff

ENGL 202W (IT) Introduction to Literary Theory (1)

Continued study of literary conventions and practice, including periodization and theory as modes of approaching literary study. Examples of historical periods and movements, canonical and non-canonical works, conceptual and applied study of various literary theories.

- General Education Requirement Fulfillment: Writing-centered; Interpreting Texts
- **Prerequisite:** [ENGL 201](#)
- **Offering:** Every semester
- Instructor: Staff

ENGL 203W Fundamentals of Creative Writing (1)

A focused study of the major issues in the craft and practice of creative writing, covering both poetry and prose narrative. Combines close analysis with creative experimentation and investigates genre and form through process. This course serves as the foundation course for English majors concentrating in creative writing.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** [ENGL 201](#), may be taken concurrently
- Offering: Annual
- **Instructor:** Chasar, Nadelson

ENGL 254W Regional Literature (1)

This course will examine the connections between literature in English and the specific culture of a region in the Americas (possibilities include the Northwest, Borderlands, Southern States and Caribbean) as reflected in a variety of works of prose, poetry, and drama.

- General Education Requirement Fulfillment: Writing-centered
- **Offering:** Alternate years
- Instructor: Pérez

ENGL 319 (IT) Special Topics in Literary Study (1)

In-depth study of a significant topic in literary study. Topics, texts, and emphases will vary with semester and instructor, but might include a study of a particular literary genre, movement, author, or approach. Past topics have included Sentimentalism, Adaptation, Postcolonialism, Dramatic Monologue. The course will consider the representational possibilities and limitations of literary works, as well as how literary works may embody and convey cultural values.

- General Education Requirement Fulfillment: Interpreting Texts
- **Prerequisite:** A 100- or 200-level English course in literature
- **Offering:** Annually
- Instructor: Staff

ENGL 326 Literature of Diaspora (1)

Students in this course will examine literature from various geographic locations comprising a particular culture's (South Asian or Latin) dispersal of people, language, and culture-and study how various contexts influence and shape cultural production and representations of identity. Within these myriad sites, we will investigate the double consciousness necessary to maintain a sense of 'self' outside one's place of cultural origin, and the impact of colonization on definitions of 'home.' Our primary focus will be textual analysis, including questions of genre, language, narration and perspective. We will also study the sociopolitical and cultural conflicts and causes for emigration that provide the fiction's contexts (in the case of South Asian diaspora: caste and religious divisions; India's partition; civil war in Sri Lanka; tensions within England, North America, and the Caribbean), and discuss how national divisions play out in the microcosm of each text. Discussions and readings of primary literature will be aided by (post) colonial discourse and contemporary multimedia.

- **Offering:** Alternating years
- **Instructor:** Makau, Perez

ENGL 329W Creative Nonfiction (1)

Through a combination of reading and writing, students will explore the treatment of various kinds of subject matter in various modes of creative nonfiction; investigate the use in creative nonfiction of techniques from various genres, including poetry and narrative fiction; and develop their ability to construct a range of written voices, from colloquial to formal, while also achieving an individual voice in their writing.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** [ENGL 135](#) or [ENGL 203W](#) or consent of instructor
- Offering: Annual
- Instructor: Nadelson

ENGL 331 (CA) Intermediate Fiction Writing (1)

Second-level course in fiction writing. Practice and analysis of short- or long-form fiction. Combines writing workshop with discussion of narrative craft. Students will produce a significant portfolio of fiction, through drafting and revision, as well as complete critical analysis of published work.

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** [ENGL 135](#) or [ENGL 203W](#) or consent of instructor
- Offering: Fall
- **Instructor:** Chasar, Nadelson

ENGL 332 (CA) Intermediate Poetry Writing (1)

Second-level course in poetry writing. Practice and analysis of traditional or contemporary poetics and poetic form. Combines writing workshop with discussion of poetics and assigned readings. Students will produce a significant portfolio of poetry, through drafting and revision, as well as complete critical analyses of published or personal work.

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** [ENGL 135](#) or [ENGL 203W](#) or consent of instructor
- Offering: Spring
- **Instructor:** Chasar, Nadelson, visiting writers

ENGL 337 African American Literature I: Slave Narrative & Early African American Literary Tradition (1)

This course is a study of origins of African American literary and vernacular tradition. Formal and thematic analysis of this tradition in 18th century and Antebellum America (with some examination of Britain). A goal is to understand the influence of this tradition on form and focus of contemporary African American Writers.

- **Prerequisite:** Any 100- or 200-level English course in literature
- **Offering:** Alternate years
- Instructor: Staff

ENGL 338 African-American Literature II: Modern African-American Literature (1)

A study of modern/contemporary literature written by African-Americans. Formal and thematic analysis of the novel with secondary examples from folktale, lyric and drama.

- **Prerequisite:** A 100- or 200-level English course in literature
- **Offering:** Alternate years
- Instructor: Staff

ENGL 339 Special Topics in Creative Writing (1)

Practice and analysis of fiction, poetry, or dramatic writing, depending on the interests of the instructor. Taught by visiting writers or prominent writers in the community, this course will focus on a single genre or a particular issue of the writing craft that crosses genres. Topics may include playwriting, the novella, the novel, the prose poem, the poetic sequence, collage, multiple voices, non-linear narrative strategies, hybrid forms.

- **Prerequisite:** [ENGL 135](#), [ENGL 203W](#) or consent of instructor
- **Offering:** Alternate years
- **Instructor:** Guest artists

ENGL 341 Shakespeare (1)

A study of plays by Shakespeare, representing development through his dramatic career as well as across genres of comedy, tragedy, and history. Attention to questions of form, genre, sources, and theatrical practice; to the role of the theatre in early modern English culture and politics; to recurring cultural, historical, and political issues the plays engage; to the history of Shakespeare as a cultural artifact.

- **Prerequisite:** A 100- or 200-level English course in literature
- **Offering:** Spring
- **Instructor:** Hobgood, Moon

ENGL 344 Major Author (1)

Study of the works of a major author (such as Milton, Faulkner, Joyce). Consideration of significant influences, development of literary style and vision through consideration of the author's primary texts; critical appraisal of influence on later authors; survey of major criticism to the present. May be repeated for credit with focus on a different author.

- **Prerequisite:** A 100- or 200-level English course in literature
- **Offering:** Fall
- **Instructor:** Staff

ENGL 345 Chaucer (1)

A study of Chaucer in Middle English, including the entire Canterbury Tales and a selection from the short poems and dream visions. Extensive secondary reading establishes Chaucer's context in the 14th century; examines the Classical, French, Italian, and English literary influences on his work; and proposes various theoretical approaches to interpretation in the 21st century.

- **Prerequisite:** 100- or 200-level English course in literature
- **Offering:** Alternate odd years in fall
- **Instructor:** Hobgood, Moon

ENGL 347 Medieval Literature (1)

This course is a study of British literature from roughly A.D. 800-1500, the early and middle English periods. The survey will cover a range of authors and their works, including the Beowulf and Gawain poets, Chaucer, Marie de France, Julian of Norwich, Margery Kempe, and William Langland. Among other topics, we will examine form and genre; the recurring cultural, historical, and political issues the literature engages; how medieval literature anticipates and shapes modern and early modern literatures.

- **Prerequisite:** 100- or 200-level literature course.
- **Offering:** Alternate years
- **Instructor:** Hobgood, Moon

ENGL 348 Early Modern English Poetry (1)

This course introduces students to English poetry written in the 16th and 17th centuries. Exploration of this literary period and genre will attend to topics like the development of the sonnet cycle in English; the growth of English courtier culture and the rise of poetry as a profession; the role of women poets in responding to and complicating a traditionally male-dominated poetic canon; poetry as expression of religious devotion and in ecclesiastical politics; the employment of poetry to negotiate private, erotic desire and public, political authority.

- **Prerequisite:** 100- or 200-level literature course.
- **Offering:** Alternate falls
- **Instructor:** Hobgood, Moon

ENGL 353 The Early Novel (1)

Study of the development of the novel in Britain, from Restoration-era spiritual autobiography, fable, and romance to Jane Austen's psychological realism. Attention to questions of form, genre, and canon-formation, as well as the novel's intervention in debates about courtship, domesticity, and female authorship, middle-class individualism and national community, reason and feeling, empiricism and enchantment, and the social value of reading.

- **Prerequisite:** A 100- or 200-level English course in literature
- **Offering:** Alternate years
- **Instructor:** DeGooyer

ENGL 354 The Modern Novel (1)

A study of the continuing development of the novel in English from the nineteenth century to the present. Attention to formal characteristics of the genre, including narrative structure and characterization, and to literary movements such as sentimentalism, realism, naturalism, modernism, and postmodernism. Consideration of the novel as an expression or cultural, political, and economic contexts.

- **Prerequisite:** A 100- or 200-level course in literature
- **Offering:** Alternate years
- Instructor: Staff

ENGL 355W Feminist Film Criticism (1)

Writing-centered study of approaches to cinema from a variety of feminist perspectives. Consideration of the impact of feminist thought on film study, and analysis of feminist innovations, revisions, and critiques of critical methods and theories. Conventions of feminist critical discourse. Applications of feminist theories and criticism to the study of motion pictures.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** Previous course in ENGL, FILM, or WGS, or consent of instructor
- **Offering:** Alternate years
- Instructor: Michel

ENGL 359 Early Modern Drama (1)

A study of works by early modern playwrights, representing the diverse range and scope of drama, other than Shakespeare, written and performed in 16th and 17th century England. Attention to questions of form, genre, and the theatrical practice; to the role of the theatre in early modern English culture and politics; to recurring cultural, historical, and political issues the plays engage; to the unique relationships between playgoers and London's states.

- **Prerequisite:** A 100- or 200-level English course in literature
- **Offering:** Alternate years
- **Instructor:** Hobgood, Moon

ENGL 361 Modern Poetry & Poetics (1)

This course is a study of innovation and change in English-language poetry from 1800 to the present including but not limited to Romanticism, Modernism, and Post-modernism. Texts and emphases will vary depending on instructor.

- **Prerequisite:** A 100 or 200 level Literature course.
- **Offering:** Alternate years
- Instructor: Chasar

ENGL 373 Contemporary Literature (1)

A study of contemporary works (works from the last two decades) which students and faculty will read together in order to evaluate and interpret new forms in light of a variety of critical theories.

- **Prerequisite:** A 100- or 200-level English course in literature
- **Offering:** Alternate years
- Instructor: Staff

ENGL 381 Latina/o Literature and Culture (1)

This course examines U.S. Latina/o cultural expression in post-War literature, performance, and popular media. The historical and cultural focus may change each semester. Areas of emphasis may range from canonical works of Latina/o fiction, poetry, drama, non-fiction, visual art and film, to Latina/o feminist and queer art and criticism, political movements, punk, the avant-garde, sexual cultures, the paraliterary (such as comic books, zines, and speculative fiction) and DIY (do-it-yourself) culture and publishing. Course material may place Latina/o culture in transnational and comparative ethnic contexts across the Americas, examining national distinctions among Latina/o artists, and the racial and ethnic heterogeneity of Latina/o identity and cultural production, including Asian and Asian American, African and African American, and indigenous histories and intersections. Primary texts may include novels, plays, poems, graphic novels, scholarly monographs, art, film and performance footage. Scholarly insights may be drawn from the fields of gender, feminist and queer studies; performance studies; ethnic studies; and literary theory and history.

- **Prerequisite:** [ENGL 201](#) or [AES 150](#).
- **Offering:** Annually
- Instructor: Perez

ENGL 390 and 391 Reading and Conference (.5 or 1)

To enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered at Willamette University.

- **Prerequisite:** Consent of instructor
- **Offering:** On demand
- Instructor: Staff

ENGL 394 Major Internship I (1)

See the [internships section](#) for more information.

- **Offering:** On demand
- Instructor: Staff

ENGL 438 Literature and Sexuality (1)

Study of literary representations of sexuality, gender, the body, desire. Analysis of normative literary constructions of sexuality and subversions of norms. Texts will vary, but will be drawn primarily from British and American literature.

- **Prerequisite:** [ENGL 201](#) and [ENGL 202W](#) or consent of instructor
- **Offering:** Alternate years
- Instructor: Michel

ENGL 441 Tradition and Influence in Literature (1)

The role of tradition, authorial influence and literary history in a broad range of works chosen from English, American and world literatures.

- **Prerequisite:** [ENGL 201](#) and [ENGL 202W](#) or consent of instructor
- **Offering:** Alternate years
- Instructor: Staff

ENGL 450 Advanced Studies in Authorship (1)

An intensive study of specific topics arising from close study of an author's works. Topics will vary, but may include historical development of the idea of authorship, theoretical debates about the nature of authorship, and opportunities for upper-level students to apply their skills in analytical thinking and critical writing to problems arising from an author's texts.

- **Prerequisite:** [ENGL 201](#) and [ENGL 202W](#) or consent of instructor
- **Offering:** Alternate years
- Instructor: Staff

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

The advanced studies in literature courses are designed specifically for the English major who is contemplating graduate study in English or Comparative Literature. Both courses are in-depth studies of British and American canonical texts. Not open to first-year students.

- **Prerequisite:** [ENGL 201](#) and [ENGL 202W](#) or consent of instructor
- **Offering:** Alternate years
- Instructor: Staff

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

The advanced studies in literature courses are designed specifically for the English major who is contemplating graduate study in English or Comparative Literature. Both courses are in-depth studies of British and American canonical texts. Not open to first-year students.

- **Prerequisite:** [ENGL 201](#) and [ENGL 202W](#) or consent of instructor
- **Offering:** Alternate years
- Instructor: Staff

ENGL 456 Advanced Studies in Genre (1)

Examination of generic conventions through study of exemplary literary texts and critical works. Emphasis will vary. (Possibilities include Lyric, Epic, Novel, Autobiography) Not open to first-year students.

- **Prerequisite:** [ENGL 201](#) and [ENGL 202W](#) or consent of instructor

- **Offering:** Alternate years
- Instructor: Staff

ENGL 458 Advanced Studies in Literary Theory (1)

This course will offer students intensive readings in major theoretical texts from Formalism to the present. We will also examine the mutually influential relationships between recent literary theory and such disciplines as philosophy, anthropology, linguistics and psychoanalysis. Possible theories might include: Formalism, Structuralism, Deconstructionism, Reception Theory, New Historicism, Psychoanalytical Theory, Post-Colonialist Theory. Not open to first-year students.

- **Prerequisite:** [ENGL 201](#) and [ENGL 202W](#) or consent of instructor
- **Offering:** Alternate years
- Instructor: Staff

ENGL 490 Independent Study (1)

Intensive study of a selected area.

- **Prerequisite:** Permission of the department; 3.5 g.p.a. in major
- **Offering:** On demand
- Instructor: Staff

ENGL 498W Senior Seminar in Creative Writing (1)

A capstone course for students concentrating in creative writing in the English major. Students will participate in an intensive semester-long workshop and produce a significant body of creative work, in poetry or prose. In consultation with faculty, students will generate individual reading lists and develop a critical study of craft or process. Seminar participants will write and revise, read and critique the writing of others, and present their finished work in a public forum. Student who elect this senior experience must submit a proposal to the English faculty a semester in advance.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** [ENGL 203W](#), 300-level creative writing course, and consent of instructor
- **Offering:** Annually
- **Instructor:** Nadelson, Chasar

ENGL 499W Senior Seminar in English (1)

The Senior Seminar is a capstone experience for English majors who wish to undertake intensive independent research and writing on a literary text or topic of their own choosing, with the approval of the English faculty. The Seminar will provide instruction in framing a research question, developing a theoretical approach, conducting library research, evaluating criticism, and structuring a substantial essay. Seminar participants will write and revise their papers in stages, read and critique the papers of others, and present their papers aloud. Students who elect this senior experience must submit a proposal to the English faculty a semester ahead.

- General Education Requirement Fulfillment: Writing centered
- **Prerequisite:** [ENGL 201](#) and [ENGL 202W](#) or consent of instructor
- **Offering:** Annually
- Instructor: Staff

Environmental Science

The Environmental Science major engages students in a systems thinking approach to exploring the multidisciplinary nature and complexity of environmental issues and problem solving. To do so, ENVS students develop a firm grounding in the fundamental physical and biological principles governing natural processes *and* the reciprocal relationships among the political, social, economic, and ethical principles and structures governing human processes. Upon completion of the major students will be able to explain major local, regional and global environmental issues and participate in the world as effective and literate citizens. Our major directly engages the University's strategic plan objectives through place-based learning, a focus on globalization, and a range of sustainability courses and activities.

The Environmental Science major is carefully structured. In addition to completing our core curriculum, students work closely with their advisor to select upper level courses focusing on both the social and natural science aspects in one of a number of possible concentrations (e.g., climate change, environmental geosciences, natural resources management, nature society and sustainability, and environmental health). Within these electives students will practice critical inquiry and participate in research. The senior capstone course emphasizes problem solving around an emerging environmental issue.

Our graduates pursue a variety of jobs and graduate programs spanning the natural and social sciences, including geosciences, urban planning, natural resources management, forestry, archaeology, restoration and conservation ecology, environmental law, geographic information systems, public administration, K-12 education, peace corps, non profit work, and policymaking.

Our faculty have expertise in climate change, environmental geoscience, public and environmental health, natural resources management, geoarchaeology, spatial science, sustainability, and forest ecology. Environmental Science students and faculty engage in interdisciplinary research with chemistry, biology, anthropology, sociology, politics, classical studies, archeology, history, and art history as well as within the Department, leveraging expertise and broadening student educational grounding.

Requirements for the Environmental Science Major (10 Credits)

Core (5)

- [ENVS 120](#) (US) Social Systems and the Environment (1)
- [ENVS 121](#) (NW; QA) Earth Systems Science and the Environment (1)
- [ENVS 250](#) (QA) Geographic Information Systems (1)

- [ENVS 298](#) Sophomore Seminar in Environmental Science (1)
- [ENVS 495W](#) Senior Capstone Course in Environmental Science (1)

Upper Level Electives (5)

5 credits, 3-4 of which should be within an emphasis area designed by student & advisor, see examples below.

Social Science-Critical Inquiry (1)

- [ENVS 304W](#) (EV) Politics of Environmental Ethics (1)
- [ENVS 321](#) Environmental Policymaking: Politics and Process (1)
- [ENVS 326](#) (TH) Environmental History (1)
- [ENVS 327W](#) Water Resources in the Western US (1)
- [ENVS 328](#) Health and the Global Environment (1)
- [ENVS 334](#) Political Ecology (1)

Social Science-Research Intensive (1)

- [ENVS 360](#) Research in Environmental Health Geography (1)
- [ENVS 365](#) Research in Environmental Health Geography (1)
- [ENVS 380W](#) Research in Forest Management and Policy (1)

Natural Science-Critical Inquiry (1)

- [ENVS 340](#) Biogeochemistry (1)
- [ENVS 343](#) Biogeography (1)
- [ENVS 347](#) (QA) Earth's Climate: Past, Present, and Future (1)
- [ENVS 358](#) Principles of Hydrology (1)

Natural Science-Research Intensive (1)

- [ENVS 381](#) Research in Spatial Science (1)
- [ENVS 382](#) Research in Dendrochronology (1)
- [ENVS 383W](#) Geomicrobiology (1)
- [ENVS 384W](#) Research in the Anthropocene (1)
- [ENVS 385](#) Research in Urban Geochemistry (1)
- [ENVS 391W](#) Research in Geoarchaeology (1)

Additional Elective (1)

- Any additional course from the above Critical Inquiry/Research Intensive courses
- Any ENVS Department approved study abroad credit
- Any of the following courses from other departments:

- [ANTH 344](#) Medical Anthropology (1)
- [ANTH 351](#) (EV) Indigenous Peoples, Human Rights, and the Environment (1)
- [BIOL 255](#) General Ecology (1)
- [BIOL 257](#) Plant Ecology and Conservation (1)
- [CHEM 230](#) Environmental Chemistry (1)
- [ECON 345](#) Environmental Economics (1)
- [EXSCI 221](#) Epidemiology (1)
- [HIST 315](#) (TH) Western Civilization and Sustainability (1)
- [HIST 331](#) (TH) Asian Environmental History (1)

Examples of Emphasis Areas

CLIMATE

- Water Resources in the Western US
- Health & the Global Environment
- Environmental Policymaking: Politics and Process
- Research in Climate Change Impacts on Society
- Earth's Climate
- Biogeography
- Principles of Hydrology

ENVIRONMENTAL GEOSCIENCE

- Earth's Climate
- Biogeochemistry
- Principles of Hydrology
- Research in Urban Geochemistry
- Research in Geoarchaeology
- Research in Spatial Science
- Research in the Anthropocene
- Environmental Chemistry (CHEM 230)

NATURAL RESOURCES MANAGEMENT

- Water Resources in the Western US
- Political Ecology
- Environmental Policymaking: Politics and Process
- Environmental History
- Research in Forest Management and Policy
- Biogeography
- Principles of Hydrology
- Research in Dendrochronology

- Research in Spatial Science
- General Ecology (BIOL 255)
- Plant Ecology & Conservation (BIOL 257)
- Environmental Economics (ECON 345)

ENVIRONMENTAL HEALTH

- Research in Urban Geochemistry
- Health & the Global Environment
- Politics of Environmental Ethics
- Environmental Policymaking: Politics and Process
- Political Ecology
- Environmental Chemistry (CHEM 230)
- Medical Anthropology (ANTH 344)
- Epidemiology (EXSCI 221)

NATURE, SOCIETY & SUSTAINABILITY

- Politics of Environmental Ethics
- Research in Forest Management and Policy
- Indigenous Peoples, Human Rights, and the Environment (ANTH 351)
- Western Civilization and Sustainability (HIST 315)
- Asian Environmental History (HIST 331)

Requirements for the Environmental Science Minor (5 Credits)

- [ENVS 120](#) (US) Social Systems and the Environment (1)
- [ENVS 121](#) (NW; QA) Earth Systems Science and the Environment (1)
- 1 Critical Inquiry, Social Science or Natural Science (1)
- 1 Research Intensive, Social Science or Natural Science (1)
- 1 Additional Upper Level Elective (1)

Indicators of Achievement

In order to prepare our students to lead lives of meaning, be better prepared for the workforce, and to effectively participate in their civic lives, the Environmental Science major is designed around two sets of curricular outcomes: three centered on content and knowledge and five focused on skills.

Student Learning Outcomes

1. Content-Knowledge

- Students will employ a systems thinking approach to exploring the multidisciplinary nature and complexity of environmental issues and problem solving.

- Students will develop a firm grounding in the fundamental physical and biological principles governing natural processes and the reciprocal relationships among the political, social, economic, and ethical principles and structures governing human processes to examine environmental issues.
- Students can explain major local, regional and global environmental issues and engage in the world as effective and literate citizens.

2. Skills

- Students will demonstrate advanced capabilities for interpreting and communicating written and oral information related to environmental issues appropriate to both professional and lay audiences
- Students will demonstrate competence in qualitative, quantitative, and spatial methodological and analytical skills to answer important questions in environmental science.
- Students will be able to synthesize and integrate diverse methodological and interdisciplinary subjects.
- Students will formulate, design, conduct, and complete a program of independent research that uses appropriate techniques drawn from the natural sciences, social sciences, or humanities.
- Students will demonstrate competence in locating, comprehending, and critically analyzing interdisciplinary scholarly literature.

Faculty

- [Scott Pike](#), Professor of Environmental Science and Archaeology, Program Chair, Environmental Science
- [Karen Arabas](#), Professor of Environmental Science
- [Joe Bowersox III](#), Professor of Environmental Science, Dempsey Endowed Chair
- [Melinda Butterworth](#), Assistant Professor of Environmental Science
- [Katja Meyer](#), Assistant Professor of Environmental Science
- [Jonathan Halama](#), Visiting Professor of Environmental Science

Course Listings

ENVS 120 (US) Social Systems and the Environment (1)

This course is a multidisciplinary introduction to understanding the effects of human actions and social systems on the natural world. We will emphasize science and social-science based approaches to understanding environmental problems and evaluating possible solutions to them. We will begin by examining basic concepts regarding social and natural systems. These concepts will then be applied as we evaluate and understand issues of environmental quality and stresses on natural resources. Throughout the course we will pay close attention to how human social, political, economic, and ethical institutions influence our interactions with natural systems. This course is intended to introduce Environmental Science majors and prospective majors to the social science aspects of environmental science as well as educate students from other disciplines.

- **General Education Requirement Fulfillment:** Understanding Society
- **Offering:** Every Semester
- **Instructor:** Bowersox, Butterworth

ENVS 121 (NW; QA) Earth System Science and the Environment (1)

This course provides an overview of the Earth and its history from a systems perspective, exploring the connections among and co-evolution of patterns and processes among the solid earth, atmosphere, oceans, and life. Students will practice observing and thinking like an Earth scientist in an integrated and immersive lecture/discussion/laboratory/field experience. Topics vary by instructor and may include: earth system history and geological time, ocean processes, geomorphology and earth surface processes, surface and groundwater hydrology, earth's climate, biodiversity through space and time, tectonics, and earth materials. Required field trips outside of class may be scheduled.

- **General Education Requirement Fulfillment:** Understanding the Natural World; Quantitative and Analytical Reasoning (no star)
- **Prerequisite:** First and second year students only
- **Offering:** Every Semester
- **Instructor:** Staff

ENVS 250 (QA) Geographic Information Systems (1)

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

- **General Education Requirement Fulfillment:** Quantitative and Analytical Reasoning
- **Offering:** Annually
- **Instructor:** Halama

ENVS 298 Sophomore Seminar in Environmental Science (1)

This course is designed for sophomores majoring in Environmental Science and provides a common experience for building habits of mind and community through an in-depth exposure to the discipline prior to the junior year. Emphasis is on learning to think like an environmental scientist through exploring the analytical research methods used in environmental problem solving through individual or group projects. Students will also carefully consider their path through the ENVS major and explore career options beyond college by interacting with faculty, guest speakers, and alums.

- **Prerequisite:** Sophomore ENVS major and [ENVS 120](#) or [ENVS 121](#)
- **Offering:** Annually
- **Instructor:** Arabas, Bowersox, Butterworth, Meyer, Pike

ENVS 304W (EV) Politics of Environmental Ethics (1)

Critical and in-depth analysis of the human/nature relationship, its impact upon political theory and ethics, as well as its larger ramifications for social and moral life generally.

- **General Education Requirement Fulfillment:** Writing-centered; Examining Values
- **Offering:** Fall
- **Instructor:** Bowersox

ENVS 321 Environmental Policymaking: Politics and Process (1)

A comprehensive analysis of the internal and external influences of the environmental policy process, locally, nationally and globally. Students will explore issue formation, models of policy decision-making, risk perception and assessment, and the motivations and powers of various actors in the policy process.

- **Prerequisite:** [ENVS 120](#)
- **Offering:** Annually
- **Instructor:** Bowersox

ENVR 326 (TH) Environmental History (1)

This course will give students a general introduction to environmental history, using a wide range of sources including history textbooks, popular writing about nature and the environment, nature documentaries, and the landscape. The course will challenge students to think critically about the study of history, how history articulates ongoing human efforts to understand and control nature, and how history investigates current debates about the environment. Topics include: deforestation and the development of the agrarian landscape in Western Europe; European colonization and the effect of European contact on native populations in North America; industrialization and the use and development of natural resources; the definitions, planning, and management of public spaces such as national parks, game lands and zoos; establishment of environmental standards; the emergence of conservation ecology; "green" politics and ecofeminism.

- **General Education Requirement Fulfillment:** Thinking Historically; Environmental Cluster
- **Prerequisite:** Closed to freshmen
- **Offering:** Spring
- **Instructor:** Bourque

ENVS 327W Water Resources of the Western US (1)

This course takes a systems approach to examining the water resources of the US West. Emphasis is placed on evaluating water resources from a variety of scales and perspectives, using the Colorado, Klamath, and Columbia River basins as case studies. Through intensive reading and discussion students will explore how earth systems (water cycle, climate, etc.) and social systems

(economics, law, policy, culture, etc.) interact and influence water resources issues in the Western US. Students will expand on these case studies by preparing a literature review or research paper on a topic of interest.

- **General Education Requirement Fulfillment:** Writing-centered
- **Prerequisite:** [ENVS 120](#) and [ENVS 121](#)
- **Offering:** Spring
- **Instructor:** Arabas

ENVS 328 Health and the Global Environment (1)

This course explores the interconnectedness of the environment, society, and health through a geographic lens. We will examine how geography has been used to understand disease patterns and outbreaks, access to health care, health inequality, and the impact of the environment on health. We will uncover how environmentally-mediated disease and health are represented and understood at multiple scales, the structural conditions leading to the varying levels of health we find in our communities and in our world, and how power relations impact and shape health possibilities in communities.

- **Prerequisite:** [ENVS 120](#)
- **Offering:** Annually
- **Instructor:** Butterworth

ENVS 334 Political Ecology (1)

Political ecology explores the interrelationships between political, social, economic factors and the environment. This class draws on critical scholarship to examine key themes of political ecology such as environmental degradation, conservation, and conflict, along with more recent engagements in the field with concerns of climate change, and the political ecology of health. The course will challenge students to think critically about the connections between humans and the environment, learn about social science methods, and to envision more socially and environmentally just futures.

- **Prerequisite:** [ENVS 120](#)
- **Offering:** Annually
- **Instructor:** Butterworth

ENVS 340 Biogeochemistry (1)

Biogeochemistry is the exploration of the physical, chemical, and biological processes that govern the exchange of energy and elements between life and the environment. In this course, we will examine the global biogeochemical cycling of carbon, sulfur, phosphorus, and nitrogen. Drawing from the primary literature, we will investigate how biogeochemical cycling has changed over Earth's history and as a result of human activities.

- **Prerequisite:** [ENVS 121](#) or [BIOL 125](#) or [CHEM 115](#)
- **Offering:** Alternate Years
- **Instructor:** Meyer

ENVS 343 Biogeography (1)

This course investigates plant and animal distributions, past, present and future. The study of plant distributions will be emphasized and approached from historical, cultural and ecological perspectives. The goal is to foster student understanding of local, regional, and global biogeographic patterns and their underlying processes. Human impacts on biotic distributions and applications of biogeographic knowledge and theory to conservation problems will also be discussed.

- **Prerequisite:** [ENVS 121](#)
- **Offering:** Fall
- **Instructor:** Arabas

ENVS 347 (QA) Earth's Climate: Past, Present, and Future (1)

This course focuses on the fundamentals of Earth's climate system and how it has varied through time. Students will learn how Earth historians use the rock record to determine past climate states as well as explore modern anthropogenic climate change. Topics will include: geologic time, carbon cycle, Milankovitch cycles, climate models and proxies, climate history.

- **General Education Requirement Fulfillment:** Quantitative Reasoning (no star)
- **Prerequisite:** [ENVS 121](#)
- **Offering:** Alternate years
- **Instructor:** Meyer

ENVS 358 Principles of Hydrology (1)

Hydrology is the science that studies the occurrence, distribution, movement and properties of the Earth's waters and their relationship with the environment. This course will focus on learning the concepts, physical principles and methods to describe and measure water flow above and beneath the Earth's surface. You will not only learn the conceptual aspects of water flow, but also techniques to model water dynamics quantitatively. The aim of the course is to provide a balanced perspective of the water cycle that will give you skills and insight into how to manage this fundamental resource.

- **Prerequisite:** [ENVS 121](#)
- **Offering:** Alternate years
- **Instructor:** Pike

ENVS 360 Research in Environmental Health Geography (1)

Environmental health geography examines the connections between disease and the environment across multiple scales. Students will learn quantitative and qualitative research methodologies used

to conduct research in the field. The class will be taught in a workshop model that will encompass lecture, discussion, and hands on inquiry. The main focus of the semester will be on research designed, conducted, and analyzed by the students.

- **Prerequisite:** [ENVS 120](#)
- **Offering:** Annually
- **Instructor:** Butterworth

ENVS 365 Research in Climate Change Impacts on Society (1)

This course examines the impacts of climate change on society, including health, natural disasters, agriculture, vulnerability, and adaptation. Students will learn quantitative and qualitative research methodologies used to conduct research in the field. The class will be taught in a workshop mode that will encompass lecture, discussion, and hands on inquiry. The main focus of the semester will be on research designed, conducted, and analyzed by the students.

- **Prerequisite:** [ENVS 120](#)
- **Offering:** Alternate Years
- **Instructor:** Butterworth

ENVS 374 Special Topics in Environmental Science (.5-1)

This course enables faculty and students to focus on a specific topic in environmental science. The flexibility of the seminar/field experience format permits a timely focus on newly emerging fields, topical issues, and techniques. Specific topic designation is made at time of course offering.

- **Prerequisite:** Permission of instructor
- **Offering:** On demand
- **Instructor:** Staff

ENVS 380W Research in Forest Management and Policy (1)

Forest Management and Policy is a research intensive course examining contemporary issues in forest management and forest conservation, from inventorying for traditional silvicultural practices to variable retention techniques informed by contemporary forest ecology. Adaptation to climate change, wildfire, pathogens, and other disturbances, as well as the economic and politics of third party certification are other topics rich for exploration. Taking advantage of the diversity of Oregon's forested landscapes and ownerships and close proximity to state government, the course incorporates field trips, data collection and data analysis to understand the challenges facing public and private foresters, citizens, and forest lands for which they care. Data will be derived from existing data sets, collected field data, surveys, interviews, transcripts, and documents. Students will be expected to write and present reports to disseminate their findings.

- **General Education Requirement Fulfillment:** Writing-centered
- **Prerequisite:** [ENVS 120](#) and [ENVS 121](#)

- **Offering:** Alternate Years
- **Instructor:** Bowersox

ENVS 381 Research in Spatial Science (1)

Research in Spatial Science will enable students to expand their spatial science skills by applying them to real world problem solving in Environmental Science. It will focus on quantitative assessment, spatial data interpolation, uncertainty tracking and analysis, spatial modeling, and ArcMap competency by building upon skills learned through the [ENVS 250](#) course. Students will also gain competency in GIS programming, ArcModel Builder, advanced spatial data manipulation, and project management.

- **Prerequisite:** [ENVS 250](#)
- **Offering:** Annually
- **Instructor:** Halama

ENVS 382 Research in Dendrochronology (1)

Dendrochronology, or the science of tree rings, is a fascinating and easily accessible form of proxy data used to interpret physical, biological and cultural events in the past. By dating tree rings to their exact year of formation you can discern temporal and spatial patterns of a variety of processes impacting trees including, vegetation dynamics, climate, air pollution, landslides, glacial advance, lake level change, fire, and insect outbreaks. In this course you will get an introduction to dendrochronology, including the breadth of the field and the mechanics of the data collection and analysis of tree rings. Through lecture, discussion, lab and field exercises, and collaborative research students will learn the principles of dendrochronology and how they can be applied to understand the environmental information a tree records in its annual growth rings. Students will employ their dendrochronological knowledge and skills to complete a research project.

- **Prerequisite:** [ENVS 121](#)
- **Offering:** Annually
- **Instructor:** Arabas

ENVS 383W Geomicrobiology (1)

This course focuses on the relationships and interactions between microbes and the environment. Students will practice geochemical and microbiological techniques in the field and laboratory. Topics will include: microbe-mineral interactions, microbial influence in global biogeochemical processes, extremophiles, microbial biogeography, and microbial imprints in the geologic record.

- **General Education Requirement Fulfillment:** Writing-centered
- **Prerequisite:** [BIOL 125](#) or [BIOL 130](#) or [ENVS 121](#)
- **Offering:** Alternate Springs
- **Instructor:** Meyer

ENVS 384W Research in the Anthropocene (1)

The Anthropocene is defined as the latest geologic age where human activity has been a dominant driver on the climate and environment. This research intensive course focuses on methods to observe and learn from the physical evidence of human influence on the environment that is preserved and recorded within the geologic record. Taking advantage of the diverse and dynamic geology of Oregon, the course incorporates field trips, data collection and data analysis to interpret how people have influenced weathering, hillslope, alluvial, fluvial, and coastal processes for the past 10,000 years. We will examine the consequences of both intentional and unintentional manipulation of surface processes. Data will be derived from sediment analysis, geomorphic modeling, and 3D photogrammetry. Students will be expected to write and present reports to disseminate their findings.

- **General Education Requirement Fulfillment:** Writing-centered
- **Prerequisite:** [ENVS 121](#)
- **Offering:** Alternate Years
- **Instructor:** Pike

ENVS 385 Research in Urban Geochemistry (1)

This research intensive course focuses on the geochemical and field approaches that Earth scientists use to quantify human impact on the urban environment. Students will examine key questions in urban geochemical research, including: How have humans altered global and local biogeochemical cycles? How does urban infrastructure influence geochemistry of soils and natural waters? How are urban areas monitored? Student projects will focus on urban geochemical perturbations in the Salem area and may include collection and analysis of water, soil, and dust samples.

- **Prerequisite:** [ENVS 121](#)
- **Offering:** Alternate Years
- **Instructor:** Meyer

ENVS 391W Research in Geoarchaeology (1)

Archaeological geology applies methods and theories from the geologic sciences to archaeological problems. This course will cover the processes associated with sedimentation and stratigraphy at archaeological sites and the geological approaches used to uncover cultural traits associated with the deposits. Geomorphic processes that impact site selection, formation, preservation, and identification will be addressed, as will macroscopic, petrographic, geochemical and isotopic techniques for characterizing and provenancing archaeological material. Geophysical survey methods and theories will also be reviewed. Throughout the course, the theoretical foundation that underlies the union between geology and archaeology will be stressed.

- **General Education Requirement Fulfillment:** Writing-centered
- **Prerequisite:** [ENVS 121](#)
- **Co-Requisite:** Simultaneous enrollment in a lab section of ENVS 391W
- **Offering:** Alternate Years

- **Instructor:** Pike

ENVS 490 Independent Study in Environmental Science (1)

A chance for detailed exploration of a topic related to environmental science by a student under the supervision of an ENVS faculty member. Students will work closely with their faculty mentor to design a set of readings, project to be conducted, and outcomes.

- **Prerequisite:** Consent of instructor
- **Offering:** Every Semester
- **Instructor:** Staff

ENVS 494 Internship in Environmental Science (0.5-1)

Supervised internships in agencies, NGOs, research labs, and other relevant sites. Interns are placed only in positions which provide academic learning opportunities and the availability of such positions may be limited. A student is accepted for internship at the discretion of the supervisor and instructor on the basis of demonstrated capabilities, including research and writing skills. Interns are expected to work between 6 and 12 hours a week, meet regularly with the supervisor and instructor, and write a final reflective paper.

- **Prerequisite:** [ENVS 120](#) and [ENVS 121](#)
- **Offering:** Every semester
- **Instructor:** Staff

ENVS 495W Senior Capstone Course in Environmental Science (1)

The capstone course provides Environmental Science majors with the opportunity to cultivate professional work habits necessary for success by applying and integrating skills and knowledge developed in the Environmental Science curriculum via a semester-long investigation of a major topic in the discipline. Students will focus on writing a literature review on the capstone topic, and then conceptualize, research, and present an independent focus paper based on the literature review.

- **Mode of Inquiry:** Writing-centered
- **Prerequisite:** ENVS 298 and Senior Standing
- **Offering:** Annually
- **Instructor:** Staff

ENVS 499W Senior Honors Thesis in Environmental Science (1)

Students will design and conduct senior honors thesis work on an original piece of research under the supervision of an Environmental Science faculty member. Final products include a written thesis and public presentation.

- **General Education Requirement Fulfillment:** Writing-centered
- **Prerequisite:** Permission of a supervising ENVS faculty member

- **Offering:** Annually
- **Instructor:** Staff

Exercise and Health Science

The Exercise and Health Science program aims at developing those cognitive, affective and psychomotor skills that equip students to perform competently in the program's science based core and selected electives. The interdisciplinary academic structure of the program arises from the belief that critical thinking, effective writing, clear articulation, and strong analytical skills are crucial elements in the mastery of all subject matter. In this, and in its emphasis on developing the well-rounded person, the Exercise and Health Science program pursues goals and objectives that are congruent with those of the College of Liberal Arts curriculum.

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

The major provides students with the essential knowledge and training to pursue a wide variety of career opportunities. In the past decade, the majority of graduates from the program have continued on to graduate studies in fields such as allied health and medicine, teaching, research in Exercise and Health Science, and activity related business. Individual internship programs and field experiences are available to expand students' practical knowledge in their particular areas of interest.

The focus of the service activity offerings is the development of leisure and lifetime skills to accommodate the changing lifestyles of our society and increase the potential for personal fulfillment through physical activity.

The department is housed on the 4th floor of the Collins Science Center. Departmental teaching and research facilities include two wired classrooms in Sparks Center, a separate Integrated Exercise Science laboratory in Gatke Hall and a cadaver laboratory in Collins Science Center.

Requirements for the Exercise and Health Science Major (14 Credits)

8 credits in Exercise and Health Science, 6 other credits

Core Courses

- [BIOL 246](#) Human Anatomy (1)
- [BIOL 260](#) (NW) Human Physiology (1)
- [EXSCI 135](#) Concepts and Contemporary Issues in Exercise Science and Sport (.5)
- [EXSCI 340](#) Clinical Healthcare: Theory and Application (1)
- [EXSCI 347](#) (QA) Biomechanics (1)
- [EXSCI 356W](#) Research Design in Exercise Science (1) OR [PSYC 252W](#)
- [EXSCI 360](#) Physiology of Exercise (1)
- [EXSCI 496W](#) Senior Seminar in Exercise Science (1)
- [IDS 138](#) (QA*) Statistics (1) OR [SOC 341](#) OR [ECON 230](#) OR [MATH 138](#) OR [PSYC 253](#)**

Exercise and Health Science Core Total = Five and one-half (5.5). Outside Major Core Total = Three (3).

Required Electives: Three credits from the following (3)

- [EXSCI 221](#) Epidemiology (1)
- [EXSCI 230](#) (EV, US) The Science of Nutrition (1)
- [EXSCI 241](#) Methods of Teaching Activities and Sports (1)
- [EXSCI 248](#) Exercise Science for Special Populations (1)
- [EXSCI 251](#) Sport Leadership and Management (1)
- [EXSCI 357](#) Motor Learning & Control (1)
- [EXSCI 358](#) Special Topics in Exercise Science (1)
- [EXSCI 394](#) Junior Internship (.5-1.0)
- [EXSCI 445](#) Advanced Injury Management (1)

Required Integrated Courses

Two credits from the following (2)

- [ANTH 344](#) Medical Anthropology (1)
- [BIOL 125](#) (NW) Ecology, Evolution and Diversity (1)
- [BIOL 130](#) Cell Biology and Genetics (1)
- [CHEM 115](#) (NW; QA) General Chemistry I (1)
- [CHEM 116](#) (NW; QA) General Chemistry II**
- [CS 125](#) Problem Solving with MATLAB (1)
- [CS 141](#) (QA*) Introduction to Programming
- [PHYS 221](#) (NW; QA) Introductory Physics I (1)
- [PHYS 222](#) (NW; QA) Introductory Physics II (1)
- [PSYC 210](#) (US) Introduction to Psychology (1)
- Any 300 level PSYC course (1)**
- [SOC 132W](#) (US) Sports and Society (1)

* Prerequisite needed

** Prerequisite may be required

Indicators of Achievement

Student Learning Objectives: In line with the Department's mission, by the end of the program, students will:

1. Demonstrate critical thinking and analytical skills
2. Be competent in numeracy
3. Understand the structure and function of the human body and be able to apply the techniques used to study the human body in health and disease

4. Have engaged in opportunities to expand their knowledge in specific areas of interest including "real world" applications of the theoretical knowledge gained in the classroom
5. Be able to communicate effectively and professionally (both through writing and orally)
6. Appreciate the interdisciplinary nature of human function and movement

Faculty

- [Michael Lockard, Ph.D.](#), Associate Professor of Exercise and Health Science, Department Chair
- [Lucas Ettinger, Ph.D.](#), Assistant Professor of Exercise and Health Science
- [Peter A. Harmer, Ph.D., MPH, ATC, FACSM](#), Professor of Exercise and Health Science,
- [Brandi Row Lazzarini, Ph.D.](#), Associate Professor of Exercise and Health Science
- [Stasinios Stavrianeas, Ph.D.](#), Professor of Exercise and Health Science

Course Listings

EXSCI 135 Concepts and Contemporary Issues in Exercise Science and Sport (.5)

Historical, scientific, psychological and sociological studies related to Exercise and Health Science. Basic development of various philosophies related to ethics and moral values in Exercise and Health Science and sport will be discussed.

- **Offering:** Every semester
- **Instructor:** Harmer

EXSCI 221 Epidemiology (1)

The study of the causes and distribution of disease and injury. It focuses empirically on the identification and control of threats to health and well-being. The class covers historical cases, epidemiological techniques, and current applications.

- **Offering:** Spring, even years
- **Instructor:** Harmer

EXSCI 230 (EV, US) The Science of Nutrition (1)

The course will provide students with foundational knowledge about the scientific principles of human nutrition. The following topics will be discussed: classification of nutrients (carbohydrates, lipids, proteins), metabolism and energy balance, dietary supplements, diet planning, the role of nutrition in health. Students will analyze their own eating habits and design diet programs with the use of comprehensive nutrition software. The course will also examine choices people make about the foods they consume, the consequences that arise as a result of such choices, and the attitudes towards these consequences. Topics include the impact of global warming on food production in different parts of the world, the potential for global conflict as a result of scarcity of food resources, food safety and food security, the politics and economics of health care in the United States, and the tremendous

social and economic costs associated with the current obesity epidemic. Students will use critical analysis of available data and will then be guided towards formulating appropriate solutions to address problems relating to the choices people make about food, and the consequences of these choices.

- **General Education Requirement Fulfillment:** Examining Values, Understanding Society
- **Offering:** Annually
- **Instructor:** Stavrianeas

EXSCI 241 Methods of Teaching Activities and Sports (1)

The study of effective teaching and coaching in physical education and sports with an emphasis on analysis of teaching; methodology; maximizing the learning environment; classroom management; and lesson, unit and program planning and implementation. Not open to freshmen.

- **Offering:** Spring, Odd Years
- **Instructor:** Williams

EXSCI 248 Exercise Science for Special Populations (1)

The analysis of functional and organic abnormalities, assessment methodology and federal regulations that apply to the exceptional individual and the role of physical activity.

- **Offering:** Fall, even years
- **Instructor:** Harmer

EXSCI 251 Sport Leadership and Management (1)

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

- **Offering:** Spring, Even Years
- **Instructor:** Williams

EXSCI 340 Clinical Healthcare: Theory and Application (1)

Introduction to the field of clinical assessment of injury and illness. This course will cover evaluation protocols, initial and progressive management, and principles of rehabilitation. The course includes a laboratory for skill acquisition in hands-on musculoskeletal function evaluation focusing on anatomical kinesiology and the use of special tests to augment evaluation.

- **Prerequisite:** [BIOL 246](#)
- **Offering:** Annually

- **Instructor:** Harmer, Row Lazzarini

EXSCI 347 (QA) Biomechanics (1)

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

- **General Education Requirement Fulfillment:** Quantitative and Analytical Reasoning (no star)
- **Prerequisite:** [BIOL 246](#)
- **Offering:** Every semester
- **Instructor:** Row

EXSCI 356W Research Design in Exercise Science (1)

Introduction to concepts and principles for conducting research and for evaluating the research literature in Exercise and Health Science. Topics include the nature and purpose of research, the research process and the types of research used in Exercise and Health Science. The relationship between design and statistical analyses will also be discussed.

- **General Education Requirement Fulfillment:** Writing-centered
- **Prerequisite:** [EXSCI 135](#)
- **Offering:** Every semester
- **Instructor:** Staff

EXSCI 357 Motor Learning and Control (1)

Study of the neural, physical and behavioral aspects of human movement, and the processes involved in acquiring and refining motor skills. The class will examine research that explains why certain behaviors manifest themselves, and provides the basis for assessing performance and designing optimal practice, rehabilitation and training experiences. Not open to freshmen.

- **Prerequisite:** [BIOL 246](#) required; [BIOL 260](#) recommended; or consent of instructor
- **Offering:** Spring
- **Instructor:** Row Lazzarini, Ettinger

EXSCI 358 Special Topics in Exercise Science (1)

An opportunity for semester-long study of specific advanced topics within the field of Exercise and Health Science. Topics and themes will vary by instructor. This class may be repeated for credit with different topics.

- **Prerequisite:** Depending on topics offered or consent of instructor.
- **Offering:** Annually

- **Instructor:** Staff

EXSCI 360 Physiology of Exercise (1)

This class examines the physiological systems of the human body as they are affected by different mode, intensity, and duration of exercise. Emphasis is placed on the interrelationship between the skeletal, muscular, nervous, respiratory, circulatory, endocrine, and digestive systems. The required laboratory will focus on measuring and analyzing various anthropometric, physiological and metabolic functions and performance parameters, using the data to predict and describe work capacity and training protocols.

- **Prerequisite:** [BIOL 260](#)
- **Offering:** Fall
- **Instructor:** Lockard, Stavrianeas

EXSCI 394 Junior Internship (.5-1.0)

Refer to the [internships section](#) for an explanation of internship requirements.

- **Prerequisite:** Closed to seniors
- **Offering:** Every semester
- **Instructor:** Harmer

EXSCI 445 Advanced Injury Management (1)

Advanced topics in injury recognition and management based upon stress-strain of tissue, structural-functional aspects, and pathomechanics. The phases of healing and rehabilitation are investigated and appropriate protocols of management and reconditioning are integrated during each phase. Includes concepts of pain, pharmacology, therapeutic principles, physical modalities, advanced skill acquisition in evaluation and reconditioning, and anatomical dissection.

- **Prerequisite:** [EXSCI 340](#)
- **Offering:** Fall
- **Instructor:** Staff

EXSCI 496W Senior Seminar in Exercise Science (1)

A seminar course and capstone experience required of all Exercise and Health Science majors. Students may meet this requirement by completing one of the following four options: a) an original research study, b) a literature review, c) an internship with an associated service project, or d) a community outreach project. Topics are selected in consultation with Exercise and Health Science faculty. Regardless of the option chosen, students must present their work orally in an open meeting format and provide a final paper detailing the work to the department.

- **General Education Requirement Fulfillment:** Writing-centered

- **Prerequisite:** [EXSCI 356W](#)
- **Offering:** Fall
- **Instructor:** Staff

Fitness

The Fitness (FITS and FITV) designations cover two areas of activities many students participate in for credit during their tenure at Willamette University: Fitness Courses and Varsity Sports. No more than 2 credits (8 courses) from a combination of Fitness Courses (FITS) or Varsity Sports (FITV) can count toward graduation.

Fitness Courses (FITS)

Many of these courses are offered each semester and will on occasion have multiple sections or a suffix of I or II (novice or a more advanced level, respectively). Fitness classes are co-ed unless otherwise specified. Course offerings include: step aerobics, fencing, Tai Chi, tennis, skiing, total body conditioning, and yoga. A student may pre-register for a maximum of one FITS course per semester. If the student has taken less than an average of one FITS/FITV course for their previous Willamette semesters, a maximum of one additional FITS course may be added on the first day of classes on a space available basis. More information about Fitness Courses, FAQs, Policies & Regulations, and specific courses can be found in the [Personal Wellness & Fitness pages](#).

Varsity Sports (FITV)

Credit can be earned by students participating in the following varsity sports: baseball (m), basketball (m/w), crew (m), cross country (m/w), football (m), golf (m/w), soccer (m/w), softball (w), swimming (m/w), tennis (m/w), track and field (m/w), and volleyball (w). Credit will be awarded for varsity sports participation at the end of the season, if the student has not exceeded an average of one FITS/FITV course per semester at Willamette. More information about Varsity Sports can be found in the [Athletics pages](#).

Faculty

Fitness Courses (FITS)

Andy Bolliger, CrossFit

Stacy Brown, Pilates, Aerobics, Yoga

James Ciaramitaro, Fencing

Debi Eshleman, Aerobics, Core Body Conditioning/ABS, Pilates, Basic Functional Interval Trainint (B-Fit)

Joseph Laronge, Tai Chi Chuan

TBD, Tennis

Varsity Sports (FITV)

Hillary Arthur, Head Coach, Women's Soccer

Patrick Daugherty, Head Coach, Golf (men & women)

Lloyd Fobi, Head Coach, Men's Soccer
Glen Fowles, Head Coach, Football
Kip Ioane, Head Coach, Men's Basketball
Sarah Lautenbach, Head Coach, Women's Lacrosse
Matt McGuirk, Head Coach, Cross Country (men & women) and Track & Field (men & women)
Aaron Swick, Head Coach, Baseball
Bryce Parmelly, Head Coach, Women's Tennis
Leslie Shevlin, Head Coach, Swimming (men & women)
Tom Shoji, Head Coach, Volleyball
Peg Swadener, Head Coach, Women's Basketball
Damian Williams, Head Coach, Softball
Rick Wood, Head Coach, Men's Tennis

Course Listings

FITS 053X Tennis I (.25)

Tennis 1 is an 8-week class that meets for 2 hours twice a week. The class is open to all skill levels--beginner to advanced. The basic strokes and rules will be reviewed including serve, ground strokes, volleys, lobs and scoring. Drills are incorporated with ball machines and practice partners. Rackets and balls are provided during class. Taught by the Women's Tennis head coach.

- Offering: Fall
- Instructor: Roberts

FITS 059X Skiing (.25)

The Willamette University ski course occurs at the beginning of the Spring semester through Mt. Hood Meadows. Ski lessons are available in Alpine, Nordic (Cross Country), Telemark and Snowboarding, each with levels from beginning to expert courses. Mt. Hood Meadows has over 115 PSIA (Professional Ski Instructor Association) Certified Ski Instructors and 45 Snowboard Instructors that teach by ATS (American Teaching System). Students will have "lab time" to ski or snowboard before and after each lesson period in order to meet the Fitness requirement.

- Offering: Spring
- Instructor: Stewart

FITS 063X Celtic Cardio (.25)

Celtic Cardio is a 60 minute class focusing on cardiovascular endurance, foot speed, agility, and overall functional strength using a bench and risers, hand weights, and resista balls. All movement is based on Irish Dance and Highland Games events with contemporary and classic Celtic music driving the beat.

- **Offering:** Every semester

- Instructor: Staff

FITS 064X Basic Functional Interval Training (.25)

Basic Functional Interval Training alternates segments of power cardio movements with resistance training. Hand weights as well as one's own body weight will be used to overload the muscles during the resistance option. Focus will be on creating imbalance as to strengthen the core muscle groups. The class will also include an abdominal workout as well as a 10 minute cool down.

- **Offering:** Every semester
- Instructor: Staff

FITS 065X Pilates (.25)

Pilates develops the body uniformly, corrects wrong postures, restores physical vitality, invigorates the mind, and elevates the spirit. Pilates is great for any sport, especially rotational sports like tennis and golf. Pilates will enhance your sport performance. Use of Pilates magic circles, balls, hand weights, and bands are incorporated into this workout.

- **Offering:** Every semester
- Instructor: Staff

FITS 066X Step Aerobics (.25)

A 45-minutes, two times a week, step aerobic class designed to improve endurance and cardiovascular fitness. This class will also include an abdominal strengthening and stretching segment.

- **Offering:** Every semester
- Instructor: Staff

FITS 069X Core Body Conditioning/ABS (.25)

This 45-minute, twice a week, mat-type class takes a functional approach to lengthening and strengthening muscles. This invigorating workout utilizes active/passive stretching as well as core body strengthening. It is based on the principles of Yoga, Pilates and basic strength training. We will use our own body weight as well as dumbbells for resistance and "physioballs" for isometric contractions and balance.

- **Offering:** Every semester
- Instructor: Staff

FITS 070X CrossFit (.25)

CrossFit is offered twice a week for one hour.

- **Offering:** Every semester

- Instructor: Staff

FITS 081X Fencing (.25)

Foils, masks, and protective jackets are provided by the University. Basic foot work and blade work is taught and the general concepts of form, balance and self-control are developed. Good sportsmanship is stressed and the formal code of etiquette for fencing is introduced. Participants in this course are eligible to join the University's fencing club, the Willamette University Foil Fencers (WUFF) after the sixth week of class.

- **Offering:** Every semester
- Instructor: Staff

FITS 084X Tai Chi (.25)

Tai Chi is a flowing, graceful moving meditation which cultivates a calm, focused and centered mind. It is also an ancient exercise system for developing a vibrant, strong and supple body. Finally, Tai Chi is a highly effective internal martial art for confidence and self-defense. The class is designed to meet the needs of students who wish to solely pursue the meditative and health aspects as well as students interested in its martial applications.

- **Offering:** Every semester
- Instructor: Staff

FITS 085X Yoga (.25)

Yoga is a system of exercise, breath awareness and concentration used to promote individual growth. This course focuses on physical postures and breathing exercises to develop strength, flexibility and balance.

- **Offering:** Every semester
- Instructor: Staff

FITV 001X-029X Varsity Sports (.25 credit each)

Credit can be earned by students participating in the following varsity sports: baseball (m), basketball (m/w), cross country (m/w), football (m), golf (m/w), soccer (m/w), softball (w), swimming (m/w), tennis (m/w), track and field (m/w), and volleyball (w). No more than 2 credits (8 courses) from a combination of activity (FITS) or Varsity Sports (FITV) courses can count toward graduation. Credit will be awarded for varsity sports participation at the end of the season, if the student has not exceeded an average of one FITS/FITV course per semester at Willamette.

- **Offering:** Every semester
- Instructor: Staff

French and Francophone Studies

The French and Francophone Studies Department offers courses in language and literature. By following a carefully designed program, French and Francophone students learn to communicate; to think and write critically; and to appreciate the literary, social, and cultural traditions of the Francophone world. The department is committed to the concept of foreign study and strongly encourages students to participate in overseas programs in France, Africa, Quebec, or the French Caribbean islands.

Requirements for the French and Francophone Studies Major (10 Credits)

No more than 3 credits toward the French and Francophone Studies major may be earned through off-campus or foreign study programs.

French and Francophone Studies majors are required to complete 10 credits of course work beyond the intermediate-level language courses, including the core courses, 3 credits in Literature, and 3 courses from ELECTIVE areas (1 from Arts and Humanities, 1 from Social Sciences, and 1 from either).

Core courses

- [FREN 331W](#) French Composition and Discussion (1)
- [FREN 336](#) (TH) French and Francophone Studies I (1)
- [FREN 337](#) (IT) French and Francophone Studies II (1)
- [FREN 492W](#) Research and Discussion of Selected Topics in Literature (1)

Three credits in French literature, from the following (3)

- [FREN 241](#) (4th Sem Lang Req) Topics in French History Through Film (1)
- [FREN 340](#) (IT) Readings in French Literature (1)
- [FREN 341](#) (IT) Oral Tradition and Performance in African Literature (1)
- [FREN 430](#) (IT) Civilization and Its Critics (1)
- [FREN 432](#) (US) Language in Society (1)
- [FREN 438](#) (TH) Topics in Cinema (1)
- [FREN 439](#) (IT) Advanced Topics in French Literature (1)
- [IDS 322](#) (IT) The Idea of Europe

Three courses may be selected from ELECTIVE areas: one course from the Arts and Humanities; one course from the Social Sciences; and one from either

- [ANTH 232](#) (US) Peoples and Cultures of Africa (1)
- [ARTH 246](#) (TH) Modern Art [Europe and America]: 1890-1945 (1)
- [ARTH 247](#) (TH) 18th- and 19th-Century Art History (1)
- [ARTH 259](#) (TH) Western Medieval Art and Architecture (1)
- [CLHI 250](#) (IT) Introduction to Comparative Literature and the History of Ideas (1)

- [HIST 254](#) (TH) 20th-Century Europe (1)
- [MUSC 445](#) Topics in Music History (1) *topic dependent*
- [PHIL 238](#) Existentialism (1)
- [POLI 316](#) The Politics of International Justice (1)
- [POLI 370W](#) Europe and the International System (1)
- [POLI 384](#) Transnational Feminist Politics (1)
- [POLI 387](#) Africa and the World (1)

Requirements for the French and Francophone Studies Minor (5 Credits)

No more than 3 credits may be earned through off-campus or foreign study programs.

Core courses

- [FREN 331W](#) French Composition and Discussion (1)
- [FREN 340](#) (IT) Readings in French Literature (1)

One course from the following (1)

- [FREN 336](#) (TH) French and Francophone Studies I (1) OR
- [FREN 337](#) (IT) French and Francophone Studies II (1) OR
- [FREN 430](#) (IT) Civilization and Its Critics (1)

Two additional credits in French

- Numbered electives at the 300 or 400 or above level (2)

The department strongly urges its students to improve their language competency and broaden their education through off-campus study in approved programs. Of special interest to students of French and Francophone Studies is the Willamette semester abroad in France, CIDEF in Angers and CUPA in Paris. The CIDEF (Centre International D'Etudes Françaises) is an intensive language and culture program which places students into the appropriate level courses based on their current language ability. The CUPA program (Center for University Programs Abroad) is recommended to highly motivated juniors and seniors interested in individualized programs of study at the leading Parisian universities and institutes.

Credits earned in Willamette University's off-campus study programs, or in other pre-approved foreign study programs, may be substituted for required courses in the French and Francophone Studies Department. Students should consult in advance with the Department Chair to assure such substitution.

The French and Francophone Studies Department also offers an assistant language exchange program in cooperation with the French Ministry of Education

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

Indicators of Achievement

In the French Department we expect our students to achieve three learning outcomes by the time they graduate from Willamette University.

Student Learning Outcomes for the French Major

1. To reach the advanced level of proficiency as defined by the American Council for the Teaching of Foreign Languages (ACTFL). The advanced level is characterized by the ability to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation
2. To be able to initiate, sustain and bring to closure a wide variety of communication tasks, including those that require an increased ability to convey meaning with diverse language strategies
3. To be able to demonstrate a broad knowledge of French and Francophone literatures, history and cultures through completion of a research project in the senior year

Faculty

- [Amadou Fofana](#), Professor of French and Francophone Studies; French Department Chair,
- [Gaetano DeLeonibus](#), Professor of French and Francophone Studies,

Part-Time and Visiting Faculty

- [Lisa Friedli](#), ,

Course Listings

FREN 131 Elementary French I (1)

Introduction to basic skills: comprehension, speaking, reading and writing. Regular assignments for laboratory work.

- Offering: Fall
- **Instructor:** DeLeonibus, Fofana

FREN 132 Elementary French II (1)

Introduction to basic skills: comprehension, speaking, reading and writing. Regular assignments for laboratory work.

- Offering: Spring

- **Instructor:** DeLeonibus, Fofana

FREN 205 Basic Conversation in French (.25)

This course will allow students to practice conversational French with confidence in an informal and relaxed setting, leading to a stimulating exchange of opinions. They will engage with French popular culture in the form of films, news items, songs, plays, etc. Conducted in French. May be repeated for up to one credit.

- **Prerequisite:** [FREN 131](#) or consent of instructor.
- **Offering:** Every semester
- **Instructor:** Language Assistant

FREN 231 Intermediate French I (1)

Development of basic skills, classroom and laboratory. Carefully selected readings in the student's special fields of interest.

- **Prerequisite:** Elementary French (or equivalent) or two years of high school French with satisfactory AP score.
- **Offering:** Fall
- **Instructor:** DeLeonibus, Fofana

FREN 232 Intermediate French II (1)

Development of basic skills, classroom and laboratory. Carefully selected readings in the student's special fields of interest.

- **Prerequisite:** Elementary French (or equivalent) or two years of high school French with satisfactory AP score.
- **Offering:** Spring
- **Instructor:** DeLeonibus, Fofana

FREN 241 (4th Sem Lang Req) Topics in French History Through Film (1)

This course presents a survey of French history and culture, from the Renaissance to the 20th Century, as the history and culture are represented in a major French art form, the cinema. Topics studied include: religion and marriage in the Renaissance, court life under the ancient regime, the French Revolution, Napoleon's Empire, colonialism, World War I, World War II, the Algerian War, and the student revolution of 1968. Conducted in English.

- **General Education Requirement Fulfillment:** Fourth Semester Language Requirement
- **Offering:** Spring
- **Instructor:** DeLeonibus, Fofana, Staff

FREN 331W French Composition and Discussion (1)

Oral and written compositions based upon readings of texts emphasizing French and Francophone cultures and literary vocabulary needed in more advanced letters courses. Exercises in Syntax and introductory phonetics. Conducted in French.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** [FREN 232](#)
- Offering: Fall
- **Instructor:** DeLeonibus

FREN 336 (TH) French & Francophone Studies I (1)

Examines conceptions of culture and civilization and notions of Empire in France from the Renaissance to the Exposition Coloniale of 1931, with an emphasis on the historical development and ideological foundations of French colonialism and its manifestations. Authors and texts include: Montaigne; the Code noir; the Encyclopédie; the Déclaration des droits de l'homme et du citoyen; Rousseau; Voltaire; Diderot; Chateaubriand; Tocqueville; Claire de Duras; Renan; Gobineau; Gauguin; Drumont; Sartre. Conducted in English.

- General Education Requirement Fulfillment: Thinking Historically
- **Prerequisite:** [FREN 232](#)
- Offering: Fall
- **Instructor:** DeLeonibus/Fofana

FREN 337 (IT) French & Francophone Studies II (1)

An introduction to the cultures, literatures and histories of the erstwhile French colonies through a study of representative texts by Francophone authors including Léopold Sédar, Aimé Césaire, Tahar Ben Jelloun, Ferdinand Oyono, Assia Djebar, Maryse Condé, Fatou Diome, Azouz Begag among others. Conducted in English.

- General Education Requirement Fulfillment: Interpreting Texts
- **Prerequisite:** [FREN 232](#)
- Offering: Spring
- **Instructor:** DeLeonibus/Fofana

FREN 340 (IT) Readings in French Literature (1)

Introduction to the study of French literature through reading typical works in the various genres. The course will acquaint the student with the basic vocabulary and tools of literary criticism. Conducted in French.

- General Education Requirement Fulfillment: Interpreting Texts
- **Prerequisite:** [FREN 331W](#) or consent of instructor
- **Offering:** Annually

- Instructor: Staff

FREN 341 (IT) Oral Tradition and Performance in African Literature (1)

This course explores how contemporary written literature in Africa continues to derive a great deal of its vitality from older traditions of verbal art. Initially the course will examine sample texts from the oral tradition. It will next focus on representative texts by major African writers whose works have made use of said oral tradition as well as examine their social and political contexts. The principal concern of the course will be the analysis of the aesthetic implications of the transposition of oral techniques and structural features into the medium of the written/printed word. Conducted in English.

- **Mode of Inquiry:** Interpreting Texts
- **Offering:** Alternate Years
- Instructor: Fofana

FREN 430 (IT) Civilization and Its Critics (1)

Focusing on key texts from the 16th to the 18th century, this course proposes to examine the various philosophical tendencies that have marked French cultural, social, and political thought through the ages, and which continue to have an impact on modern thinking. Selected themes such as education, reason, progress, enlightenment, as well as their intellectual and aesthetic ramifications will be analyzed. Conducted in English and French.

- General Education Requirement Fulfillment: Interpreting Texts
- **Prerequisite:** [FREN 331W](#) or consent of instructor
- **Offering:** Alternate falls
- Instructor: Staff

FREN 432 (US) Language in Society (1)

Examination of the characteristics of language and its variations. The course introduces language within its social context and examines topics such as language definition, dialects and dialectal variations, language and social class, mother tongue, language and identity, language spread, language shift, and language loss. Conducted in English.

- General Education Requirement Fulfillment: Understanding Society
- **Offering:** Alternate years
- Instructor: Staff

FREN 437 (IT) Female Voices in African Literature and Film (1)

This course surveys the literature and culture produced by African men and women in the last four decades focusing on female voicing and representation. How do African feminisms deal with issues of female subjecthood and agency in local contexts where culture, politics, social institutions and language are ensconced within dominant male narratives? How do African feminist discourses

negotiate the strictures and structures of feminist internationalism while maintaining a specific African inflection?

- General Education Requirement Fulfillment: Interpreting Texts
- **Prerequisite:** [FREN 340](#) or consent of instructor
- **Offering:** Alternate springs
- Instructor: Fofana

FREN 438 (TH) Topics in Cinema (1)

This course focuses on pressing political, socio-cultural, economic and historical issues raised by French, Francophone, and African filmmakers. It examines the relationship between cinema and other forms of creative practice and expression in particular, history, literature, and the visual arts. It also explores the significance and use of cinema in juxtaposition with cultural and social development. Conducted in English. May be repeated for credit.

- General Education Requirement Fulfillment: Thinking Historically
- **Offering:** Annually
- Instructor: Staff

FREN 439 (IT) Advanced Topics in French Literature (1)

An examination of one major topic in French literature, with an emphasis on the significance of the specific topic in French literature in general. Topics may be organized around a major author or comparison of authors, an idea, a genre, a literary movement, or a critical approach, such as comparative approaches to humanism: neo-classicism; literature and nationalism; colonialism; romanticism; negritude; existentialism; post-colonialism; Francophone literature; and lyric voice. This course is taught in seminar format and designed not to be introductory in nature, but rather to explore a particular topic or theme intensively and creatively. Conducted in French. May be repeated for credit.

- General Education Requirement Fulfillment: Interpreting Texts
- **Prerequisite:** [FREN 340](#) or consent of instructor
- **Offering:** Alternate springs
- Instructor: Staff

FREN 490-491 Reading and Conference (.5 or 1)

Designed to enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered at Willamette University.

- **Prerequisite:** [FREN 331W](#); Junior standing and g.p.a. of 3.0 or better
- **Offering:** On demand
- **Instructor:** DeLeonibus, Fofana

FREN 492W Research and Discussion of Selected Topics in Literature (1)

This seminar course will serve to integrate the linguistic, cultural, historical and literary experiences of seniors in the language. The class will be taught in a true seminar fashion, with a flexible format to allow students to highlight their varying individual backgrounds and interests in French. The course will include a discussion of major works of French literature, the topic set by the professor according to the proposed student projects. Students must present a major research paper at the end of the semester and pass an oral defense. Both research paper and oral defense will be in French. Conducted in French. Prerequisite: This course serves as the Senior Year Experience, so it is limited to seniors or consent of instructor.

- General Education Requirement Fulfillment: Writing-centered
- Offering: Spring
- **Instructor:** DeLeoinbus, Fofana, Goeury-Richardson

German & Russian

The Department of German and Russian offers courses in language and literature. By following a carefully designed program, German and Russian students learn to communicate; to think and write critically; and to appreciate the literary, social, and cultural traditions of the language under study. The department is committed to the concept of foreign study and strongly encourages students to participate in overseas programs in Munich, Berlin, or Simferopol. Major and minor programs are offered in German; a minor is offered in Russian and students are sometimes able to complete a Russian major by completing a semester of study abroad.

Requirements for the German Major (8 Credits)

German majors are required to complete 8 credits of course work beyond the intermediate-level language courses, including Composition and Discussion, at least 1 credit in Civilization, 3 credits in Literature and a Senior Year Experience.

Core courses

- [GERM 331W](#) German Composition and Discussion (1)
- [GERM 333](#) Contemporary German Culture (1)

Three credits in German literature, from the following (3)

- [GERM 340](#) (IT) Introduction to German Literature (1)
- [GERM 431](#) (TH) Changing German Realities Since the Congress of Vienna (1)
- [GERM 432](#) (CA) Media in Context: Literature, Film and Art (1)
- [GERM 433](#) Modernism in Vienna and Berlin (1)
- [GERM 490 and 491](#) Reading and Conference (1)

Three additional credits in German, numbered 300 or above (3) including either

- [GERM 496W](#) Senior Seminar (1) or
- [GERM 497](#) Literary Research (.5)

Requirements for the German Minor (5 Credits)

- [GERM 232](#) Intermediate German II (1)
- [GERM 331W](#) German Composition and Discussion (1)
- [GERM 333](#) Contemporary German Culture (1)
- [GERM 340](#) (IT) Introduction to German Literature (1)
- One additional German credit at the 400 level (1)

Requirements for the Russian Minor (5 Credits)

- [RUSS 232](#) Intermediate Russian II (1)
- [RUSS 233W](#) (TH) Russian Culture: Russian Ways and Views of Russia (1) or
- [RUSS 320W](#) (IT; 4th Sem Lang Req) Introduction to Russian Literature in Translation (1) or
- [RUSS 325](#) (IT) Topics in Russian Literature (1)
- [RUSS 330](#) Advanced Russian Grammar: Stylistics and Translation (.5) and
- [RUSS 370](#) Introduction to Russian Literature (.5) or
- [RUSS 331](#) Russian Composition and Discussion (1)
- [RUSS 333](#) Russian Civilization and Culture (1)
- One additional RUSS credit numbered 300 or above or a credit from a Willamette-recognized semester abroad program or a RUSS credit numbered 300 or above transferred from an accredited program at another 4-year institution. (1)

Indicators of Achievement

In our department we have set three broad categories of Student Learning Outcomes (SLO) for what we expect students to know or be able to do after taking courses in our major and, to a lesser extent, minor programs.

Student Learning Outcomes for the German and Russian Major

1. Language Proficiency
 - Students will be able to initiate, maintain, and close a general conversation either in German or in Russian. [speaking]
 - Students will be able to understand written examples of a variety of texts that treat familiar and unfamiliar topics and situations. [reading]
 - Students will be able to understand main ideas and details of discourse that they hear. [listening]
 - Students will be able to write informal and formal texts about familiar topics using simple discourse. [writing]

- Students will be able to describe the grammar they are using, reading, or listening to. [analyzing]
- 2. Knowledge of Cultural Contexts
 - Students will be able to appreciate the stylistic features that distinguish texts (from non-fiction and from the literary, visual, and performance arts).
 - Students will be able to comment on the place of texts and genres within the cultural tradition.
 - Students will be familiar with great works in the cultural tradition.
 - Students will be able to discuss historical developments and periods in these cultures.
 - Students will appreciate influences and contributions of German- or Russian-speaking peoples on American culture (through immigration, political outlooks and policies).
- 3. Senior Project
 - Students will have such familiarity with research methods that they can produce scholarly writings that draw on texts or other resources in German/Russian and in English.
 - Students will demonstrate their ability to read those texts/resources critically.
 - Students will demonstrate their ability to synthesize shared and opposing views.
 - Students will demonstrate their ability to present their research findings effectively in a public setting.

Faculty

- [Sarah Clovis Bishop](#), Associate Professor of Russian; German & Russian Department Chair
- [Aili Zheng](#), Associate Professor of German

Part-Time and Visiting Faculty

- [Kristen Klay](#)
- [Sara Orr](#)

Course Listings

GERM 131 Elementary German I (1)

Listening/comprehension, speaking, and reading developed through intense oral practice and frequent language laboratory exercises.

- Offering: Fall
- Instructor: Zheng

GERM 132 Elementary German II (1)

Listening/comprehension, speaking, and reading developed through intense oral practice and frequent language laboratory exercises.

- Offering: Spring
- Instructor: Zheng

GERM 231 Intermediate German I (1)

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

- **Prerequisite:** [GERM 132](#)
- Offering: Fall
- Instructor: Zheng

GERM 232 Intermediate German II (1)

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

- **Prerequisite:** [GERM 231](#)
- Offering: Spring
- Instructor: Zheng

GERM 241 (IT; 4th Sem Lang Req) German Cinema and Visual Culture (1)

In this course, students will acquire skills for engaging visual media in their social environments. Apart from analytical approaches, the course will survey important contributors of German cinema, from its pioneering beginnings to the present. This material will be considered in a broad cultural context where Expressionist Film, for example, is explored together with developments in Expressionist art. As a popular medium, film in various ways taps into the desires, hopes and fears of spectators; we will consider the means by which this is accomplished and discuss the social role that it plays. Though the focus of the course is on visual media in German culture, the aim is visual literacy in general.

- **General Education Requirement Fulfillment:** Interpreting Texts; Fourth Semester Language Requirement
- **Offering:** Alternate Fall semesters
- Instructor: Zheng

GERM 331W German Composition and Discussion (1)

In this course the emphasis will be on developing and refining skills for written and spoken expression in various contexts of German. Accuracy, fluency and complexity in language use will be our goal. Our discussions and assignments will be based on texts from various media, with the focus on contemporary issues in German-speaking countries.

- **Prerequisite:** [GERM 232](#) or consent of instructor.
- General Education Requirement Fulfillment: Writing-centered

- Offering: Fall
- Instructor: Zheng

GERM 333 (US) Contemporary German Culture and Society (1)

In this course students will continue to improve their language competence in German by exploring cultural, Political and everyday aspects of contemporary Germany. Themes and issues will include the role of Germany in the European Union, Ostalgie and German reunification, youth culture, literature, music, art, multiculturalism, cross-cultural comparisons, and the realities of the media world. Emphasis will be placed on developing skills in contextualizing, interpreting, and critiquing a variety of texts.

- General Education Requirement: Understanding Society
- **Prerequisite:** [GERM 331W](#) or consent of instructor
- Offering: Spring
- Instructor: Zheng

GERM 340 (IT) Introduction to German Literature (1)

In this course, students will acquire interpretive tools for reading, analyzing and discussing German literary texts. With this background, students will then explore representative works from major periods and a variety of styles. We will also be concerned in locating and understanding these works in their historical and cultural context. Selective grammar review and vocabulary-building will be included. Taught in German. This course can be repeated if the contents are different.

- General Education Requirement: Interpreting Texts
- **Prerequisite:** [GERM 331W](#) or consent of instructor
- **Offering:** Fall Semester
- Instructor: Zheng

GERM 431 (TH) Changing German Realities Since the Congress of Vienna (1)

In the past two hundred years political events, intellectual ventures and technological innovations have profoundly changed the realities in which people tried to make sense of their life and social role. The demise of empires, the redrawing of borders, the shifts in lifestyle from the early machine age to the digital era, and the repositioning of gender and cultural difference all led to far-reaching adjustments in values and patterns of behavior. We will explore a variety of German literary texts, historical documents and films to understand the impact that these changes and developments have had from the early nineteenth century to the European context of today . Conducted in German.

- **Prerequisite:** [GERM 340](#) or consent of instructor
- General Education Requirement Fulfillment: Thinking Historically
- **Offering:** Alternate years
- Instructor: Zheng

GERM 432 (CA) Media in Context: Literature, Film and Art (1)

Visual and textual media archive social constructions of reality, but they also in turn shape the everyday experiences that make up such social reality. The movies that people see, the books they read and the various forms of artistic expression all contribute to the context in which they make their way. In this course we will critically engage and discuss representative German films, texts and art, and thereby explore topics that fuel current debates on notions of identity and multiculturalism, globalization and consumerism, as well as on the increasing apprehensiveness and violence in the urban experience. Students will complete a project that creatively engages a central aspect of the material discussed in the course: a narrative, a short film, or an artwork.

- General Education Requirement: Creating in the Arts
- **Prerequisite:** [GERM 340](#) or consent of instructor
- **Offering:** Alternate years
- Instructor: Zheng

GERM 433 Modernism in Vienna and Berlin (1)

In an explosion of cultural production, the turn of the 20th century opened exciting new horizons for knowledge and experience. Freud's work on the unconscious and splendid new 'isms' in the arts, technical innovations and the development of new media dramatically changed the perception of urban life. In this course we will consider a selection of texts from this time period, as well as films from its beginnings to the 1930s.

- **Prerequisite:** [GERM 340](#) or consent of instructor
- **Offering:** Alternate years
- Instructor: Zheng

GERM 490-491 Reading and Conference (.5 or 1)

Designed to enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered at Willamette University.

- **Prerequisite:** [GERM 331W](#), Junior or Senior standing and G.P.A. of 3.0 or better
- **Offering:** On demand
- Instructor: Zheng

GERM 496W Senior Seminar (1)

The seminar will focus on the life and works of one major author (e.g., Goethe, Rilke, Nietzsche, Mann, etc.). Students are expected to write a research paper and present it to the class at the end of the semester.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** Senior standing in German
- **Offering:** Spring

- Instructor: Zheng

GERM 497 Literary Research (.5)

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

- Offering: Spring
- Instructor: Zheng

RUSS 131 Elementary Russian I (1)

The course introduces the basic features of Russian grammar and provides an essential Russian vocabulary for practical conversation, reading, writing, and aural comprehension. Classroom work is supplemented with laboratory and multimedia practice.

- **Offering:** Annually
- Instructor: Conliffe

RUSS 132 Elementary Russian II (1)

The course introduces the basic features of Russian grammar and provides an essential Russian vocabulary for practical conversation, reading, writing, and aural comprehension. Classroom work is supplemented with laboratory and multimedia practice.

- **Offering:** Annually
- Instructor: Conliffe

RUSS 150 (IT) Tolstoy's War and Peace (1)

This course is devoted to a close reading of Tolstoy's *War and Peace* -- for many, one of the world's greatest novels. Topics include Tolstoy's use of language and literary innovation; Tolstoy's representations of consciousness and knowledge, human intentions and responsibility; Tolstoy's views on history and historiography; his depictions of life and his comments on the meaning of life; and, the role and meaning of war. Taught in English.

- General Education Requirement Fulfillment: Interpreting texts
- **Offering:** Alternate years in fall
- Instructor: Conliffe

RUSS 231 Intermediate Russian I (1)

The course continues the study of basic Russian language skills, introducing various language styles and adding to the students' vocabulary base. In second semester, students complete reading and

composition assignments, and discuss and write reports on simple videos. Classroom work is supplemented with laboratory and multimedia practice.

- **Prerequisite:** [RUSS 131](#) and [RUSS 132](#) or consent of instructor
- **Offering:** Annually
- Instructor: Conliffe

RUSS 232 Intermediate Russian II (1)

The course continues the study of basic Russian language skills, introducing various language styles and adding to the students' vocabulary base. In second semester, students complete reading and composition assignments, and discuss and write reports on simple videos. Classroom work is supplemented with laboratory and multimedia practice.

- **Prerequisite:** [RUSS 131](#) and [RUSS 132](#) or consent of instructor
- **Offering:** Annually
- Instructor: Conliffe

RUSS 233W (TH; 4th Sem Lang Req) Russian Culture: Russian Ways and Views of Russia (1)

This writing-centered course acquaints students with major artistic achievements in Russian society from the 10th century to the present day -- in architecture, painting, literature, and music -- and explores particularly Russian manners and customs that define the everyday lives of its people. It examines the possible ways in which these achievements, manners, and customs might be said to define that society in a certain period. The materials are presented historically through films, music, pictures, paintings, readings, and food.

- **General Education Requirement Fulfillment:** Writing-centered; Thinking Historically; Fourth Semester Language Requirement
- **Offering:** Alternate years in springs
- Instructor: Conliffe

RUSS 235 (CA; 4th Sem Lang Req) Russian and Soviet Cinema (1)

A survey of masterpieces of Russian Film from the 1920s to the present including works by Eisenstein, Vertov, and Tarkovsky. The course will examine the ways in which directors, like authors of novels and other literary genres, create a fictional world; the historical and social context in which these films were made will also be discussed. Taught in English

- **General Education Requirement Fulfillment:** Creating in the Arts; Fourth Semester Language Requirement
- **Offering:** Alternate falls
- Instructor: Bishop

RUSS 242W (IT) Great Short Stories from Russia (1)

This course will examine masterpieces of Russian short fiction from the nineteenth and twentieth centuries. In addition to analyzing the individual stories closely, students will consider the tradition of the short story within Russian literary history and will explore the dialogue taking place among the texts. Stories will include the ridiculous tales of Gogol, the classic short prose of Chekhov, and the magical realism of Nabokov. Taught in English.

- General Education Requirement Fulfillment: Writing-centered; Interpreting Texts
- **Offering:** Alternate falls
- Instructor: Bishop

RUSS 245W (IT) From Russia with Love: Family and Sexuality in Twentieth-Century Russian Literature (1)

Tolstoy famously wrote, "All happy families are alike; each unhappy family is unhappy in its own way." Beginning with his controversial novella, "The Kreutzer Sonata," this course will examine love and family in Russian literature, a problem which becomes particularly complicated in the twentieth century. Topics will include androgyny in the writings of the symbolists, the regimentation of sex in Zamiatin's anti-utopian novel We, mystical love in Bulgakov's Master and Margarita, questions of disease and sterility in Solzhenitsyn's Cancer Ward, and generational conflict in the writings of Tsvetaeva and Petrushevskaya. The course does not require a background in Russian history or culture; only a curiosity and desire to explore new literary worlds. Taught in English.

- General Education Requirement Fulfillment: Writing-centered; Interpreting Texts
- **Offering:** Alternate years
- Instructor: Bishop

RUSS 320W (IT; 4th Sem Lang Req) The Nineteenth-Century Russian Novel (1)

The course considers the development of some of the greatest longer works of nineteenth-century Russian literature, including novels by Gogol, Dostoevsky, and Tolstoy. It examines the development of these works in terms of literary contexts, social changes, and ideas, giving special attention to such topics as love, justice, fate, free will, and Russian national identity. Taught in English.

- **General Education Requirement Fulfillment:** Writing-centered; Interpreting Texts; Fourth Semester Language Requirement
- **Offering:** Alternate years in fall
- Instructor: Conliffe

RUSS 325 (IT) Topics in Russian Literature (1)

This course enables a student to acquire knowledge of selected authors, genres, and literary periods in Russian literature. Potential texts include Chekhov's plays, Dostoevsky's political novels, Russian fairy tales, Nabokov's prose, and the stories of contemporary women writers in Russia. Taught in English.

- General Education Requirement Fulfillment: Interpreting Texts
- **Offering:** Alternate years in spring
- Instructor: Conliffe

RUSS 330 Advanced Russian Grammar: Stylistics and Translation (.5)

This course will introduce students to grammar and devices commonly used in a variety of genres of fictional and non-fictional texts. We will give special attention to how language and communication styles define texts and aspects of cultural interaction. We also will consider challenges that come with translating such texts and examine aspects of translation theory in attempts to understand how meaning might be affected by translation.

- **Prerequisite:** [RUSS 232](#)
- Offering: Fall
- **Instructor:** Bishop, Conliffe

RUSS 331 Russian Composition and Discussion (1)

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

- **Prerequisite:** [RUSS 232](#) or consent of instructor
- Offering: Spring
- **Instructor:** The Ukraine visiting professor

RUSS 333 Russian Civilization and Culture (1)

Studies in geography, history, economics and the chronological development of culture and ideas. Class discussions. Oral and written reports in Russian.

- **Prerequisite:** [RUSS 330](#) or [RUSS 331](#) or [RUSS 370](#)
- Offering: Spring
- Instructor: Bishop

RUSS 370 Introduction to Russian Literature (.5)

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

- **Prerequisite:** [RUSS 331](#)

- Offering: Fall
- Instructor: Conliffe

RUSS 499W Senior Thesis (1)

The Senior Thesis course requires students to write a major research paper. This work is completed under close supervision of a faculty member and in consultation with student peers. The student's work undergoes regular criticism and rewriting in order to enhance the student's appreciation for the research process modes of inquiry, and methodologies, as well as to make sure that work on the project continues to be productive and clear.

- General Education Requirement Fulfillment: Writing centered
- **Prerequisite:** [RUSS 331](#)
- **Offering:** Every Semester
- **Instructor:** Bishop, Conliffe

History

The program in History is designed to provide a firm foundation in the histories of Western civilization, American society and culture, and East Asian and African cultures. The department is especially strong in social, cultural and intellectual history and emphasizes an understanding of the nature of historical inquiry, an exposure to the variety of historical interpretations and an ability to think historically, as this contributes to an understanding of human experience, personal self-awareness and global citizenship.

The breadth of history and its interrelatedness with other disciplines make the study of history a significant part of a liberal arts education. The ability to gather evidence that pertains to a problem, to analyze this material critically, and to present an interpretive argument about it cogently and succinctly is also valuable background for most professional careers. Willamette history majors gravitate to graduate study in the discipline, in law and in education, as well as to government service, business and the church. It is noteworthy that recent history majors have done very well in gaining admission to graduate schools in history and to graduate programs in law, business administration and theology.

Requirements for the History Major (9 Credits)

9 courses; no more than 2 at the 100-level; at least 4 at the 300-400 level

Distribution Requirements:

1) Geographic Distribution (3)*

Students must complete one credit from at least three of the following categories:

- United States
- Asia

- Europe
- Comparative
- Latin America
- Middle East and Africa

2) Temporal Distribution (2)*

Students must complete at least one credit from each of the following categories:

- Pre-modern
- Modern

* Note: A single course can count toward both the Geographic Distribution Requirement and the Temporal Requirement.

Methods Requirement (1)

Students must complete at least one credit from the following list:

- [HIST 221W](#) History Workshop
- [HIST 444W](#) Seminar in Historiography and Philosophy of History
- [HIST 453W](#) History in the Archives**

Senior Capstone Experience (1)

- [HIST 453W](#) History in the Archives**
- [HIST 499W](#) Senior Tutorial
- [HUM 497W](#) Humanities Senior Seminar†

**Note: [HIST 453W](#) may count as the capstone experience only when it is taken during the senior year and when the student has already completed [HIST 221W](#) or [HIST 444W](#) for the methods requirement.

†Note: [HUM 497W](#) may not fulfill the requirement for the Senior Experience if it has already been used to do so in another major.

Credit and Concentration Requirements

The major consists of 9 credits, including not more than five lower-division credits of which a maximum of two may be at the 100 level. At least four credits must be at the 300 and 400 levels. By the end of the sophomore year, students will choose an area of concentration (e.g. a thematic, periodic or geographic focus, an intellectual, social or comparative emphasis) in consultation with and approved by the major advisor. The concentration should consist of a minimum of three credits at the 200 level and above, plus the Senior Capstone Experience. The department encourages all majors to

study a language related to their area of emphasis and to study abroad; credits earned overseas may be approved for credit within the major, subject to the consent of the department chair.

Requirements for the History Minor (5 Credits)

Students must take 1 course in at least 2 of the following areas:

- United States
- Asia
- Europe
- Comparative
- Latin America
- Middle East/Africa

No more than 2 credits may be at the 100-level. At least two 300/400 level courses must be completed.

Indicators of Achievement

Student Learning Outcomes for the History Major

1. **A working knowledge of several different historical eras and locales**
2. **The ability to make interpretive sense out of a large body of historical data**
3. **The ability to articulate a clear and original historical interpretation in both written and oral form**
4. **The ability to identify multiple positions within a historiographical debate and assess the strengths and weaknesses of those positions**
5. **The ability to usefully apply their historical understanding to themselves and the time in which they live**

Faculty

- [Ellen Eisenberg](#), Dwight & Margaret Lear Professor of American History, History Department Chair
- [Sammy Basu](#), Professor of History, Humanities, and American Ethnic Studies
- [Wendy Petersen Boring](#), Associate Professor of History
- [Robert Chenault](#), Associate Professor of History and Classics
- [Seth Cotlar](#), Professor of History
- [Cecily McCaffrey](#), Associate Professor of History
- [Saghar Sadeghian](#), Assistant Professor of History
- [William T. Smaldone](#), E. J. Whipple Professor of History

Part-Time and Visiting Faculty

- [Leslie Dunlap](#)
- [Jennifer Jopp](#)

Course Listings

HIST 113 (TH) Topics in United States History: Early Period (1)

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

- **General Education Requirement Fulfillment:** Thinking Historically
- **Offering:** Fall
- **Instructor:** Jopp, Cotlar

HIST 114 (TH) Topics in United States History: Later Period (1)

Development of the modern American state and the impact of major issues on American society and culture from Reconstruction to the present.

- **General Education Requirement Fulfillment:** Thinking Historically
- **Offering:** Spring
- **Instructor:** Eisenberg

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

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

- **General Education Requirement Fulfillment:** Thinking Historically
- **Offering:** Fall
- **Instructor:** Duvall, Smaldone

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

A survey of the cultural, intellectual, political and socioeconomic developments of modern Western society, including the scientific revolution of the 17th Century, the Enlightenment, the age of democratic revolutions, the Industrial Revolution, the rise of nation-states, totalitarianism, two world wars, the Cold War and the collapse of the Soviet system. Among the fundamental aims of the course

is to identify the defining characteristics of different phases of Western historical development and to study the factors that precipitate long- and short-term historical change. The course is very broad in scope and seeks to provide students with a sense of how Western ideas, social relations and institutions have changed over time and how these changes are interrelated.

- **General Education Requirement Fulfillment:** Thinking Historically
- **Offering:** Spring
- **Instructor:** Duvall, Smaldone

HIST 118 (TH) East Asian Civilization Since 1800 (1)

An introduction to the histories of China, Korea and Japan from the early 19th century to the present. This course will examine the experience of East Asian civilizations in their encounters with the West and the problems of modernization which followed. Despite their geographic proximity, China, Korea and Japan followed different patterns during much of their history and this course will seek to examine those patterns, with an explicitly comparative approach, in the intellectual, socioeconomic and institutional realms. Readings emphasize literature and historical documents in translation.

- **General Education Requirement Fulfillment:** Thinking Historically; Asia Cluster
- **Offering:** Alternate years
- **Instructor:** McCaffrey

HIST 131 (TH) Historical Inquiry (1)

This course is designed to introduce students to the nature of historical inquiry. Through the exploration of a specifically defined topic, the course will examine primary documents, issues of change and continuity in time, theories of causation, historical interpretation and argument, and the importance of historical thinking for human experience in the world.

- **General Education Requirement Fulfillment:** Thinking Historically
- **Prerequisite:** Freshmen and Sophomores only. May be repeated for credit one time if the topic is different.
- **Offering:** Spring
- **Instructor:** Staff

HIST 171 (TH) History of the Modern Middle East (1)

This course is an introduction to the history of the modern Middle East. It explores the history of two major empires – the Ottoman and the Iranian – from the eighteenth to the twenty-first centuries. The course studies the Ottoman Empire's expansion, its engagement with the world economy, and the changing relationship between the state and its subjects. It includes the histories of the lands liberated following the Ottoman collapse, the European mandates, and the establishment of new countries in the region. The course also examines the economy, politics, and culture of Iran from the Safavid period to that of the Islamic Republic. The majority of the course pays particular attention to critical themes such as modernization, westernization, secularization, and colonization. It examines

the emergence of nationalism, sectarianism, and constitutionalism, as well as the impact of the military, oil, and political religion on the region.

- **General Education Requirement Fulfillment:** Thinking Historically
- **Offering:** Annually
- **Instructor:** Sadeghian

HIST 221W History Workshop (1)

This course introduces the student to the methodologies employed in the discipline of history. Particular attention is given to historical research process, the use of evidence, and the skills in historical writing. Designed to focus on discrete historical topics, the course also functions to introduce students to historical discourse and the ethical concerns of the historian.

- **General Education Requirement Fulfillment:** Writing-centered
- **Prerequisite:** One HIST course or consent; no seniors
- **Offering:** Annually
- **Instructor:** Staff

HIST 231 (TH) Greek History From Homer to Alexander (1)

This course provides an introduction to the history of ancient Greece, spanning a thousand years from the Bronze Age down to the time of Alexander the Great. Topics to be discussed include the interactions between Greece and other ancient civilizations, the origins and development of Greek city-states (especially Athens and Sparta), and the development of local and panhellenic identities. Within this historical framework, close attention will be given not only to political institutions but also to the social and cultural values that shaped them. Students will read a variety of ancient texts in translation, along with some modern scholarship; the emphasis will be on learning how to make critical use of sources to discuss and debate historical questions.

- **General Education Requirement Fulfillment:** Thinking Historically
- **Offering:** Alternate years
- **Instructor:** Chenault

HIST 233 (TH) Asian Empires on the Silk Road (1)

This course explores the history of Asian empires on the Silk Road such as the Tang dynasty and the Mongol empire. It focuses in particular on intercultural communication and exchange, considering the interactions between societies ranging from the Japanese islands to the steppes of Central Asia. Attention will be paid to significant religious and cultural developments shaping the history of the region, such as the expansion of Buddhism and the spread of a character-based writing system, as well as the evolution of relations between Asia kingdoms and their neighbors.

- **General Education Requirement Fulfillment:** Thinking Historically
- **Offering:** Alternate years

- **Instructor:** McCaffrey

HIST 237 (TH) History of Modern Iran (1)

This course is an introduction to the history of the Modern Iran from the 17th century to the present. Primary documents and secondary readings will give students a broad understanding of some of the principle forces that have shaped the contemporary society of Iran and its relationship with other countries, providing a framework for further study.

The main themes and problems that this course engages with include the power structure in different dynasties such as the Safavids, the Qajars, and the Pahlavis; the power and role of religion, especially Shi'a Islam, in Iranian society and politics; first contacts with the West; revolutions and constitutionalism; strategic geography of the Persian Gulf; and oil as the motor engine of economy and foreign affairs of the country.

- **General Education Requirement Fulfillment:** Thinking Historically
- **Offering:** Alternate years
- **Instructor:** Sadeghian

HIST 251 (TH) Rome: From Republic to Empire (1)

This course provides an introduction to the history of ancient Rome, spanning the more than one thousand years from the founding of the city through the late imperial period. The class is structured around a series of problems and questions that will require you to formulate and evaluate historical arguments based on the close reading of ancient sources. Topics to be covered include the origins of Rome, it's growth from a small city-state to a world empire, and the relationship between this expansion and the development of both the Republic and the empire as political systems. We will also consider the impact of Roman rule on the populations of Rome and its provinces as well as selected aspects of Roman society and culture, including the household, the role of public entertainment, and the varieties of religious experience found within the Empire.

- **General Education Requirement Fulfillment:** Thinking Historically
- **Offering:** Spring
- **Instructor:** Chenault

HIST 254 (TH) 20th-Century Europe (1)

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

- **General Education Requirement Fulfillment:** Thinking Historically

- **Offering:** Spring
- **Instructor:** Smaldone

HIST 255 (TH) Cities and the Making of Modern Europe: 1750 to Present (1)

This course surveys the transformation of Europe from a primarily rural to an overwhelmingly urban society. Why have cities come to dominate the European landscape? How have the functions of cities changed over time? How has the growth of cities impacted people's quality of life and how have cities managed the environmental, social, economic, and cultural challenges that expansion brought? What kinds of struggles played out in cities? To what extent are cities engines of change in shaping modern European society? The course will grapple with such questions by studying the histories of a selection of cities across Europe from the onset of the industrial revolution to the present.

- **General Education Requirement:** Thinking Historically
- **Offering:** Spring
- **Instructor:** Smaldone

HIST 256 (TH) Colonial Latin America (1)

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

- **General Education Requirement Fulfillment:** Thinking Historically
- **Offering:** Alternate years in fall
- **Instructor:** Jopp

HIST 258 (EV) Modern Latin America (1)

This course examines the 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 Mexico, Cuba, and Central America as well as selected South American states including Brazil. The role of the United States in the region will also receive much attention.

- **General Education Requirement Fulfillment:** Examining Values
- **Offering:** Spring
- **Instructor:** Smaldone

HIST 259 American Jewish History (1)

Since 1654, Jews have been a minority presence in America. This course surveys the Jewish experience from the colonial period through the late 20th century and places that experience in the larger context of American ethnic history. The various forms of Jewish identity--ethnic, cultural, religious, etc.--will be examined as they changed over time in response to experiences in America and in the larger Jewish world. Attention will be given to the impact of the successive waves of Jewish

immigration on the American Jewish community, to regional variations in American Jewish experiences, and to the relationships between American Jewish communities and other ethnic/religious/racial minority communities, including recent debates over the evolving place of Jews in the American ethnic/racial hierarchy, often cast as the relationship of Jews to "whiteness."

- **Offering:** Alternate years
- **Instructor:** Eisenberg

HIST 262 American Women's History (1)

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

- **Offering:** Spring
- **Instructor:** Dunlap

HIST 265 (TH) Late Imperial China (1)

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

- **General Education Requirement Fulfillment:** Thinking Historically; Asia Cluster
- **Offering:** Alternate years
- **Instructor:** McCaffrey

HIST 282 (TH) China in Revolution, 1911-1949 (1)

This course focuses on the tumultuous years between 1911-1949, when China developed into a modern nation-state. Topics include: the political struggles behind the formation of the Republic of China; the intellectual and cultural revolutions of the May Fourth period; the development of an industrial economy; the rise of the Chinese Communist Party; the War of Resistance and civil war.

- **General Education Requirement Fulfillment:** Thinking Historically; Asia Cluster
- **Offering:** Alternate springs
- **Instructor:** McCaffrey

HIST 301W Themes in American Social History (1)

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

- **General Education Requirement Fulfillment:** Writing-centered
- **Offering:** Fall
- **Instructor:** Eisenberg

HIST 302 Foundations of American Thought (1)

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

- **Offering:** Alternate years in spring
- **Instructor:** Cotlar

HIST 306 History Through Biography (1)

The aim of this course is to study the life of a major historical figure. Through the use of biographical and autobiographical works, students will examine the subject's life, the historical context in which the person lived, and his or her historical significance. In addition to these aims, the course will also survey a range of biographical approaches.

- **Offering:** Spring
- **Instructor:** Staff

HIST 307 American Immigration History (1)

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

- **Offering:** Alternate Years
- **Designated as a Service Learning Course**
- **Instructor:** Eisenberg

HIST 308 American Legal History (1)

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

- **Offering:** Spring
- **Instructor:** Jopp

HIST 312 The Early American Republic, 1790 - 1840 (1)

This course examines the social, political, and economic transformations that marked the first fifty years of the new American nation. These years witnessed the emergence of the nation's first formal political parties and a radical democratization of the political system, early industrialization and the rise of wage labor in the North, the expansion and solidification of slavery in the South, the hardening of racial and gender ideologies throughout the nation, and an explosion of reform movements in response to these dramatic new developments. Students will engage with a wide range of primary and secondary sources in order to come to their own understandings of this formative period in American history.

- **Offering:** Alternate Years
- **Instructor:** Cotlar

HIST 315 (TH) Western Civilization and Sustainability: Beginnings to 1600 (1)

This course is an introduction to the historical roots of sustainability design to examine the thought and practices which have marked interactions between humans and the environment in the West prior to 1600. Focusing on key moments that have contributed significantly to the current context--the transition to agriculture, classical Athens, the later middle ages, and the age of global commerce, colonization, and scientific progress--the course will analyze 'green' versus traditional histories, interpret data about resource use, and analyze primary texts that speak to the human-nature relationship. The course will challenge students to analyze the extent to which our current thought and practices have roots in the historical past, understand humans' relationship to the environment as integral to the narrative of history in the West, analyze traditional historical categories such as periodization, causation, and narrative structure, and use the lens of sustainability to examine how values shape historical narratives.

- **General Education Requirement Fulfillment:** Thinking Historically
- **Offering:** Alternate falls
- **Instructor:** Petersen-Boring

HIST 319 Medieval Europe, 400-1500 (1)

This course will examine the Barbarian invasions of Europe, the decline of the Roman Empire, the rise of Christianity and its new moral norms, institutions, and hierarchies, the Frankish Empire, and the threats of Byzantine, Moslem and Viking civilizations. Then it will trace, from the 11th through 14th centuries, the 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 and the increasing secularization of western Europe.

- **Offering:** Fall

- **Instructor:** Petersen

HIST 331 (TH) Asian Environmental History (1)

This course explores East Asian history through environmental perspectives, interrogating the relationship between humans and the natural environment as mediated by state and social institutions. It covers both the pre-modern and the modern periods, focusing on discrete case studies relating to different East Asian states. We explore the intersections of ecological history with social and economic development as well as examine the role of the state with respect to both regulating and exploiting natural and human resources. We also consider the philosophical and cultural factors which distinguish the Asian historical experience of environmental management.

- **General Education Requirement Fulfillment:** Thinking Historically
- **Offering:** Alternate years
- **Instructor:** McCaffrey

HIST 341 Studies in Latin American History: (1)

Topics to be announced. A thematic, general interest course in Latin American history offered when circumstances warrant. May be repeated if the topic varies.

- **Prerequisite:** One History course or consent of instructor
- **Offering:** On demand
- **Instructor:** Staff

HIST 342 Studies in American History: (1)

Topics to be announced. A thematic, general course in American history offered when circumstances warrant. May be repeated if the topic varies.

- **Prerequisite:** One History course or consent of instructor
- **Offering:** On demand
- **Instructor:** Staff

HIST 343 Studies in European History: (1)

A thematic, general interest course in European history offered when circumstances warrant. May be repeated if the topic varies.

- **Offering:** On demand
- **Instructor:** Staff

HIST 344W Studies in East Asian History: (1)

Topic to be announced. A thematic, general interest course in East Asian history offered when circumstances warrant. May be repeated if the topic varies.

- **General Education Requirement:** Writing-centered
- **Offering:** Alternate years
- **Instructor:** McCaffrey

HIST 345 Studies in Greek or Roman History (1)

Topic to be announced. A thematic, general interest course in ancient Greek or Roman history. May be repeated if the topic varies.

- **Prerequisite:** One History course or consent of instructor.
- **Offering:** On demand
- **Instructor:** Chenault

HIST 361 African American History 1619-1865 (1)

This course examines the experience of African Americans in the United States from 1619 to the end of the Civil War. Course topics will include the Atlantic Slave Trade, the relationship between slavery and racism, the development of free black communities in the North and South, slave religion, patterns of slave resistance and accommodation, the emergence of a shared African-American culture in the 18th century, and the African-American role in both the abolitionist movement and the Civil War.

- **Offering:** On Demand
- **Instructor:** Cotlar

HIST 362 African American History 1865-Present (1)

This course examines the experience of African Americans in the United States from Reconstruction to the present. Course topics will include Reconstruction, the Jim Crow period, the Great Migration, the urban experience, the Civil Rights Movement, and African American leadership.

- **Offering:** Spring
- **Instructor:** Eisenberg

HIST 367 The American Revolution (1)

This course examines the causes and consequences of the American Revolution. Course materials explore the events of 1763 to 1789 from many different perspectives-as a set of diplomatic and military encounters which fractured a long-standing colonial relationship, as a pivotal moment in the history of Anglo-American political thought, as part of the expansion of a market-oriented economy in North America, and as a socially transformative event in the lives of the laboring men, women, African-Americans, and Native Americans who took part in the war. Students will engage with a wide range of primary and secondary sources which will enable them to assess in what ways the American War for Independence was or was not a revolutionary war.

- **Offering:** Alternate Years
- **Instructor:** Cotlar

HIST 369 History of the Pacific Northwest (1)

In this course, students will engage with the environmental, political, social, and cultural history of the Pacific Northwest. We will explore both what makes this region distinctive and what traits we share with other regions. Using both primary and secondary works, as well as theoretical approaches to the study of regions, we will seek to understand both the region in its historical context, as well as its relation to the nation and the world. We will be asking: Where is the "Pacific Northwest?" Who calls this region "home?" What draws people here? Why do we live as we do? How have people shaped and reshaped the environment within which we live? What does learning about this "place" teach us? What does our future portend?

- **Offering:** Alternate Years
- **Instructor:** Jopp

HIST 372 History of Modern Russia (1)

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

- **Offering:** Spring
- **Instructor:** Smaldone

HIST 374 (IT) Love and Reason in the Middle Ages: European Intellectual History 400-1500 (1)

This course introduces students to the intellectual culture of the Middle Ages through engagement with major texts and authors from the period (ca. 400-1500) including Boethius, Abelard, Aquinas, Maimonides, Chretien de Troyes, Marie de France, Mechtilde de Magdberg, the Gawain poet, et Meun and de Lorris, Dante, and Christine de Pisan. Drawing on a diversity of genres, including philosophical treatises, poetry, literature, romances, confessions, short stories, and mystical journeys, the course will explore medieval articulations of the ultimate good, the relationship between reason and passion, and the nature of knowledge and love.

- **General Education Requirement Fulfillment:** Interpreting Texts
- **Offering:** Alternate years
- **Instructor:** Boring

HIST 375 (EV) Women and Gender in Medieval Europe (1)

This course will explore the history of women in the European Middle Ages and examine the ways in which European medieval culture represented and constructed gender through its institutions, cultural symbols, and literary texts. The course will focus on primary texts by and about women, including

devotional and courtly literature poetry, philosophy, hagiography, and essays. Through these readings we will explore topics such as how medieval people viewed the physical body and constructed the social bodies of women and men; the way in which the realities of women's daily lives shaped cultural representations of the female; how representations of sexuality and desire, new conceptions of reason and nature, and new forms of women's religious life shaped the religious and secular literature of the period; and how court culture, crusades, and inquisition practices contributed to medieval constructions of male and female identities.

- **General Education Requirement Fulfillment:** Examining Values
- **Offering:** Alternate years
- **Instructor:** Boring

HIST 379 Studies in Comparative History (1)

Topics will be announced. A thematic, general interest course in comparative history offered when circumstances warrant. May be repeated if the topic varies.

- **Offering:** On demand
- **Instructor:** Staff

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

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

- **General Education Requirement Fulfillment:** Thinking Historically
- **Offering:** Alternate years in fall
- **Instructor:** Loftus

HIST 383 Mao's China 1949-1979 (1)

Examination of the major events which took place during Mao's era, 1949-1976, and political and economic reforms during Deng Xiaoping's era. The issues will be focused on the structure of the CCP, its ideology, its left-oriented policies, its foreign policies and the power struggles within the leadership. Assessment of the role of Mao Zedong will provide a basis for understanding Chinese politics and society.

- **Offering:** Alternate years
- **Instructor:** McCaffrey

HIST 390W (4th Sem Lang Req) Germany from Bismarck to Hitler (1)

This course surveys the making of modern Germany from the creation of the Hohenzollern Empire under Bismarck until the collapse of the Third Reich in 1945. It examines the key social, economic, cultural, and political developments that led to the Empire's collapse at the end of the First World War, the founding of the Weimar Republic, and the rise and fall of Nazism.

- **General Education Requirement Fulfillment:** Writing-centered; Fourth Semester Language Requirement
- **Offering:** Spring
- **Instructor:** Smaldone

HIST 391 (4th Sem Lang Req) Germany Since 1945 (1)

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

- **General Education Requirement Fulfillment:** Fourth Semester Language Requirement
- **Offering:** Spring
- **Instructor:** Smaldone

HIST 393 Oral History: Theory, Methods, Practice (1)

This course is an introduction to the theory, methods, and practice of oral history. Students will explore how scholars have used oral history to reconstruct the experiences of individuals, groups, and communities. Course themes include controversial debates and objectives of oral history; insider/outsider status and other methodological challenges; oral history as advocacy and empowerment; interpreting oral source material; historical memory and the politics of remembering; life histories; and oral narratives and performance. Students will design, conduct, present their own oral history projects.

- **Prerequisites:** Juniors of Senior Status, or consent of instructor.
- **Offering:** Annually
- **Instructor:** Staff

HIST 394 Internship (.5-1)

The Internship in the Department of History is designed to allow students to have the opportunity to work in a local museum or archive, at a local historical site, or with other organizations engaged in projects of a historical nature. The course allows students the opportunity to explore the kind of work that professionals in the field do, while assisting a local heritage organization in their work.

The Internship is completed under the guidance of the director of the program. Students may take this course for either .5 or 1 credit. Students completing the .5 credit option complete 3-8 hours a week at the Internship site, remain in regular communication with the Internship director, and complete a report on their experience. Students completing the 1 credit option complete at least 10 hours a week at the Internship site, remain in regular communication with the Director, and complete a major project or paper upon completion. The course may not be taken for more than 1 credit in History.

- **Offering:** Every semester
- **Instructor:** Jopp

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

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

- **General Education Requirement Fulfillment:** Writing-centered; Thinking Historically
- **Offering:** Spring
- **Instructor:** Smaldone

HIST 443 Advanced Topics in European History: (1)

A special topics course to be offered when circumstances warrant, focusing on a particular problem or issue in modern European history in accordance with the faculty member's special interest and area of expertise. May be repeated if the topic varies.

- **Prerequisite:** One History course or consent of instructor
- **Offering:** On demand
- **Instructor:** Staff

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

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

- **General Education Requirement Fulfillment:** Writing-centered
- **Offering:** Spring
- **Instructor:** Staff

HIST 445 Postwar Japan (1)

This course will examine Japan's historical experience since the end of World War II. How did the Allied occupation shape the development of contemporary Japan? How has Japan evolved since the end of the occupation into a modern economic superpower? How is modern Japan governed and how do modern Japanese define themselves in terms of their own culture and in relation to the rest of

the world? Using novels and films along with a variety of other readings, this course will explore these and other questions, which will help us understand how contemporary Japan sees itself and its relationship to the modern world.

- **Prerequisite:** [HIST 118](#), [HIST 381](#) or consent of instructor
- **Offering:** Alternate years in spring
- **Instructor:** Loftus

HIST 450 Advanced Topics in American History (1)

Special topics course to be offered when circumstances warrant, focusing on a particular problem, issue or theme in American history in accordance with faculty interest and expertise.

- **Prerequisite:** Two courses in American history
- **Offering:** On demand
- **Instructor:** Staff

HIST 452W Topics in Chinese/Japanese History (1)

A special topics course to be offered when circumstances warrant, focusing on a particular problem or issue in either Chinese or Japanese history in accordance with the faculty member's special interest and area of expertise.

- **General Education Requirement Fulfillment:** Writing-centered
- **Prerequisite:** Closed to first-year students.
- **Offering:** On Demand
- **Instructor:** Staff

HIST 453W History in the Archives (1)

This course aims to build students' skills as social historians through the development of archive-based projects focusing on Salem/Oregon. Students will explore issues in the practice of local history, be introduced to key historical themes and resources, and develop individual research questions. Students will form a research community as they explore their topics using archival sources. Each student will produce a paper that features critical analysis of archival sources and places his/her research in the context of existing scholarship. Findings will be shared in written and oral form with local historical institutions, such as the Willamette Heritage center. Although this course is open to other students, senior history majors may use this project to fulfill their senior experience requirement.

- **General Education Requirement Fulfillment:** Writing-centered
- **Prerequisite:** One history course or consent of instructor
- **Offering:** Spring
- **Instructor:** Eisenberg

HIST 491 Independent Study in American History (.5 or 1)

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

- **Offering:** Spring
- **Instructor:** Staff

HIST 492 Readings in European History (1)

Intensive individual reading in the field of modern European history, offering interested students the opportunity to probe beyond the advanced survey level of HIST 320, 321 and 322.

- **Offering:** On Demand
- **Instructor:** Staff

HIST 499W Senior Tutorial (1)

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

- **General Education Requirement Fulfillment:** Writing-centered
- **Prerequisite:** History major, senior standing
- **Offering:** On demand
- **Instructor:** Staff

Humanities

The humanities embody those disciplines that study the human experience in all of its cultural, political, intellectual, and aesthetic forms. From the beginnings of human society, archaeology, art, art history, history, music, language, literature, philosophy, politics, religion, rhetoric, and theater have been the means people have used to express, record, and understand the human condition. At Willamette, the humanities major is designed to prepare students for the life of the mind and the world of work. Drawing on analytical tools from across the disciplines, students critically examine the diversity of voices in their world, their origins, and their development. Students select from a range of core courses to familiarize themselves with the theories and methods involved in the study of the humanistic disciplines. They also choose one of five tracks - comparative, environmental, public, regional (the Pacific Northwest) and visual - each of which examines aspects of the human experience through a particular lens. The major culminates in the completion of a capstone course in which students undertake a substantial project drawing on their cross-disciplinary knowledge and research skills.

Requirements for the Humanities Major (12 Credits)

Three survey courses in humanities disciplines (3)

Take three courses from the following list. Courses must be taken from different disciplines (as indicated by the course prefix).

- [ARTH 112](#) (IT) Introduction to South Asian Art History (1)
- [ARTH 113](#) (IT) Introduction to Chinese Art History (1)
- [ARTH 114](#) (IT) Introduction to Japanese Art History (1)
- [ARTH 115](#) (IT) Introduction to Ancient and Medieval Art History (1)
- [ARTH 116](#) (IT) Introduction to Renaissance and Early Modern Art (1)
- [ARTH 117](#) (IT) Introduction to Modern and Contemporary Art (1)
- [CLAS 171](#) (IT; 4th Sem Lang Req) Love and War, Gods and Heroes: Greek and Roman Epic Poetry (1)
- [CLAS 244W](#) (IT; 4th Sem Lang Req) The Greek and Roman Stage (1)
- [CLHI 250](#) (IT) Introduction to Comparative Literature and the History of Ideas (1)
- [CINE 110](#) (CA) Introduction to Cinema Studies (1)
- [ENG 116W](#) (IT) Topics in American Literature
- [ENG 117W](#) (IT) Topics in British Literature (1)
- [ENG 118W](#) (IT) Topics in World Literature (1)
- [ENG 254W](#) Regional Literature (1)
- [HIST 113](#) (TH) Topics in United States History: Early Period (1)
- [HIST 114](#) (TH) Topics in United States History: Later Period (1)
- [HIST 115](#) (TH) Western Civilization to 1650 (1)
- [HIST 116](#) (TH) Western Civilization since 1650 (1)
- [HIST 118](#) (TH) East Asian Civilization Since 1800 (1)
- [IDS 322](#) (IT) The Idea of Europe (1)
- [MUSC 210](#) (CA) Music in America (1)
- [MUSC 212](#) (CA, IT), Jazz, America and Beyond (1)
- [MUSC 242W](#) Music History I
- [MUSC 343](#) (TH) Music History II
- [PHIL 110](#) (EV) Philosophical Problems (1)
- [PHIL 111W](#) (EV) Philosophical Problems (1)
- [PHIL 112](#) (EV) Introduction to Philosophy: Religion (1)
- [PHIL 151](#) (EV) Historical Introduction to Western Philosophy (1)
- [POLI 203](#) (EV) Themes in Political Theory (1)
- [POLI 212](#) (TH) History of Western Political Philosophy (1)
- [REL 115](#) (EV) Introduction to the Study of Religion (1)
- [REL 116](#) (EV, IT) Introduction to Major Religious Texts (1)
- [RHET 231](#) (EV) Classical Rhetoric (1)
- [THTR 110](#) (CA) The Theatre: A Contemporary Intro (1)
- [THTR 217W](#) (TH) Theatre History I (1)

- [THTR 219W](#) (IT) Theatre History II (1)
- [THTR 318W](#) (CA) Theatre and Culture (1)

Three theory or methods courses (3)

Take three courses from the following list. No more than two courses can be from the same discipline. At least one course must be writing-centered (indicated with a W). At least one course must address interpretive strategies for visual texts (indicated with an *).

- [ARCH 337](#) Archaeological Theories and Methods* (1)
- [ARTH 275W](#) (IT) Art Literature and Criticism* (1)
- [ARTH 362W](#) Theories and Methodologies of Art History* (1)
- [ENGL 119](#) (IT) The Forms of Literature: The Art of Reading, Poetry, Drama, and Fiction
- [ENGL 202W](#) (IT) Introduction to Literary Theory (1)
- [ENGL 355W](#) Feminist Film Criticism* (1)
- [ENGL 458](#) Advanced Studies in Literary Theory (1)
- [HIST 221W](#) History Workshop (1)
- [HIST 444W](#) Seminar in Historiography and Philosophy of History (1)
- [HIST 453W](#) History in the Archives (1)
- [PHIL 242](#) (EV) What is Art? (1)
- [PHIL 335](#) (EV) History, Sexuality, Power (1)
- [PHIL 370W](#) Philosophy of Language (1)
- [POLI 303](#) (EV) Topics in Political Theory (1)
- [POLI 305W](#) Modern and Contemporary Political Theory (1)
- [POLI 328W](#) Political Metaphors (1)
- [RHET 335W](#) (IT) Burke and Film: Equipment for Living* (1)
- [RHET 341W](#) Narrative Theory* (1)
- [RHET 362W](#) (IT) Telling News: Framing Reality (1)
- [WGS 353W](#) Feminist Theory (1)

Five courses from one of the following tracks (5)

Take five courses in one of the five tracks listed below. These courses must be drawn from at least three different disciplines (as indicated by the course prefix). No more than two courses may be selected at the 100-level and at least two courses must be at the 300-level. Each course can satisfy only one requirement towards the major. A student may not use a single course to satisfy a survey or methods requirement and also apply it towards their elective track.

1 - Public Humanities

Education in the classical tradition was centered on training for citizenship. The public humanities track draws on that tradition, encouraging students to reject the misleading vision of academia as an ivory tower, divorced from the real world, and instead to explore how the analytic perspectives central to the humanities prepare students to understand, assess, and engage with the sometimes conflicting practical and ethical demands of life in a diverse, democratic society. Whether concerned with

shaping of law and public normative behavior, examining stories (history, literature, film, speeches or mass media) that are told to explain or justify those norms, or assessing the role of the arts in enriching and informing society, a deep engagement with the humanities is vital for engaged citizenship.

100- and 200-Level Courses:

- [ARTH 243](#) (TH) Contemporary Art: 1970-present (1)
- [ARTH 246](#) (TH) Modern Art [Europe and America]: 1890-1945 (1)
- [ARTH 247](#) (TH) 18th- and 19th-Century Art History (1)
- [CCM 201](#) (EV) Arguing about the Right Thing to Do (1)
- [CCM 245](#) (EV) Civic Media (1)
- [CCM 260W](#) (EV, IT) Media and the Environment (1)
- [CCM 261](#) (EV) Persuasion and Mass Media (1)
- [CCM 345](#) (EV) Latina/o/x Communication Studies (1)
- [HIST 259](#) American Jewish History (1)
- [PHIL 153](#) (EV) Self and Other (1)
- [REL 214](#) (TH) Religion in America (1)
- [RHET 125](#) (CA) Creating Visual Rhetoric (1)
- [RHET 242](#) (EV) Rhetoric and Leadership (1)
- [RHET 271](#) (EV) Telling the Internment Story (1)

300-Level and Higher Courses:

- [ARTH 339W](#) (TH) Post-War Art: 1945-1970 (1)
- [ARTH 376W](#) (TH) History of Photography (1)
- [CHNSE 258](#) (US) Gender and mass Communication in Asia (1)
- [HIST 315](#) (TH) Western Civilization and Sustainability: Beginnings to 1600 (1)
- [HIST 393](#) Oral History: Theory, Methods, Practice (1)
- [IDS 327W](#) (EV) The American Story and the Legacy of Vietnam (1)
- [PHIL 330W](#) (EV) Theories of Justice (1)
- [POLI 314](#) (EV) Politics and Religion in the United States (1)
- [POLI 316](#) The Politics of International Justice (1)
- [POLI 328W](#) Political Metaphors (1)
- [POLI 383](#) Dissent in 20th-Century American Political Thought (1)
- [POLI 384](#) Transnational Feminist Politics (1)
- [REL 323](#) (EV, IT) The Bible and American Culture (1)
- [REL 334](#) (EV) Liberation Theology and Social Change (1)
- [RHET 361](#) Visual Rhetoric: Memory and Memorials (1)
- [RHET 362W](#) (IT) Telling News: Framing Reality (1)

2 - Comparative Humanities

Comparative Humanities is an interdisciplinary and comparative track within the Humanities major that studies different linguistic, literary, cultural, and intellectual traditions from a comparatist perspective. In conversation with their advisor, students select two different cultures and a literary, intellectual or artistic genre or movement that they would like to explore and compare across cultures. At least one of these cultures must be non-English speaking, but sources may be read in either the target language or English translation. The Comparative Humanities track encourages students to think critically about how different human societies conceive of themselves and others and enables them to acquire expertise in the literature, history, and values of at least two different cultures. By emphasizing the critical analysis of primary texts and cultural comparison across time and languages, the track helps students to develop strong analytical critical, and writing skills and a global perspective. As a unique approach to liberal and humanistic studies, the program provides a solid basis for post-graduate study in, for example, law, education, journalism, administration, comparative literature, or discipline-based area studies.

In this track, [CLHI 250](#) (IT) Introduction to Comparative Literature and the History of Ideas (1) is required. Students then select four additional courses in consultation with their adviser.

3 - Environmental Humanities

The Environmental Humanities traverses the boundary between the university and the world, engaging students with the key challenges facing human civilizations today: How can we create communities that are both ecologically sustainable and socially just? What are our choices in responding to climate change, species extinction, ecosystem degradation, and environmental injustice? How can our stories, artist expressions, philosophies, histories, and spiritualities foster values that support the restoration of natural and human systems? How can we rethink our understanding of the relationships between culture and nature in order to respond to environmental problems? The disciplines of the humanities offer traditions and tools to help understand the complexity of human behavior at the root of our contemporary environmental problems. This track prepares students for a wide variety of career paths including environmental advocacy and lobbying, environmental policy and green non-profit work, environmental justice and community organizing, and a wide range of graduate programs including those in environmental law, management, journalism and public policy.

Choose no more than two from the following:

- [BIOL 125](#) (NW) Ecology, Evolution, and Diversity (1)
- [ENVS 120](#) Social Systems and the Environment (1)
- [ENVS 327W](#) Water Resources of the Western US (1)
- [ENVS 328](#) Health and the Global Environment (1)
- [ENVS 343](#) Biogeography (1)
- [ENVS 347](#) (QA) Earth's Climate: Past, Present, and Future (1)

Choose three or four from the following:

- [ANTH 351](#) (EV) Indigenous Peoples, Human Rights, and the Environment (1)
- [CCM 260W](#) (EV, IT) Media and the Environment (1)
- [ECON 345](#) Environmental Economics (1)
- [ENGL 254W](#) Regional Literature (1)
- [ENGL 441](#) Tradition and Influence in Literature: Poetry of the Pacific
- [ENVS 304W](#) (EV) Politics of Environmental Ethics (1)
- [ENVS 326](#) (TH) Environmental History (1)
- [ENVS 321](#) Environmental Policymaking: Policy and Process (1)
- [HIST 131](#) (TH) Historical Inquiry (Topic: The Rise of Capitalism) (1)
- [HIST 255](#) (TH) Cities and the Making of Modern Europe: 1750 to Present (1)
- [HIST 315](#) (TH) Western Civilization and Sustainability: Beginnings to 1600 (1)
- [HIST 331](#) (TH) Asian Environmental History (1)
- [IDS 208](#) (CA) Sustainability and Design (1)
- [IDS 214](#) Food Justice Practicum (1)
- [IDS 311](#) (US) Perspectives in Sustainable Agriculture (1)
- [IDS 334](#) (US) Field Studies: Environmental Studies and Sustainability in Japan (1)
- [POLI 386](#) (EV) Political Ecology (1)
- [PSYC 370A](#) Topics in Psychology (Psychology for Sustainability) (1)
- [SOC 131](#) (US) Sociological Inquiry (Topic: Environmental Sociology) (1)

4 - Visual Humanities

What does it mean to be human in a global society shaped by the rapid growth and usage of visual media, art, and culture? The Visual Humanities track is an interdisciplinary concentration that provides students with focused study in the critical analysis of this visual culture, including areas such as archaeology and material culture studies, art history, film, communication and media studies, as well as museum studies. Students will gain skills in visual literacy, the use and encoding of imagery in human cultures, as well as the history, concepts, and philosophies centered on understanding and ethical engagement with global visual culture.

Choose no more than two from the following:

- [ARTH 121W](#) Art Historical Inquiry (1)
- [CINE 110](#) (CA) Introduction to Cinema Study (1)
- [RHET 125](#) (CA) Creating Visual Rhetoric (1)

Choose three or four from the following:

- [ANTH 303](#) Museum Studies Seminar (1)
- [ANTH 335](#) Visual Anthropology (1)
- [ARCH 237](#) (US) Introduction to Global Archaeology (1)
- [ARTH 225W](#) Monographic Studies in Art History (1)

- [ARTH 243](#) (TH) Contemporary Art: 1970-present (1)
- [ARTH 246](#) (TH) Modern Art [Europe and America]: 1890-1945 (1)
- [ARTH 247](#) (TH) 18th- and 19th-Century Art History (1)
- [ARTH 259](#) (TH) Western Medieval Art and Architecture (1)
- [ARTH 263](#) (TH) Baroque and Neoclassical Visual Culture (1)
- [ARTH 267](#) (TH) Renaissance Visual Culture (1)
- [ARTH 270](#) (TH; 4th Sem Lang Req) Roman Art and Architecture (1)
- [ARTH 271](#) (IT; 4th Sem Lang Req) Greek Art and Architecture (1)
- [ARTH 275](#) W (IT) Art, Literature, and Criticism (1)
- [ARTH 339W](#) (TH) Post-War Art: 1945-1970 (1)
- [ARTH 345W](#) Advanced Topics in Art History (1)
- [ARTH 376W](#) (TH) History of Photography (1)
- [HUM 202](#) (EV) Introduction to Art Museum Studies (1)
- [LAS 380](#) (CA) Latin American Cinema (1)
- [PHIL 242](#) (EV) What is Art? (1)
- [IDS 327W](#) (EV) The American Story and the Legacy of Vietnam (1)
- [RHET 271](#) (EV) Telling the Internment Story (1)
- [RHET 319W](#) (EV) Filming Conflict and Identity (1)
- [RHET 335W](#) (IT) Burke and Film: Equipment for Living (1)
- [RHET 341W](#) Narrative Theory (1)
- [RHET 361](#) Visual Rhetoric: Memory and Memorials (1)
- [SPAN 261](#) (4th Semester Language Requirement) Spanish Cinema in Translation (1)

5 - Humanities in the Pacific Northwest

The Pacific Northwest track allows focused interdisciplinary study of both the richness and conflicts in the history and culture of the region, past and present, ranging from the literature of the region to exploration of regional ethnic diversity and examination of regional ethnic conflicts like the Japanese American internment during WWII. Topics courses (e.g. ANTH 358 and ENGL 254W) may periodically focus on subjects appropriate to this track. With approval from the program chair such courses can be taken for credit within the track. The track encourages students to engage in hands on learning through archival work, oral history, museum study and internships. Students in this track may earn up to one credit for the track through an internship or an approved service learning course.

Choose no more than two from the following:

- [ANTH 231](#) (TH, US) Native North American Cultures (1)
- [ENGL 254W](#) Regional Literature (Topic: Northwest) (1)
- [HIST 221](#) History Workshop: The History of Willamette University (1)
- [IDS 205](#) Chemawa Indian School Partnership Program (.5)
- [IDS 215](#) Willamette Academy Service Learning (.5)
- [RHET 271](#) (EV) Telling the Internment Story (1)

Choose no more than three or four from the following :

- [ANTH 303](#) Museum Studies Seminar (1)
- [ANTH 358](#) Special Topics In Anthropology: People on the Move (1)
- [CCM 343](#) Controversies in the Northwest Public Discourse (1)
- [ENGL 441](#) Tradition and Influence in Literature (1)
- [HIST 453W](#) History in the Archives (1)
- [HIST 369](#) History of the Pacific Northwest (1)
- [IDS 396](#) Chemawa Indian School Partnership Program Internship (.5-1)
- [RHET 271](#) (EV) Telling the Internment Story (1)

One Senior Capstone Requirement (1)

Take one senior thesis class in the Humanities ([HUM 497W](#) or [HUM 495](#)) or in one of the core humanities disciplines chosen from the following list (note: the prerequisites must be met, and/or the consent of instructor must be acquired).

For double majors, the same senior thesis class cannot be used to fulfill this requirement in the Humanities major, unless prior arrangements are made with the instructor for a more extensive project. Consult academic advisor to determine the best option.

- [HUM 495](#) Independent Study in the Humanities (1)
- [HUM 497W](#) Humanities Senior Seminar (1)
- [CLHI 497W](#) Comparing World Literatures (1)
- [ARTH 496W](#) Art History Senior Seminar (1)
- [ENGL 499W](#) Senior Seminar in English (1)
- [HIST 499W](#) Senior Tutorial (1)
- [PHIL 498W](#) Philosophy Capstone (1)
- [REL 496W](#) Directed Senior Thesis (1)

Faculty

- Sammy Basu, Professor of Politics, Program Chair
- Contributing Faculty from various departments

Course Listings

HUM 140W Inquiry in the Humanities (1)

This topics course is designed to introduce students to the nature of inquiry in the humanities. Through the exploration of a designated topic, the course will focus on a core set of primary texts (verbal and/or visual). The course will also introduce students to selected modes of interpretation and argument, as well as theory and criticism. Emphasis on writing in the humanities as well as discussion and oral presentation skills.

- General Education Requirement: Writing-centered
- **Prerequisite:** First- and second-year students only
- **Offering:** On Demand
- Instructor: Staff

HUM 202 Introduction to Art Museum Studies (1)

This course is designed to introduce students to the Art Museum as a distinctive, cultural institution, arising in the late 18th and early 19th century, which produces, organizes, and structures knowledge, and thereby shapes the ways we understand art, history, geography, cultural differences, social hierarchies, and individual identities. The course will cover the origins, history and typology of Art Museums and related institutions around the world; the mission and organization of different kinds of Art Museums; selected theories and methodologies of museology, and selected rhetorical and ethical issues related to accessibility, authenticity, censorship, colonialism, repatriation, nationalism, multiculturalism, diversity, and technology. The course will include several field trips and a final project.

- **Prerequisite:** 100-level ARTH course recommended
- **Offering:** Alternate Years
- **Instructor:** De Mambro Santos, Nicgorski, Susik

HUM 250 Independent Study in the Humanities I (.5-1)

Directed reading and/or research in the Humanities.

- **Offering:** On Demand
- Instructor: Staff

HUM 330 Cafe Imago: Conversations in the Humanities for Art Historians (.25)

This seminar-style enrichment course, primarily intended for art history majors and minors, offers the opportunity to read and discuss key texts in the humanities (history, literature, philosophy, religion, theory, etc.) that relate to their current studies in art history. Faculty will plan the first few weeks of the syllabus and may schedule some guest speakers, films, and fieldtrips, but the bulk of the syllabus will be student generated. Students will be responsible for attending, reading, preparing discussion questions, and participating. Course may be taken twice for credit.

- **Prerequisite:** Consent of instructor.
- **Offering:** On demand
- **Instructor:** De Mambro Santos, Nicgorski, Susik

HUM 340W Advanced Inquiry in the Humanities (1)

This advanced topics course is designed to provide students with the opportunity for more specialized study in the humanities. Through the exploration of a designated topic, the course will focus on the development of advanced modes of interpretation and argument, theory and criticism, as well as

metacritical skills. Emphasis on research and writing in the humanities as well as discussion and oral presentation skills.

- General Education Requirement: Writing-centered
- **Prerequisite:** No first-year students
- **Offering:** On Demand
- Instructor: Staff

HUM 350 Independent Study in the Humanities II (.5-1)

Directed reading and/or research in the Humanities for advanced students.

- **Prerequisite:** No first-year students
- **Offering:** On Demand
- Instructor: Staff

HUM 495 Independent Study in the Humanities III (1)

Directed research, reading, and writing in an interdisciplinary area or advanced topic in the Humanities. As this course may be the culmination of the student's Humanities Major, it is expected that the topic will be one in which the student has completed preparatory course work in two or more core humanities disciplines, and at least one theories and methods course chosen in consultation with their advisor.

- **Prerequisite:** Senior standing
- **Offering:** On Demand
- Instructor: Staff

HUM 497W Humanities Senior Seminar (1)

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

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** Senior standing, or consent of instructor
- **Offering:** Every Semester
- Instructor: Staff

Interdisciplinary Studies

The Interdisciplinary Studies (IDS) designation provides a curricular home for courses which cross or move beyond the boundaries of traditional disciplines or which are taught beyond the boundaries of

the Willamette University campus. Courses in Interdisciplinary Studies include the required College Colloquium, a wide variety of interdisciplinary junior- and senior-level courses, the Presidential Scholars Program, and courses taken on foreign study.

The IDS designation identifies on-campus or post-session courses that are characteristically interdisciplinary in orientation and are often taught by faculty drawn from several departments. This multi-perspective way of thinking prepares students to solve problems on the job and in other settings.

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

This course may be taken up to 2 times (1 full credit) to count toward the Major or Minor.

Faculty

The Interdisciplinary 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 Listings

IDS 061X Model United Nations (.25)

A student-led, activity-based co-curricular class that culminates in an inter-varsity conference that stimulates diplomacy at the United Nations or other international bodies. Students learn about international affairs by adopting the role of diplomats representing a foreign country and articulating its foreign policy positions. They gain hands-on experience in researching their country's foreign policies and specific topics in international affairs, in learning rules of debate and other forms of preparation for the conference, and in intensive simulation of international negotiations in the conference.

- **Offering:** Every semester
- Instructor: Felker

IDS 062X (EV) Intercollegiate Debate (.25)

Preparation, practice and competition in debate. Students travel to tournaments on other campuses. Significant research is required.

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Every semester
- Instructor: Trapp

IDS 101 College Colloquium (1)

Topical seminars designed to pursue significant issues and questions of special interest to instructors and students. Seminars invite students into the intellectual life of the university, model rigorous engagement, and help them develop qualities of good scholarship -- effective writing, careful reading, critical thinking, and cogent argumentation. Seminars do not count toward majors or minors. Required for all entering firstyear students.

- Offering: Fall
- Instructor: Staff

IDS 102X Maximizing The Study Abroad Experience (.25)

This course is required for students accepted to study abroad through Willamette University. Students will attend pre-departure orientations, complete culture-learning assignments, complete an evaluation, and participate in a re-entry activity. The goal of the course is to prepare and assist the student in maximizing the learning potential of the study abroad experience. NOTE: Cannot take both [IDS 102X](#) and [IDS 203](#).

- **Prerequisite:** Must be approved by the International Education Committee to study abroad for at least one semester on a Willamette University Sponsored Program.
- **Offering:** Every semester
- Instructor: Lou

IDS 105 Transition to College Learning (.5)

Students will be introduced to the academic environment and culture of Willamette University, learning about the academic support/advising system, registration and degree planning, technology services and general strategies for a holistic approach to success as University students. In addition, students will explore what it means to think critically: how knowledge is acquired in a given discipline, the interpretation of data, logical reasoning, methods of analysis of ideas and the synthesis of one's arguments, problem solving, the scientific method, and modes of argument. Students will learn how to effectively use the Writing Center and the Hatfield Library, employ strategies for textbook reading assignments, take effective notes, meet expectations for academic writing, talk with advisors and professors, participate successfully in classroom discussions, and use effective time management strategies.

- Offering: Fall
- Instructor: Staff

IDS 107X Willamette Emergency Medical Service (.25)

This course provides credit for participation in Willamette Emergency Medical Services. WEMS provides EMS services to the Willamette community. This course offers continuing education through EMS drills, lectures and exercises that cover all aspects of emergency medical care at the EMT-Basic level. Topics that will be covered include, but are not limited to, trauma and medical assessment,

blood pressure and pulse monitoring, respiratory management, basic first aid, CPR, and immobilization of bone/joint injuries. Students will complete a minimum of 5 (24 hour) shifts during which they will be available to respond to medical emergencies on campus. This course may be repeated up to four times for a total of 1 credit.

- **Prerequisite:** Oregon EMS Certification (contact wemsdirector@willamette.edu for information concerning certification).
- **Offering:** Every semester
- **Instructor:** Kirk, Trout, Stout

IDS 109 Theoretical and Practical Approaches to Intercultural Learning (.5)

This course is designed for incoming WU international students to examine the role of culture in the US higher education system. Using cultural frameworks to structure their inquiry, students will analyze situations on the WU campus from their own cultural perspective and discuss their perceived similarities and differences. The framework will include such topics as individualism versus collectivism, high/low power distance, neutral/emotional expression, and internal/external focus of control. By focusing on this framework, students will be introduced to the academic environment and culture of Willamette University as they explore how academic systems, such as advising, academic support, registration and degree planning may be defined by cultural assumptions. The role of technology in this cultural context and intercultural implications within the classroom will also be considered. In addition, students will examine the student/professor/advisor relationship in terms of high context/low context communication styles and make implicit WU and US cultural values and assumptions explicit by gathering data through interviews, surveys and observational forms.

- **Prerequisite:** First semester, degree-seeking and exchange international students only.
- **Offering:** Fall
- **Instructor:** Staff

IDS 123 (CA) Performance of Literature (1)

Study of the art of interpreting to an audience various forms of poetry and prose -- fiction, description, memoirs, folk tales -- through voice and gesture. Public presentation is a required part of this course.

- General Education Requirement Fulfillment: Creating in the Arts
- **Offering:** Alternate falls
- **Instructor:** Clark

IDS 125X S-STEM Scholars and Fellows (.25)

Students participating in Willamette University's NSF-funded STEM Scholars/Fellows program will enroll in this course each semester they participate in the program. In this course, students will receive curricular and co-curricular supports targeted at helping them persist and succeed in STEM fields. Topics covered in the course will include Identity, Academic Preparation, Career Development, and Experiential Learning.

- Open Only to STEM Scholars/Fellows
- **Offering:** Every Semester, Fall 2018-Spring 2023
- Instructor: Fisher

IDS 137 (QA) Quantitative Problem Solving for Science (1)

Students will develop and strengthen their ability to use mathematical reasoning to model the physical and natural world, and deepen their understanding of the connections between mathematical concepts and the physical processes described by those concepts. The course is designed for students taking, or planning to take, introductory science classes, particularly students who do not feel their problem solving skills were well developed by high school math classes. Students should be familiar with mathematical techniques at a level of algebra 2 and/or pre-calculus, but are not expected to have taken calculus.

The course focuses on the process and habits of mind needed to tackle unfamiliar problems, rather than on introducing students to new techniques. Topics will include: measurement (units and unit conversion, rate, concentration, intensive and extensive quantities); change and functional dependence (linear, polynomial, exponential and logarithmic); working with multiple unknowns (linear and non-linear systems); 2- and 3-dimensional geometry (coordinate systems, vectors, 2- and 3-dimensional trigonometry); and measurement statistics (random vs. systematic variation, scatter, uncertainty in the mean).

- **General Education Requirement:** Quantitative Reasoning (no star)
- **Prerequisite:** Consent of Instructor only
- **Offering:** Fall semester
- **Instructor:** Dewey Thorsett

IDS 138 (QA*) Introduction to Applied Statistics (1)

This course introduces students to the logic and procedures of descriptive and inferential statistical analysis as they applied in social and natural sciences. It emphasizes quantitative reasoning skills involving assessment of data quality, original analysis, careful interpretation of claims and effective communication appropriate to reading and preparing both popular press and scientific reports. Topics include correlation/regression, ANOVA, and selected non parametric procedures, with statistical software used to support systematic attention to graphical exploration, power, effect size, and confidence interval estimation. Applications will cover multiple disciplines but will give added attention to examples from the natural sciences.

- **General Education Requirement:** Quantitative Reasoning (star)
- **Prerequisite:** Cannot take after earning C- or above in [ECON 230](#), [PSYC 253](#), [SOC 331](#), [MATH 138](#), or credit for AP Statistics or equivalent course transferred for credit
- **Offering:** Every semester
- Instructor: Staff

IDS 142W (EV) What is a Just Society? (1)

This course engages students in a consideration of justice and the role of justice in the construction of politics. We will ask: what is a just society and how might justice be attained? Beginning with Plato's Republic, the students will read philosophers and thinkers from across many centuries. The students will enter into considered discussion of the human quest for justice in the seminar, with invited speakers, and in campus forums.

- General Education Requirement Fulfillment: Writing-centered; Examining Values
- Offering: Fall
- Instructor: Jopp

IDS 151 (TH) Reacting to the Past (1)

In "Reacting to the Past," students participate in role-playing games that enable them to relive important intellectual debates in three separate historical moments. In "Threshold of Democracy: Athens in 403 B.C.," students draw on Plato's Republic as well as excerpts from Thucydides, Xenophon, and other contemporary sources to debate the prospects for Athenian democracy in the wake of the Peloponnesian War. In "Rousseau, Burke, and Revolution in France," students enter the intellectual and political currents that surged through revolutionary Paris in 1791. And in "Defining a Nation: India on the Eve of Independence, 1945," students participate in the struggle to reconcile religious identity with nation building, perhaps the most intractable and important issue of the modern world.

- General Education Requirement Fulfillment: Thinking Historically
- **Offering:** Every semester
- Instructor: Russell

IDS 165W Journalistic Writing I (.5 credit)

This course will introduce students to the basics of journalistic writing. Topics will include story structure, news analysis, research, grammar, editorial columns and interviewing. Some attention will also be given to libel, journalistic ethics and layout. Writing Centered.

- General Education Requirement Fulfillment: Writing-centered
- Offering: Fall
- Instructor: Hughes

IDS 167W Journalistic Writing II (.5 credit)

Continuation of Journalistic Writing I. Topics include covering speeches and meetings, ongoing coverage, crafting headlines, dealing with statistics and technical issues, writing profiles and editorials. The course gives specific attention to problems of multicultural sensitivity and mainstreaming, cliches and stereotypes, and it deepens the analysis of journalistic ethics begun in Journalistic Writing I. Ongoing attention to accuracy and to grammar, punctuation, and style. Writing Centered.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** [IDS 165W](#)
- Offering: Spring
- Instructor: Hughes

IDS 194 Insight Internship (0.25-1)

Internships provide opportunities for students to work in a for profit company, a government office or agency, a non-profit organization, or even within an on-campus program. Internships for credit require that students set learning objectives that are related to vocation discernment; information, theories, and processes specifically related to the internship; and transferable job skills. In addition to the work of the internship itself, students will complete regular written reflections about what they are learning and complete a final report. Internships are completed during the Fall, Spring, or Summer months.

- **Offering:** Fall, Spring, Summer
- Instructor: Moon

IDS 201W (EV) Topics in Interdisciplinary Studies (1)

An introductory, interdisciplinary, and writing-centered investigation of a controversial topic with national and/or international implications, which provides significant opportunities for students to analyze the reasons and arguments for adopting particular values or ethical stances over others. Students will critically examine both individual and community values within relevant historical contexts as well as within the framework of various disciplinary discourses and practices. Students will also analyze and debate significant conflicts between particular values and norms, while assessing the possibilities for resolution. May be repeated once for credit with a different topic. Offered periodically.

- General Education Requirement Fulfillment: Writing-centered; Examining Values
- **Offering:** Alternate years
- Instructor: Staff

IDS 202 Convocation: Reflecting on Campus, Community and Cosmos (.5)

An action and reflection seminar resulting in the production of the University Convocation each week of the semester. Students will research issues that academia can and should address and invite to the University Convocation public intellectuals and artists who can speak to an educated general audience of students, faculty, staff and local citizens. Reading, discussions, conversations with faculty and community leaders will lead to the planning, publicizing, presiding and hosting of the University Convocation series.

- **Prerequisite:** Sophomore standing or consent of instructor
- **Offering:** Every semester
- Instructor: Wallace

IDS 203W (EV) Intercultural Study within Cultural Immersion (1)

Course is designed to facilitate and promote the experiential learning process in an intercultural context. Introduces students to the value of cultural comparison that illuminates both similarities and differences. Improves the overall study abroad program by providing essential pre-departure and re-entry training designed to capitalize on the cultural immersion experience. Prepares students to learn from the psychological and conceptual challenges they will face during each phase of the experience. Examines the advantages and disadvantages of culture study, including the contrast of internal and external perspectives, and the concept of critical self-consciousness. Encourages and challenges students to continue learning about other cultures and other perspectives.

- General Education Requirement Fulfillment: Writing-centered; Examining Values
- **Prerequisite:** Only students participating in an off-campus, cultural immersion program are eligible
- **Offering:** Every semester
- Instructor: Lou

IDS 205 Chemawa Indian School Partnership Program (.5)

This service-learning course introduces students to the history of and contemporary challenges in American Indian education. Students serve as tutors and mentors at the Chemawa Indian School of Salem in support of college preparatory programs, and in turn, are mentored by Native American adult educators. Tutoring will be on-site, covering basic academic subjects such as reading, math, science, and social studies. Mentoring will include hosting Chemawa students on the Willamette campus for academic and social events. May be taken up to 2 times (1 full credit) to count toward the Major or Minor.

- **Prerequisite:** Consent of instructor
- **Offering:** Every semester
- Instructor: Howard

IDS 207X Community Emergency Response Team (CERT) Training (.25)

This course is an introduction to CERT for those wanting to complete training or as a refresher for current team members. It contains six modules with topics that include an Introduction to CERT, Fire Safety, Hazardous Material and Terrorist Incidents, Disaster Medical Operations, and Search and Rescue. This course is a combination of 21 classroom and laboratory hours taught by a certified CERT instructor.

CERT is a program created to engage everyone in America in making their communities safer, more prepared, and more resilient when incidents occur. Community-based preparedness planning allows us all to prepare for and respond to anticipated disruptions and potential hazards following a disaster. Through pre-event planning, people work together to help reduce injuries, loss of life, and property damage. This pre-event planning also helps utilize existing resources until professional assistance becomes available.

- **Offering:** Every semester
- **Instructor:** Stout and various CERT certified instructors

IDS 208 (CA) Sustainability and Design (1)

This course is intended to introduce students to sustainability in design. This course will focus on fundamental concepts in design, sustainability practices, and communication practices between designers and users. The course will partner with the community to offer potential practical solutions in sustainability.

- General Education Requirement Fulfillment: Creating in the Arts
- **Offering:** Alternate Spring Semesters
- Instructor: Steck

IDS 212 (EV) Child Trafficking (1)

This course examines child trafficking, or the movement of children for the purposes of exploitation. The course will take a case-study approach using readings and field experiences in a single country to examine the complex factors involved in both the perpetuation of, and attempts to reduce or eradicate, child trafficking. The course will address several forms of child trafficking, including sexual exploitation, forced labor, and child begging. Particular attention will be paid to specific historical, political, and structural features within the field country that enable or exacerbate child trafficking, as well as the relationship between governmental and non-governmental (including faith-based) responses to child trafficking.

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Alternate years, Summer post-session
- Instructor: Stevens

IDS 214 Food Justice Practicum (1)

Introduction to issues of food justice and food sovereignty globally and locally with a practicum component to include farm work and service learning on campus and community settings and partnership with Marion Polk Foodshare's local food systems project.

- **Offering:** Alternate Years
- **Instructor:** Petersen-Boring

IDS 215 Willamette Academy Service Learning (.5)

This service learning course introduces students to issues of educational access and equity in the Salem-Keizer community. Students volunteer at Willamette Academy (WA) and, in turn, learn from and with the WA students, families, and staff. Tutoring will be on-site, covering basic academic subjects such as reading, math, science, and social studies. Mentoring involves hosting WA students on the Willamette campus for academic and social events. Additional volunteer opportunities will be available, subject to instructor's consent, based on volunteers' strengths and interests, and WA

needs. Weekly class sessions, in general, will have two components: students will debrief their service experiences and study substantive topics dealing with educational access and equity, with specific attention to issues that historically underrepresented students face in gaining access to higher education. This course can be taken up to two times for a total of one course credit.

- Designated as a Service Learning Course
- **Offering:** Every semester
- Instructor: Staff

IDS 220 (EV, NW) The Body in Science and Society (1)

This class will use exemplars from the history of anatomy, physiology, and medicine to examine the intellectual processes that underlie science as a way of understanding the world. In addition, students will be introduced to paradigms for making reasoned judgments about the moral consequences associated with various advances in human biological science.

- **General Education Requirement Fulfillment:** Examining Values, Understanding the Natural World
- Offering: Spring
- Instructor: Harmer

IDS 222 (NW) Fundamentals of Neuroscience (1)

This course covers fundamental principles of the development, function, and occasional malfunction of the human nervous system, the methodologies, discoveries, and frontiers of this interdisciplinary area of inquiry. Lectures and mandatory laboratories are designed to challenge students to think in new ways about the relationship between brain, body, and behavior.

- **Prerequisite:** Freshman or sophomore standing, or consent of instructor
- General Education Requirement Fulfillment: Understanding the Natural World
- **Offering:** Alternate springs
- **Instructor:** Stavrianeas, Stewart

IDS 224 (NW) Disease Prevention (1)

This course will investigate the prevalence, etiology and social impact of several common diseases and disabilities as they relate to aging and physical inactivity. The class will specifically focus on the prevention and treatment of cardiovascular diseases, osteoporosis, sarcopenia, diabetes, cancer, and both classic and current research publications. Students will additionally gain practical laboratory experience with common clinical tests used in the assessment and diagnosis of these disorders.

- General Education Requirement Fulfillment: Understanding the Natural World
- **Offering:** Annually
- Instructor: Lockard

IDS 229 Topics in Cross-Cultural Studies: Japan, the United States, and the Pacific Rim (1)

Designed as an introduction in cross-cultural studies of the Pacific rim with particular focus on the United States and Japan, this course will explore topics like the environment and sustainability, social movements, economic and political development, or race and class in a comparative context. Students will critically explore and debate individual and community values manifested in these topics, and analyze the social, cultural, and historical forces behind those values. Half of the enrolled students in the course will be American Studies Program (ASP) students.

- **Offering:** Fall semester
- Instructor: Staff

IDS 230 (US) Rites of Passage in Japan and the United States (1)

This course focuses on the events of birth, marriage, and death as they are socially constructed by way of symbols, rituals, and myths. Initially, attention is directed to theoretical foundations and the constructs of symbol, ritual and myth themselves. Readings are drawn from anthropology, communication studies, linguistics, and sociology. Thereafter, focus turns to each of the events-birth, marriage, and death-and the ways that various cultures make them meaningful. The constructs examined earlier in the term are applied to selected case studies from Japan and the United States. Half of the students enrolled in the course are American Studies Program (ASP) students.

- General Education Requirement Fulfillment: Understanding Society
- **Offering:** Fall semester
- **Instructor:** Fauss and TIUA Staff

IDS 240 Science Communication and Outreach (0.5)

An innovative, experiential interdisciplinary course in science communication. This is a service learning course focused on communicating science to a broad audience with an emphasis on elementary and middle school aged children. Students will develop hands-on science teaching activities. They will also explore what it means to be a mentor and will develop cultural literacy as they work with and present to underserved groups.

- **Prerequisite:** Sophomore status or above and consent of instructor
- Designated as a Service Learning Course
- **Offering:** Fall Semester
- Instructor: Butler

IDS 243 Race, Racism, & Human Genetics (1)

What accounts for human difference, and what does the biology of human variation tell us about race and the "life changes" of racial groups in contemporary society? This course examines the relationship between genes, geography, skin color and what we have come to understand as "race." It will focus upon patterns of human genetic variation and consider how the completion of the Human Genome Project and the increasing availability of genomic data have changes our understanding of

human population genetics. It will also address the historical role of science in taking the socially-constructed concept of race and turning it into scientific "fact," and explore how this past history both shapes and constrains contemporary research in the biology of human diversity. The course will consider contemporary case studies in which race becomes--and is ascribed to--biology in ways that both reflect and contribute to dominant racial ideology. By bringing together the research about race from the natural and social sciences, the course seeks to understand how biological and social factors interact to shape racial reality and explores the political and social implications for scientific inquiry.

- **Prerequisite:** [BIOL 125](#), [AES 150](#), or [SOC 114](#). Closed to first-year students.
- **Offering:** Alternate years
- **Instructor:** Drew, Smith

IDS 275 Theories of Career Development (.5)

An exploration into the theories, literature, and techniques in the field of career development and the impact of psychological, sociological, economic, and other variables on career decision-making, skills, interests, and values.

- **Offering:** Every semester
- **Instructor:** Houser

IDS 305 Medieval and Renaissance Studies Minor Colloquium (.25)

Monthly meetings for faculty and students in Medieval and Renaissance Studies that will include discussion of common reading materials, presentation of faculty and student research, workshop for development of faculty-student collaborative research projects, invited speakers, and support for student interdisciplinary research.

- **Offering:** Every semester
- **Instructor:** Boring, Hobgood, Moon DeLeonibus, De Mambro Santos

IDS 310 (NW) Agroecology (1)

This course covers the ecology of farm systems, from basic inputs of energy and fertilizer to complex interactions between farmed and wild land. Topics include the management of soil fertility, plant breeding, pest and weed management, and sustainability of organic and conventional farming systems. We will focus on scientific findings that are useful for farmers, but also explore how the scientific method can be used to answer new questions as they arise. The topics will be explored both through chapters from scientific textbooks and through writings by farmers themselves describing their farms and choice of farming practices. Farm systems considered will include traditional Native American farming, contemporary conventional and organic farms in the US, pre-industrial Chinese farming, contemporary sub-Saharan African farms.

- **General Education Requirement Fulfillment:** Understanding the Natural World

- **Offering:** Summer Institute in Sustainable Agriculture at Zena Farm
- **Instructor:** Lindh, Johns

IDS 311 (US) Perspectives in Sustainable Agriculture (1)

A complex web of agricultural and food laws, historical and cultural practices, and economic and political factors influence what ends up on our plates and affects the health of our ecosystems, individuals, and communities. An interdisciplinary course exploring the historical, political, and ethical context of food systems and sustainable agriculture, this course utilizes Willamette's working farm at Zena in an intensive summer program. Through the analysis of texts, field experiences, discussions, and reflective writing, students will examine the historical foundations of agriculture, analyze the cultural structures, practices, and values that have shaped agriculture, evaluate the ethical implications in varying types of agriculture, and formulate their own ethnic of sustainability with regards to food and agriculture.

- General Education Requirement Fulfillment: Understanding Society
- **Offering:** Summer Institute in Sustainable Agriculture at Zena Farm
- **Instructor:** Boring, Johns. Lindh

IDS 322 (IT) The Idea of Europe (1)

This course will examine the emergence and development of cultural identities in Europe, with a particular focus on the emergence and development of a conception of "Europe" and "European" from the Middle Ages to the 20th century. In order to understand these notions more clearly, it will be pertinent to study what was NOT Europe/European throughout this same time period.

- General Education Requirement Fulfillment: Interpreting Texts
- **Offering:** Alternate years in fall or spring
- **Instructor:** DeLeonibus

IDS 323 Semester in Ireland (1)

Taught in Ireland during the semester in Galway program, this course examines selected topics in Irish literature, history, culture, politics, or the arts.

- **Offering:** Spring
- **Instructor:** Study Abroad Directors in Ireland

IDS 327W (EV) The American Story and the Legacy of Vietnam (1)

Language has become a problem in the modern world: its expanding role as a means of global communication has, at the same time, accented the barriers to human understanding posed by competing ideologies concealed within languages. As a result, power, rather than argument or persuasion, has become the normal means for achieving national and personal ends. This seminar addresses, through selected case studies, the relationship of language and power in the American tradition and their impact on politics and ethics. The Vietnam War is offered as a case study.

- General Education Requirement Fulfillment: Writing-centered; Examining Values
- **Offering:** Alternate years in spring
- **Instructor:** Collins, Staff

IDS 334 (US) Field Studies: Environmental Studies and Sustainability in Japan (C/NC)

A three and one half-week course conducted in Japan in collaboration with our sister institution, Tokyo International University, as a part of an initiative on Asian Studies and the Environment. Formal activities will include classes in Japanese language and Japanese environmental history. In addition to readings and lectures, students will take part in fieldtrips and excursions to libraries and museums, municipal and prefectural offices, and other relevant sites where sustainability-related community activities take place, including forests, etc. Students will engage in volunteer and community-based service learning activities, and observe conservation practices where possible. Besides direct observation and reflection, students will participate in data collection, organization, and analysis.

- General Education Requirement Fulfillment: Understanding Society
- Designated as a Service Learning Course
- Course is offered as Credit/No Credit
- **Offering:** Post-session
- **Instructor:** Bowersox, Loftus, McCaffrey, Pike

IDS 336W (4th Sem Lang Req) Field Studies in Ecuador: A Perspective on Latin America (1)

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

- **General Education Requirement Fulfillment:** Writing-centered; Fourth Semester Language Requirement
- **Offering:** Post-session
- **Instructor:** Staff

IDS 343 Field Studies in Chicago (1)

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

- **Offering:** Post-session
- **Instructor:** Staff

IDS 349 Advocacy Institute (1)

The Advocacy Institute is a two and one-half-week, intensive course of study abroad in which students learn to create persuasion in various forms, especially using film and new media. Each Institute is built around an important contemporary issue, such as sustainability, health care, or free speech, and the location in which the Institute is held varies with the focus for a given cycle. Each location is selected for its relevance to the topical focus, and students in the course actively engage in the local culture as part of the Institute curriculum. The forms of persuasion to be studied include film, photography, graphic design, new media, argumentation debate. The Institute utilizes a wide range of lectures, group discussion, service learning, field excursions, new media production, and debate tournaments. This program enrolls students from on and off campus, and interaction among individuals of varied nationalities and backgrounds comprises an essential dimension of the experience.

- **Offering:** Annually
- **Instructor:** Trapp

IDS 351W Culture of Ancient Greece (1)

A postsession course in Greece which includes field trips to museums and key archaeological sites to complement lectures and readings in the archaeology, culture, history, and rhetoric of ancient Greece. Examination of the geographical and cultural milieu of the classical Greek tradition as revealed in the art, architecture, and artifacts will enhance understanding of the rhetorical tradition exemplified in texts by Demosthenes, Aristotle, and Plato.

- **General Education Requirement Fulfillment:** Writing-centered
- **Offering:** Post-session
- **Instructor:** Clark, Collins

IDS 355 An Introduction to Opera (1)

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

- **Offering:** Spring
- **Instructor:** Staff

IDS 381 College-Colloquium Peer Mentoring (.25-.5)

This activity-centered credit enables the student who has served as an Opening Days leader for a College Colloquium section to continue to serve as a co-curricular peer mentor for that section. Mentor works with program supervisor and faculty instructor, as appropriate, to develop and implement an ongoing plan of co-curricular programming and activities that enhances student learning. Mentor's roles can include facilitating small group projects, film viewing and discussion,

coordinating service-learning off-campus, and providing informal advice and feedback to students on matters involving orientation to university life. May be repeated for credit.

- **Prerequisite:** Prior participation as Opening Days leader
- **Offering:** Fall Semester
- Instructor: Douglass

IDS 390 Independent Study in Art, Technology, and Multimedia (.25-1)

This course is intended for the qualified advanced student who wishes to do an intensive independent study in an area not covered by an existing course in the Arts, Technology, and Multimedia minor. The course should focus on the use of technology in creating artistic works, and an appropriate department category should be identified. Arrangements must be made with a faculty member before registration.

- **Prerequisite:** One starred course from the Arts, Technology, and Multimedia minor.
- **Offering:** Every Semester
- **Instructor:** Arts, Technology, and Multimedia faculty

IDS 396 Chemawa Indian School Partnership Program Internship (.5 or 1)

This internship is designed for students who have prior experience with the Willamette University Chemawa Indian School Partnership Program and desire to have more significant involvement with the Partnership. Specific internship placements at Chemawa may vary; examples include placement as AVID interns in Chemawa classrooms or as interns that support other elements of the Partnership such as the nightly tutorial program or the college readiness program.

- **Prerequisite:** [IDS 205](#)
- **Offering:** Every Semester
- Instructor: Howard

IDS 410 Design Thinking (1)

Designed thinking is a proven process for practically and creatively solving problems. It is a field of study, communication and action that seeks to connect the diverse arts and sciences with each other and the purpose of enriching human life. The process of design thinking relies on cultivating an ability to see beyond the artificial constraints of status quo thinking to find opportunities for innovation based on their potential to create improvement. Students are coached in the design thinking process - a process that begins with qualitative research among a target population for whom the solution to a problem is sought, followed by "radical collaboration," a partnership between diverse thinkers, creators and consumers, who engage in iterative ideation, co-production, testing candidate solutions, and reflection on outcomes, until an acceptable improvement within a problem domain is found. The course adopts a different theme every time it is conducted. Such themes have included: developing living aids for the homeless and educational tools for kindergarten children.

- **Prerequisite:** Consent of instructor
- Offering: Spring
- Instructor: Dwyer

IDS 413 Interdisciplinary Capstone Project (1)

A capstone experience for students with approved Special Majors who wish to undertake intensive independent research, writing, and/or creative work on a topic appropriate to the Special Major, normally to be offered as an independent study. The student must submit a proposal to the three Special Major advisors in the semester before the capstone project will be completed, accounting for a schedule of steps toward the complete project, work demanding at least 12 hours per week, and a presentation or public display of the final project.

- **Prerequisite:** Junior or senior standing, and an approved special major
- **Offering:** Annually
- **Instructor:** CLA Faculty

IDS 489W Advanced Writing and Research (1)

This course is for juniors and seniors who wish to undertake intensive independent research and writing on a topic of their choosing, in order to gain experience managing a project with the length and complexity of a future senior capstone project. The Seminar will provide instruction in finding productive points of contact in research across disciplines (drawing on student's previous academic writing and class member interests), framing research questions, writing a research proposal, developing a methodology or theoretical approach, conducting library research, evaluating sources, and structuring a substantial essay. Seminar participants will write and revise their papers in stages, read and respond to papers of others, integrate feedback into their written work, and present a version of their final projects for a live audience.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** Junior or Senior standing. Will complete a capstone project (senior thesis) within the following two semesters. Not currently enrolled in senior thesis hours. Consent of instructor.
- **Offering:** Annually
- **Instructor:** Newman Holmes

IDS 499 Presidential Scholars Program (1-4)

The Presidential Scholars Program permits selected seniors the opportunity to complete a substantial project of study, research, or creative work that will contribute to their academic growth. The Undergraduate Grants and Awards Committee selects scholars annually from the junior class on the basis of the strength of their proposed project, record of academic achievement, intellectual caliber, and independence of character. Presidential Scholars' projects will consist of a maximum of four credits in total, no more than three credits in a single semester.

- **Offering:** Annually
- Instructor: Staff

International Studies

The International Studies major is offered through an interdisciplinary program which integrates social, economic, political, geographic, and historical perspectives in the examination of the dramatic trends toward increased interdependence among nations. It seeks to develop an awareness of the fact that many problems or issues which have been regarded as primarily domestic can no longer be understood or resolved without consideration of the global context. The program also aims to provide majors with a recognition of the importance of cultural diversity, through grounding in a specific foreign culture and language, as an essential complement to the international courses in the curriculum.

International Studies majors are strongly encouraged to take advantage of study abroad opportunities.

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 a variety of graduate programs.

Requirements for the International Studies Major (12 Credits)

Core courses (3)

- [ECON 132](#) (US) Introduction to Economic Inquiry
- [POLI 214](#) (US) International Politics
- [INTST 499W](#) Seminar in International Studies

3rd Year Foreign Language (2)

- CHNSE [331](#)(IT)/[332](#)(IT)
- FREN [331W](#)/[340](#)(IT)
- GERM [331W](#)/[333](#)
- JAPN [331](#)/[332](#)
- RUSS [330](#) (.5)/[370](#) (.5)/[333](#)
- SPAN [331W](#) and [333](#)(TH) or [335](#)(TH)

Elective Courses from Economics, History and Politics (7)

Economics (2)

- [ECON 351](#) Comparative Economic Systems
- [ECON 352](#) The Economics of Developing Countries
- [ECON 353](#) International Economics

History (3) (at least two above 100-level)

- [HIST 116](#) (TH) Western Civilization Since 1650
- [HIST 118](#) (TH) East Asia Civilization Since 1800
- [HIST 237](#) (TH) History of Modern Iran
- [HIST 254](#) (TH) 20th Century Europe
- [HIST 255](#) (TH) Cities and the Making of Modern Europe: 1750 to Present
- [HIST 258](#) Modern Latin America
- [HIST 282](#) (TH) China in Revolution
- [HIST 331](#) (TH) Asian Environmental History
- [HIST 372](#) History of Modern Russia
- [HIST 379](#) Studies in Comparative History
- [HIST 381](#) (TH) History of Modern Japan
- [HIST 383](#) Mao's China 1949-1979
- [HIST 390W](#) (4th Sem Lang Req) Germany from Bismarck to Hitler
- [HIST 391](#) (4th Sem Lang Req) Germany Since 1945
- [HIST 440W](#) (TH) History of Modern Socialism
- [HIST 445](#) Postwar Japan

Politics (2) (at least one 300 level)

- [POLI 216](#) (US) Comparative Democratic Systems
- [POLI 218](#) (US) Politics in the Developing World
- [POLI 316](#) The Politics of International Justice
- [POLI 326W](#) Globalization and Equity
- [POLI 362](#) Latin American Politics
- [POLI 370W](#) Europe and the International System
- [POLI 373](#) International Security and Cooperation
- [POLI 374](#) Asia and the International System **OR** [POLI 380](#) Asian Politics and Development
- [POLI 382](#) (US) Capitalism, & Democracy
- [POLI 384](#) Transnational Feminist Politics
- [POLI 387](#) Africa and the World
- [PPLE 372](#) (TH) American Foreign Policy

Courses taught on a one-time basis, or special topics course in Economics, History, or Politics that contain significant international content may be counted towards the relevant elective set.

Indicators of Achievement

Student Learning Outcomes for the International Studies Major

1. Knowledge of international/comparative/global issues: develop an understanding of important international (comparative and/or global) processes and conditions:

- Students read widely about, follow, and be able to discuss topics of current international significance, with an ability to relate them to economic, historical and political contexts;
 - Students attend or participate in co-curricular events that discuss international affairs (events or trends);
 - Students formulate a research proposal for the senior seminar that draws on and integrates their courses and co-curricular experiences.
2. Capacity for multidisciplinary and analysis: develop an ability to undertake critical analysis of issues of international, comparative, or global significance that draws on and integrates economic, historical, and political approaches:
- Students can identify and discuss multiple dimensions of single international trends or problems, including some combination of those issues' economic, historical, political, and economic elements;
 - Students formulate and carry out a research project that reflects a multi-disciplinary approach to such a problem.

Faculty

- [Greg Felker](#), Associate Professor of Asian and International Studies, International Studies Program Chair
- [Sarah Clovis Bishop](#), Associate Professor of Russian; German & Russian Department Chair
- [Maria Blanco-Arnejo](#), Professor of Spanish,
- [Gaetano DeLeonibus](#), Professor of French and Francophone Studies,
- [Amadou Fofana](#), Professor of French and Francophone Studies; French Department Chair,
- [Miho Fujiwara](#), Professor of Japanese
- [Jonneke Koomen](#), Associate Professor of Politics
- [Yan Liang](#), Associate Professor of Economics, Department Chair
- [Michael Marks](#), Professor of Politics
- [Raechelle Mascarenhas](#), Associate Professor of Economics
- [Cecily McCaffrey](#), Associate Professor of History
- [Joyce V. Millen](#), Associate Professor of Anthropology, Department Chair
- [Ana Montero](#), Professor of Spanish
- [April Overstreet](#), Associate Professor of Spanish
- [William T. Smaldone](#), E. J. Whipple Professor of History
- [Laura Taylor](#), Associate Professor of Economics
- [Patricia Varas](#), Professor of Spanish, Spanish Department Chair
- [Huike Wen](#), Associate Professor of Chinese
- [Juwen Zhang](#), Professor of Chinese, Department Chair of Japanese/Chinese
- [Aili Zheng](#), Associate Professor of German

Course Listings

INTST 499W Seminar in International Studies (1)

Interdisciplinary examination of international issues with emphasis on global interdependence.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** Senior standing in International Studies or consent of instructor
- **Offering:** Spring semester
- Instructor: Staff

Japanese and Chinese Studies

The Department of Japanese and Chinese houses two interdisciplinary studies programs, the Chinese Studies program and the Japanese Studies program, offering a major and a minor in Chinese Studies, a major in Japanese Studies, and a minor in Japanese language. The goal of these programs is to provide a quality opportunity for interdisciplinary teaching and learning about the language and culture of China and Japan. We expect our students to acquire the language skills and the analytical abilities to operate effectively in an increasingly complex and diverse world. It is our belief that as students apply what they learn in our classes they will gain an understanding and appreciation of other peoples and cultures.

Japanese Studies Major

The Japanese Studies major is an interdisciplinary major combining language study with cultural studies. Students majoring in Japanese Studies are required to take courses in Japanese language at all levels and courses on the history, literature, art, religion and culture of Japan. Majors students are strongly recommended to study abroad in Japan for one or two semesters through the Japan Study Program (JSP) at our sister university, Tokyo International University, Kawagoe, Japan. The majors are also encouraged to take advantage of the opportunities for language and cultural exchange offered by Tokyo International University of America (TIUA) on our campus.

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

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

Requirements for the Japanese Studies Major (12 Credits)

Two credits from the following Core courses (2)

- [ASIA 201](#) Gateway to East Asia (1) **OR**
- [JAPN 201W](#) Modern Japanese Society and Culture (1)
- [JAPN 499W](#) Senior Seminar (1)

Four credits from the following (4)

- [JAPN 331](#) Third Year Japanese (1)
- [JAPN 332](#) Third Year Japanese II (1)
- [JAPN 430](#) Japanese Reading and Composition I (1)
- [JAPN 431](#) Japanese Reading and Composition II (1)
- [JAPN 432](#) Conversational Japanese I (1)
- [JAPN 434](#) Conversational Japanese II (1)
- [JAPN 490](#) Reading and Conference (.5 or 1)
- [JAPN 491](#) Reading and Conference (.5 or 1)

Two credits from the following (2)

- [JAPN 314W](#) (IT; 4th Sem Lang Req) Japanese Literature in Translation (1)
- [JAPN 340](#) (IT; 4th Sem Lang Req) The Japanese Cinema (1)
- [HIST 381](#) (TH) History of Modern Japan (1)
- [HIST 445](#) Postwar Japan (1)

Four credits from the following (4)

- [ARTH 113](#) (IT) Introduction to Chinese Art History (1)
- [ARTH 114](#) (IT) Introduction to Japanese Art History (1)
- [ASIA 258](#) Topics in Asian Studies (1)
- [ASIA 352](#) Field Study in Asia (1)
- [CHNSE 232](#) Intermediate Chinese II (1)
- [CHNSE 254](#) (4th Sem Lang Req) Folklore and Identity (1)
- [CHNSE 332](#) (IT) Third Year Chinese II (1)
- [CHNSE 431](#) Reading in Humanities (1)
- [CHNSE 432](#) Introduction to Classical Chinese Texts and Thoughts (1)
- [HIST 118](#) (TH) East Asian Civilization Since 1800 (1)
- [HIST 331](#) (TH) Asian Environmental History (1)
- [HIST 383](#) Mao's China (1)
- [IDS 230](#) (US) Rites of Passage in Japan and US (1)
- [JAPN 201W](#) Modern Japanese Society & Culture (1)
- [JAPN 240](#) Japanese Language and Culture (1)
- [REL 135](#) (EV, IT) Religions of Asia (1)
- [REL 262](#) (EV) Japanese Religions (1)

* Only one of these China-focused courses may be counted toward Japanese Studies Major

Requirements for the Japanese Minor (5 Credits)

Five courses from the following (5)

- [JAPN 232](#) Intermediate Japanese II (1)
- [JAPN 331](#) Third Year Japanese I (1)
- [JAPN 332](#) Third Year Japanese II (1)
- [JAPN 430](#) Japanese Reading and Composition I (1)
- [JAPN 431](#) Japanese Reading and Composition II (1)
- [JAPN 432](#) Conversational Japanese I (1)
- [JAPN 434](#) Conversational Japanese II (1)
- [JAPN 490](#) Reading and Conference (.5 or 1)
- [JAPN 491](#) Reading and Conference (.5 or 1)

Chinese Studies Major

The Chinese Studies major is an interdisciplinary major combining language and culture courses on China. Students majoring in Chinese Studies are required to take courses in Chinese language at all levels, and are required to take courses in other departments and programs that focus on China in such areas as economics, politics, religion, history, art history, communication, anthropology, and folklore. Study abroad in China is required.

The Chinese Studies major is structured to include four areas: 1) core courses on Chinese and Asian cultures (two credits); 2) Chinese language (two credits); 3) introductory and intermediate level courses on or related to Chinese Studies offered through different departments and programs (three credits); and 4) upper level courses on or related to Chinese Studies offered by different departments and programs (three credits).

The Chinese Studies major requires that the student earn 10 credits from courses with at least three different prefixes. Substitutions can be made with faculty approval. Credits from study in China will be transferred with faculty approval.

Requirements for the Chinese Studies Major (10 credits)

Two credits from the following (2)

- [ASIA 201](#) Gateway to East Asia (1)
- [CHNSE 499W](#) Senior Seminar (1)

Two credits from the following (2)

- [CHNSE 332](#) (IT) Third Year Chinese (II) (1)
- [CHNSE 431](#) Reading the Humanities (1)
- [CHNSE 432](#) Introduction to Classical Chinese Texts and Thoughts (1)
- [CHNSE 490-491](#) Reading and Conference (0.5 or 1)

Three credits from the following (3)

- [ASIA 352](#) Field Study in Asia (1)
- [ASIA 390-391](#) Independent Study (0.5 or 1)
- [CHNSE 352](#) (US) Rites of Passage in Chinese Societies (1)
- [ECON 353](#) International Economics (1)
- [HIST 331](#) (TH) Asian Environmental History (1)
- [HIST 344W](#) Studies in East Asian History (1)
- [HIST 381](#) (IT) History of Modern Japan
- [HIST 383](#) Mao's China (1)
- [HIST 445](#) Postwar Japan (1)
- [HIST 452W](#) Topics in Chinese/Japanese History (1)
- [JAPN 314W](#) (IT; 4th Sem Lang Req) Japanese Literature in Translation (1)
- [JAPN 340](#) (IT; 4th Sem Lang Req) The Japanese Cinema (1)
- [POLI 374](#) Asian and International System (1)
- [POLI 380](#) Asian Politics and Development (1)
- [REL 348](#) (EV) Buddhism (1)
- [REL 352](#) (EV, IT) Shamanism (1)
- [REL 354](#) (IT) Topics in Asian Religions
- [REL 356](#) (EV) Taoism (1)

Three credits from the following (3)

- [ANTH 233](#) (US) Peoples and Cultures of Asia (1)
- [ARTH 112](#) (IT) Introduction to South Asian Art History (1)
- [ARTH 113](#) (IT) Introduction to Chinese Art History (1)
- [ARTH 114](#) (IT) Introduction to Japanese Art History (1)
- [ASIA 258](#) Topics in Asian Studies (1)
- [CHNSE 235](#) Chinese Language Practicum (.25)
- [CHNSE 254](#) (4th Sem Lang Req) Folklore and Identity (1)
- [CHNSE 258](#) (US) Gender and Mass Communication in Asia (1)
- [CHNSE 269](#) Chinese Society and Media (1)
- [HIST 118](#) (TH) East Asian Civilization since 1800 (1)
- [HIST 131](#) (TH) Gender and Society in East Asia (1)
- [HIST 233](#) (TH) Asian Empires on the Silk Road (1)
- [HIST 265](#) (TH) Late Imperial China (1)
- [HIST 282](#) (TH) China in Revolution 1911-1949 (1)
- [JAPN 201W](#) Modern Japanese Society and Culture (1)
- [JAPN 240](#) Japanese Language and Culture (1)
- [REL 135](#) (EV, IT) Religions of Asia (1)
- [REL 233](#) (EV, TH) Religions Along the Silk Road (1)
- [REL 239](#) (EV) Introduction to Chinese Religion (1)
- [REL 256](#) (EV, IT) Goddesses and Ghosts: Images of Women in Chinese Tradition (1)

- [REL 262](#) (EV) Japanese Religions (1)

*Only one of the Japan-focused courses may be counted toward Chinese Studies Major.

Requirements for Chinese Studies Minor (5 credits)

At least one language credit at or above the 300 level (1-3)

- [CHNSE 231](#) Intermediate Chinese I (1)
- [CHNSE 232](#) Intermediate Chinese II (1)
- [CHNSE 331](#) (IT) Third Year Chinese I (1)
- [CHNSE 332](#) (IT) Third Year Chinese II (1)
- [CHNSE 490-491](#) Reading and Conference (.5 or 1)*

At least two culture credits at any level (2-4)

- [ANTH 233](#) (US) Peoples and Cultures of Asia (1)
- [ARTH 112](#) (IT) Introduction to South Asian Art History (1)
- [ARTH 113](#) (IT) Introduction to Chinese Art History (1)
- [ARTH 114](#) (IT) Introduction to Japanese Art History (1)
- [ASIA 258](#) Topics in Asian Studies (1)
- [ASIA 352](#) Field Study in Asia (1)
- [ASIA 390-391](#) Independent Study (0.5 or 1)
- [CHNSE 235](#) Chinese Language Practicum (.25)
- [CHNSE 254](#) (4th Sem Lang Req) Folklore and Identity (1)
- [CHNSE 258](#) (US) Gender and Mass Communication in Asia (1)
- [CHNSE 269](#) Chinese Society and Media (1)
- [CHNSE 352](#) (US) Rites of Passage in Chinese Societies (1)
- [ECON 353](#) International Economics (1)
- [HIST 118](#) (TH) East Asian Civilization since 1800 (1)
- [HIST 131](#) (TH) Gender and Society in East Asia (1)
- [HIST 233](#) (TH) Asian Empires on the Silk Road (1)
- [HIST 265](#) (TH) Late Imperial China (1)
- [HIST 282](#) (TH) China in Revolution 1911-1949 (1)
- [HIST 331](#) (TH) Asian Environmental History (1)
- [HIST 344W](#) Studies in East Asian History (1)
- [HIST 381](#) (IT) History of Modern Japan
- [HIST 383](#) Mao's China (1)
- [HIST 445](#) Postwar Japan (1)
- [HIST 452W](#) Topics in Chinese/Japanese History (1)
- [JAPN 201W](#) Modern Japanese Society and Culture (1)
- [JAPN 240](#) Japanese Language and Culture (1)
- [JAPN 314W](#) (IT; 4th Sem Lang Req) Japanese Literature in Translation (1)

- [JAPN 340](#) (IT; 4th Sem Lang Req) The Japanese Cinema (1)
- [POLI 374](#) Asian and International System (1)
- [POLI 380](#) Asian Politics and Development (1)
- [REL 135](#) (EV, IT) Religions of Asia (1)
- [REL 233](#) (EV, TH) Religions Along the Silk Road (1)
- [REL 239](#) (EV) Introduction to Chinese Religion (1)
- [REL 256](#) (EV, IT) Goddesses and Ghosts: Images of Women in Chinese Tradition (1)
- [REL 262](#) (EV) Japanese Religions (1)
- [REL 348](#) (EV) Buddhism (1)
- [REL 352](#) (EV, IT) Shamanism (1)
- [REL 354](#) (IT) Topics in Asian Religions
- [REL 356](#) (EV) Taoism (1)

Only one of the Japan-focused courses may be counted toward the Chinese Studies Minor

Indicators of Achievement

We have identified three Student Learning Outcomes (SLOs) that we expect our major students gain during their course of study in Chinese Study or Japanese Study at Willamette University.

Student Learning Outcomes for the Japanese and Chinese Major

1. Obtain Advanced level of language proficiency defined by the American Council for the Teaching of Foreign Languages (ACTFL)
2. Gain a broad knowledge of the cultures of China or Japan through interdisciplinary approaches
3. Demonstrate their interdisciplinary understanding of China or Japan by completing a project in the Senior Seminar

Faculty

- [Juwen Zhang](#), Professor of Chinese, Department Chair of Japanese/Chinese
- [Miho Fujiwara](#), Professor of Japanese
- [Kumiko Johnson](#), Continuing Instructor of Japanese
- [Huike Wen](#), Associate Professor of Chinese

Visiting Faculty

- [Pedro Bassoe](#),

Course Listings

JAPN 131 Elementary Japanese I (1)

The goal of this course is the development of fundamental communication skills in real-life settings. All four language skills (listening, speaking, reading, and writing) and culture will be emphasized.

Class will be conducted based on explanations of language structures and various activities. Approximately 30 kanji in addition to hiragana and katakana will be introduced..

- Offering: Fall
- **Instructor:** Johnson, Loftus

JAPN 132 Elementary Japanese II (1)

The goal of this course is the development of fundamental communication skills in real-life settings. All four language skills (listening, speaking, reading, and writing) and culture will be emphasized. Class will be conducted based on explanations of language structures and various activities. Approximately 70 new kanji will be introduced.

- **Prerequisite:** [JAPN 131](#) or consent of instructor
- Offering: Spring
- **Instructor:** Johnson, Loftus

JAPN 201W Modern Japanese Society and Culture (1)

An introduction to modern Japan through its social institutions, beliefs and cultural practices. Representative topics include: marriage and family life, child-rearing, education, religion, the role of women, attitude toward work and leisure, organization of the workplace, and social issues such as environmental and sustainability issues. Writing-centered. Conducted in English.

- General Education Requirement Fulfillment: Writing-centered
- **Offering:** Alternate years in fall
- Instructor: Fujiwara

JAPN 231 Intermediate Japanese I (1)

The goal of this course is the development of communication skills in a large range of everyday conversations. All four language skills (listening, speaking, reading, and writing) and culture will be emphasized in this course. Class will be conducted based on explanations of language structures and various activities. Approximately 80 new kanji will be introduced.

- **Prerequisite:** [JAPN 132](#) or consent of instructor
- Offering: Fall
- Instructor: Johnson

JAPN 232 Intermediate Japanese II (1)

The goal of this course is the development of communication skills in a large range of everyday conversations. All four language skills (listening, speaking, reading, and writing) and culture will be emphasized in this course. Class will be conducted based on explanations of language structures and various activities. Approximately 80 new kanji will be introduced.

- **Prerequisite:** [JAPN 231](#) or consent of instructor
- Offering: Spring
- Instructor: Johnson

JAPN 240 Japanese Language and Culture (Intercultural Communication) (1)

This course explores how Japanese language and communication styles offer insights which enhance our understanding of Japanese culture, society, and the Japanese way of thinking. What are the key aspects of the structure of Japanese language and the accompanying communication style which affect intercultural communication? What does it mean to say that Japanese is a high-context language or features a socially oriented mode of communication? Why do some attempts to communicate between cultures turn out successfully while others do not? In exploring Japanese language, this course will draw on examples of cross-cultural misunderstandings between Japanese and non-Japanese in social, political, and economic contexts. Taught in English.

- Offering: Spring
- Instructor: Fujiwara

JAPN 314W (IT; 4th Sem Lang Req) Japanese Literature in Translation (1)

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

- **General Education Requirement Fulfillment:** Writing-centered; Interpreting Texts; Fourth Semester Language Requirement; Asia Cluster
- **Offering:** Alternate years in fall
- Instructor: Loftus

JAPN 331 Third Year Japanese I (1)

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

- Offering: Fall
- **Instructor:** Loftus, Fujiwara

JAPN 332 Third Year Japanese II (1)

Third Year Japanese I begins with a comprehensive pattern review with an emphasis on speaking. Chinese characters are learned, approximately 20 per week, and students are tested regularly. In Third Year Japanese II, more attention will be given to reading. Students will be expected to read

materials in Japanese and discuss them in class in Japanese. Students should be able to read and recognize approximately 900 Chinese characters by the end of the year.

- Offering: Spring
- **Instructor:** Loftus, Fujiwara

JAPN 340 (IT; 4th Sem Lang Req) The Japanese Cinema (1)

A survey of major Japanese films and film directors from the "golden age" of Japanese cinema in the 1950s - 1960s to the present. Emphasis will be on the style and feel of Japanese films, and how stylistic elements embody and reflect traditional aesthetics, the social and political contexts of the films and aspects of their production and consumption will be examined as well. Conducted in English.

- **Prerequisite:** Introductory Literature or Film course, or a course on Japanese History, Society, or Literature
- **General Education Requirement Fulfillment:** Interpreting Text; Fourth Semester Language Requirement
- **Offering:** Alternate springs
- Instructor: Loftus

JAPN 380 Practicum in Japanese Language Facilitation (.25-.50)

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

- **Prerequisite:** Consent of instructor
- **Offering:** Fall semester
- Instructor: Johnson

JAPN 430 Japanese Reading and Composition I (1)

Emphasis on vocabulary, reading, writing and kanji expansion. Grammar will be reviewed through various short formal and informal writing assignments and readings will be selected from a variety of materials including authentic texts.

- **Prerequisite:** [JAPN 332](#) or consent of instructor
- Offering: Fall
- **Instructor:** Loftus, Fujiwara

JAPN 431 Japanese Reading and Composition II (1)

Emphasis on vocabulary, reading, writing and kanji expansion. Grammar will be reviewed through various short formal and informal writing assignments and readings will be selected from a variety of materials including authentic texts.

- **Prerequisite:** [JAPN 430](#) or consent of instructor
- Offering: Spring
- **Instructor:** Loftus, Fujiwara

JAPN 432 Conversational Japanese I (1)

Emphasis on development of practical conversational proficiency in a culturally and linguistically appropriate way in both formal and informal styles. Intensive training in oral expression and listening comprehension exercises, including authentic listening materials and vocabulary enlargement.

- **Prerequisite:** [JAPN 332](#) or consent of instructor
- Offering: Fall
- **Instructor:** Loftus, Fujiwara

JAPN 434 Conversational Japanese II (1)

Emphasis on development of practical conversational proficiency in a culturally and linguistically appropriate way in both formal and informal styles. Intensive training in oral expression and listening comprehension exercises, including authentic listening materials and vocabulary enlargement.

- **Prerequisite:** [JAPN 432](#) or consent of instructor
- Offering: Spring
- **Instructor:** Loftus, Fujiwara

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

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

- **Prerequisite:** Consent of instructor
- **Offering:** On demand
- **Instructor:** Loftus, Fujiwara

JAPN 499W Senior Seminar (1)

[Crosslisted with [CHNSE 499W](#)]

Provides a framework for students to develop a research project or other equivalent activity in consultation with faculty. The objective of the Senior Year Experience will be to consolidate and

integrate the student's knowledge of Japan and/or China and the fields of Japanese Studies and/or Chinese Studies. Conducted in English.

- General Education Requirement Fulfillment: Writing-centered
- Offering: Spring
- Instructor: Staff

CHNSE 131 Elementary Chinese I (1)

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

- **Offering:** Annually
- Instructor: Zhang

CHNSE 132 Elementary Chinese II (1)

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

- **Offering:** Annually
- Instructor: Zhang

CHNSE 231 Intermediate Chinese I (1)

Continued emphasis on speaking and listening with an increasing emphasis on reading and writing. Classroom time will be spent on oral-aural drills, dialogues, reading aloud, listening comprehension, and the production and recognition of Chinese written characters. Students will be required to do tape work and written assignments outside of the class as well as in-class presentations in Chinese.

- **Prerequisite:** [CHNSE 131](#) and [132](#) or consent of instructor
- **Offering:** Annually
- Instructor: Zhang

CHNSE 232 Intermediate Chinese II (1)

Continued emphasis on speaking and listening with an increasing emphasis on reading and writing. Classroom time will be spent on oral-aural drills, dialogues, reading aloud, listening comprehension, and the production and recognition of Chinese written characters. Students will be required to do tape work and written assignments outside of the class as well as in-class presentations in Chinese.

- **Prerequisite:** [CHNSE 131](#) and [132](#) or consent of instructor
- **Offering:** Annually
- Instructor: Zhang

CHNSE 235 Chinese Language Practicum (.25)

This class has a two-fold purpose: to continue to develop proficient language skills in all aspects and to practice these skills through teaching or tutoring. In learning, we emphasize proficiency, and in teaching or tutoring, we stress accuracy and pedagogy. Various pedagogical approaches will be studied. Practice is carried out through various teaching opportunities on and off campus. May be repeated 2 times for credit.

- **Prerequisite:** [CHNSE 232](#) or consent of instructor
- **Offering:** Alternate years
- Instructor: Zhang

CHNSE 254 (4th Sem Lang Req) Folklore and Identity (1)

This course examines various issues of identity through folklore practices in East Asia with focus on China. Topics include: language, ethnicity, myth and ritual, rites of passage, festivals, popular culture, folk arts, and Chinese/Asian American folklore and identity. Texts include those of Confucian, Daoist, and Buddhist thoughts and of disciplinary studies. By surveying the topics, analyzing the key texts and contexts, the participants will not only gain the knowledge of the topics but also learn to apply some disciplinary methods to interpret text and practice. The course will include lectures, discussions, debates, presentations, and various projects.

- General Education Requirement Fulfillment: Fourth Semester Language Requirement
- **Offering:** Alternate years
- Instructor: Zhang

CHNSE 258 (US) Gender and Mass Communication in Asia (1)

This course is an introduction to the study of gender and media cultures, with a focus on the Chinese cultural context. It provides an introduction to historical, theoretical, and methodological approaches involved in such study. It aims at encouraging comparative cultural studies through analysis and comparisons of gender in the Chinese culture with gender in non-Chinese cultures. No prior experience required.

- General Education Requirement Fulfillment: Understanding Society
- **Offering:** Alternate years
- Instructor: Wen

CHNSE 269 Chinese Society and Media (1)

This course offers an introduction to the history, theory, economy, technology, and regulation of various forms of mass media in Chinese society. The distinctive characteristics of mass media in

China will be interpreted in the Chinese context; students will also be introduced to comparative studies of media in other cultures. Students will explore the relationships between media and society as a means of better understanding Chinese culture as well as the relationship between cultures in a globalizing world.

- **Offering:** Alternate years
- Instructor: Wen

CHNSE 331 (IT) Third Year Chinese I (1)

Continued development of proficient language skills in speaking, listening, reading, writing, and translating. In addition, interpreting and analyzing text from cultural studies and media studies perspectives are strongly emphasized. Comparative analysis of translations will be integrated in the interpretation of text. Rapid vocabulary expansion, correct use of grammar points, proficient use of the language in spoken and written forms, critical views in understanding the content and means of media, and cultural analysis of the text are the major goals.

- General Education Requirement Fulfillment: Interpreting Texts
- **Prerequisite:** [CHNSE 232](#) or consent of instructor
- Offering: Fall
- **Instructor:** Fischer/Zhang

CHNSE 332 (IT) Third Year Chinese II (1)

By reading the selections from Chinese classics of different philosophical and literary schools, and by translating and comparing translations, participants will continue improving their language proficiency, meanwhile learning to read the original text, understand the interpretation, gain their own perspectives, and analyze the interpretation of the text through historical and social context. Readings include texts of such ideas as Confucianism, Daoism, Legalism, classic poetry, and modern fictions and non-fictions.

- General Education Requirement Fulfillment: Interpreting Texts
- **Prerequisite:** [CHNSE 331](#) or consent
- **Offering:** Alternate springs
- Instructor: Zhang

CHNSE 352 (US) Rites of Passage in Chinese Societies (1)

This course focuses on the rites of passage practiced by the Chinese in and outside China. The rites of passage includes the life-cycle rituals of birth-marriage-death, seasonal festivals, and other types like the rite of "firsts." Chinese ritual symbols like bell, flute, pig and cloud will be analyzed. Related issues like beliefs, tales, gender, age, and ethnicity will be studied in depth. Participants will learn and apply related ideas from various disciplines like folkloristics, anthropology, sociology, philosophy, linguistics, history and religious studies. The readings include translations of the ancient ritual books and contemporary studies. Historical and cultural context will be emphasized in understanding the

Chinese everyday ritual practices. The goal of the course is to provide the students a platform to learn the subject as a body of knowledge, and as a disciplinary field, and to be equipped with some theories in understanding the making and maintaining of identity in multicultural environments.

- General Education Requirement Fulfillment: Understanding Society
- **Offering:** Alternate years
- Instructor: Zhang

CHNSE 431 Reading in Humanities (1)

Continues to improve speaking, listening, reading and writing Chinese with materials on various subjects in physical and social sciences, as well as in humanities. Emphasizing a solid mastery of basic grammar and vocabulary, this course also focuses on improving linguistic competence and deepening the understanding of Chinese culture.

- **Prerequisite:** [CHNSE 332](#)
- **Offering:** Annually
- Instructor: Staff

CHNSE 432 Introduction to Classical Chinese Texts and Thoughts (1)

Continues to improve speaking, listening, reading and writing of modern Chinese. Learn classical Chinese grammar, and read various classical texts. Translating classical Chinese into modern Chinese is daily exercise. Communicative competence and cultural understanding are emphasized. Different ancient thoughts are introduced along with the texts from Confucian, Daoist, Legalist, Yin-Yang, and other schools.

- **Prerequisite:** [CHNSE 431](#)
- **Offering:** Annually
- Instructor: Staff

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

Designed to enable the participants to function with modern Chinese in various areas, and to introduce classic Chinese. The in-depth reading, discussion, conference, and composition cover topics such as literature, history, philosophy, religion, and folklore. In addition to the textbooks, materials from the media on current issues as well as films will also be included.

- **Prerequisite:** [CHNSE 331](#) or consent
- **Offering:** Alternate years
- Instructor: Zhang

CHNSE 499W Senior Seminar (1)

[Crosslisted with [JAPN 499W](#)]

Provides a framework for students to develop a research project or other equivalent activity in consultation with faculty. The objective of the Senior Year Experience will be to consolidate and integrate the student's knowledge of Japan and/or China and the fields of Japanese Studies and/or Chinese Studies. Conducted in English.

- General Education Requirement Fulfillment: Writing-centered
- Offering: Spring
- Instructor: Staff

Latin American Studies

Latin American Studies is an interdisciplinary program that combines subject matter and modes of inquiry from several academic disciplines to give the student a broad background encompassing the historical, political, social, and cultural aspects of the region. Students are encouraged to develop the analytical and evaluative skills that will enable them to gain a systematic understanding of the region. Majors demonstrate language proficiency in Spanish and are strongly encouraged to participate in a Willamette-sponsored program in Latin America.

The degree program in Latin American Studies affords the student a wide range of career opportunities in the United States and abroad. The rapid growth of the Latino population in the United States produces an increasing need for trained persons with a knowledge of the Latin American region to work in teaching, government, the nonprofit sector, journalism, business, and other fields. The major is also well-suited to students who wish to pursue graduate work in Latin American studies or other disciplines in which a Latin American specialization is helpful.

Requirements for the Latin American Studies Major (9 Credits)

Five Credits from Society and Culture:

- [ANTH 235](#) Cultures of Mexico and Ecuador
- [CCM 345](#) (EV) Latina/o/x Communication Studies
- [HIST 256](#) (TH) Colonial Latin America (1)
- [HIST 258](#) (EV) Modern Latin America (1)
- [LAS 380/SPAN 380](#) Latin American Cinema (1)
- [POLI 362](#) Latin American Politics
- [POLI 376W](#) Latin American Revolutions (1)
- [REL 334](#) (EV) Liberation Theology and Social Change (1)
- [SOC 131](#) (US) Sociological Inquiry: Latina/o Sociology (1)
- [SOC 315](#) Social Movements, Collective Action, and Protest
- [SPAN 333](#) (TH) Hispanic Civilization (1)

Also, every semester please check the LAS Course Schedule on the web for possible additional offerings under this category.

No double counting a Society and Culture course under the Language and Literature category, or vice versa.

Three credits from Language and Literature

- [ENGL 381](#) Latina/o Literature and Culture (1)
- [SPAN 355](#) (IT) Latin American Literature I: Conquest to Independence (1)
- [SPAN 356](#) (IT) Latin American Literature II: Modernismo to the Present (1)
- [SPAN 427](#) Topics in Latin American Literature (1)
- [SPAN 428](#) Contemporary Mexican Literature (1)
- [SPAN 430](#) History of Hispanic Thought (1)
- [SPAN 431](#) Contemporary Latin American Novel and Short Story (1)
- [SPAN 435](#) Contemporary Latin American Women Writers (1)

Also, every semester please check the LAS Course Schedule on the web for possible additional offerings under this category.

No double counting a Language and Literature course under the Society and Culture category, or vice versa.

One credit Senior Thesis:

In the fall of your senior year, all LAS majors must take [LAS 497W](#), Senior Thesis in Latin American Studies.

Honors Criteria

Honors in Latin American Studies is awarded to all graduating students with a GPA of 3.8 or greater **in the major**.

Requirements for the Latin American Studies Minor (5 Credits)

- Four credits from Society and Culture
- One credit from Language and Literature

Indicators of Achievement

Student Learning Outcomes for the Latin American Studies Major

1. Interdisciplinary understanding of Latin America, including perspectives from various disciplines in the social sciences and humanities
2. Proficiency in Spanish
3. First-hand experience in Latin America and/or with Latinos in the U.S.
4. Exposure to service-learning in Latin America and/or with Latinos in the U.S.
5. Excellence in analysis of issues related to Latin America

Faculty

- [Patricia Varas](#), Professor of Spanish, Spanish Department Chair
- [Maria Blanco-Arrejo](#), Professor of Spanish,
- [Catalina M. de Onís](#), Assistant Professor
- [Jennifer Jopp](#), ,
- [Michael Niño](#), Assistant Professor of Sociology
- [Roy Pérez](#), Associate Professor of English and American Ethnic Studies
- [William T. Smaldone](#), E. J. Whipple Professor of History
- [Kelley Strawn](#), Faculty Associate Dean for Curriculum, Associate Professor of Sociology
- [Peter Wogan](#), Professor of Anthropology
- [Dr. Karen L. Wood](#), University Chaplain

Professor Emeriti

- [John Uggen](#), Emeritus, Professor of Spanish
- [Charles I Wallace, Jr.](#), Chaplain Emeritus, Associate Professor of Religious Studies

Course Listings

LAS 380 (CA) Latin American Cinema (1)

[Crosslisted with [SPAN 380](#)]

This course examines films, features and documentaries, by and about Latin Americans. It focuses on the political, economic, social, and aesthetic tensions that characterize the region and contextualize cinematic production. It explores the constitution of Latin American cultural identity through film. Conducted in English. Students wishing to receive credit in Spanish must produce all written work in this language.

- General Education Requirement Fulfillment: Creating in the Arts
- **Offering:** Alternate years in spring
- Instructor: Varas

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

In the Senior Thesis, students are expected to integrate various components of the major program in the analysis of a topic of special interest. Topics must be proposed to and approved by the Latin American Studies faculty. The thesis will normally be written in English, but the incorporation of documentation and references in Spanish will be required. Also, a multi-page précis of the thesis in Spanish must accompany the thesis. The thesis is presented to a faculty examination committee upon its completion.

- General Studies Requirement Fulfillment: Writing-centered
- **Prerequisite:** Senior standing in Latin American Studies

- **Offering:** Annually
- Instructor: Staff

Mathematics

Mathematics began with roots in the basic concepts of space and number and has flowered into many wonderful forms. The creation and discovery of new mathematics have never been more active or vital than they are today. Mathematics is sometimes called the science of pattern and order. It relies on logic as a standard of truth, but uses observation and even experimentation as means of discovering truth. Mathematicians think of their work as a blend of science and art, sometimes elegant and beautiful, describing deep and useful creations. In addition to theorems and theories, mathematics offers distinct modes of thought which are both versatile and powerful for understanding the world.

Courses serve those who wish to make mathematics a part of a liberal arts education, those who desire a mathematics background for other disciplines, such as Computer Science, Economics or the natural sciences, those who wish to minor in Mathematics, and those who wish to major in Mathematics.

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

Requirements for the Mathematics Major (10 Credits)

- [MATH 251W](#) Foundations of Advanced Mathematics (1)
- [MATH 253](#) (QA) Linear Algebra (1)
- [MATH 446](#) Real Analysis I (1) **or** [MATH 456](#) Abstract Algebra I (1)
- One Computer Science course (numbered [CS 125](#), [CS 141](#) (QA*), [CS 154](#), or anything at the 200-level or higher) (1)
- [MATH 499W](#) Senior Seminar in Mathematics (1)

Five additional credits in Mathematics (5)

- Two credits in Mathematics numbered 200 or above (2)
- Two credits in Mathematics numbered 300 or above (2)
- One credit in Mathematics numbered 400 or above (1)

Requirements For The Mathematics Minor (6 Credits)

- Five credits in Mathematics, 4 numbered at the 200-level or above (5)
- One Computer Science course (numbered [CS 125](#), [CS 141](#) (QA*), [CS 154](#), or anything at the 200-level or higher) (1)

Indicators of Achievement

Student Learning Outcomes for the Mathematics Major

1. Exposure to breadth and depth of mathematical knowledge
2. Mathematical thinking, proof reading and writing (abstraction; combining creative and analytical thinking; problem-solving; making connections; formulating conjectures, including correct use of mathematical notation; appreciation of aesthetics in mathematics (style and beauty))
3. Inquisitiveness and enthusiasm (thirst for knowledge and understanding, membership in a community of scholars)
4. Familiarity with technological tools

Faculty

- [Peter Otto](#), Chester F. Luther Chair in Mathematics,
- [Inga Johnson](#), Professor, Advisor for Mathematical Contest in Modeling
- [Josh Laison](#), Professor of Mathematics
- [Erin McNicholas](#), Professor of Mathematics
- [Kathryn Nyman](#), Associate Professor of Mathematics
- [Colin Starr](#), Professor of Mathematics

Course Listings

MATH 102X Problem-Solving (.25)

The course will offer students the opportunity to solve challenging mathematical problems unlike standard homework problems in any course. Class time will be spent studying problems, discovering solutions, writing up solutions formally, and discussing the important ideas of each solution. Most problems will be of the kind appearing on the Putnam Exam, an annual international mathematics competition. This course may be repeated for credit.

- Offering: Fall
- Instructor: Staff

MATH 130 (QA*) Contemporary Mathematics (1)

A survey of contemporary topics in mathematics such as: voting systems and power, apportionment, fair division of divisible and indivisible assets, efficient distribution, scheduling and routing, growth and decay in nature and economics, symmetry and fractal geometry, probability and statistics.

- **General Education Requirement Fulfillment:** Quantitative and Analytical Reasoning (*)
- **Offering:** Every semester
- Instructor: Staff

MATH 138 (QA*) Statistics (1)

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

- **Prerequisite:** Cannot take after [ECON 230](#), [PSYC 253](#), [IDS 138](#) or AP Stat credit
- **General Education Requirement Fulfillment:** Quantitative and Analytical Reasoning (*)
- **Offering:** Every semester
- **Instructor:** Staff

MATH 140 (QA*) Modeling with Calculus (1)

Modeling with Calculus introduces and applies the concept of calculus to solve open-ended, real-world problems, especially those in the natural and social sciences. The emphasis is on developing and interpreting mathematical models. Topics include differential calculus, linear algebra, and differential equations. This course takes advantage of computational tools so that the focus can be on calculus concepts useful in applied work. This course is appropriate for students with no prior calculus experience.

- **General Education Requirement Fulfillment:** Quantitative and Analytical Reasoning (*)
- **Prerequisite:** Not to be taken after [MATH 152](#), or [MATH 249](#). 0.5 credits if taken after [MATH 151](#).
- **Offering:** Every semester
- **Instructor:** Starr, Janeba, Otto, McNicholas, Johnson, Laison, Nyman

MATH 151 (QA*) Accelerated Calculus (.5)

A first course in calculus for students with some previous exposure to the subject. Topics covered include limits; continuity; derivatives of algebraic, trigonometric, and exponential functions; implicit differentiation; the Mean Value Theorem; and optimization.

- **Prerequisite:** Not to be taken after AP Calculus credit, [MATH 152](#), [MATH 153](#), [MATH 249](#)
- **General Education Requirement Fulfillment:** One-half Quantitative and Analytical Reasoning*
- **Offering:** Every semester
- **Instructor:** Staff

MATH 152 (QA*) Accelerated Calculus II (.5)

A second course in Calculus. Topics covered include definite and indefinite integrals, the Fundamental Theorem of Calculus, volume, arc length and surface areas, integration techniques, improper integrals, polar coordinates, and parametric equations.

- **Prerequisite:** Prior Calculus experience with derivatives. Not to be taken after AP Calculus credit, [MATH 153](#), or [MATH 249](#)
- **General Education Requirement Fulfillment:** One-half Quantitative and Analytical Reasoning*
- **Offering:** Every semester
- **Instructor:** Staff

MATH 153 (QA*) Sequences and Series (.5)

A half-semester course on sequences and series. Topics covered include sequences and series, Taylor Polynomials, Taylor Series, convergence, and Fourier Series.

- **General Education Requirement Fulfillment:** One-half Quantitative and Analytical Reasoning*
- **Prerequisites:** Prior calculus experience with integrals
- **Offering:** Every semester
- **Instructor:** Staff

MATH 163 (QA*) Discrete Mathematics (1)

Introduction to basic techniques and modes of reasoning in combinatorial problem-solving. Topics will be chosen from combinatorial mathematics, logic and Boolean algebra, difference equations, graph theory and applied algebra.

- **Prerequisites:** Not to be taken after [MATH 251W](#)
- **General Education Requirement Fulfillment:** Quantitative and Analytical Reasoning*
- **Offering:** Spring
- **Instructor:** Staff

MATH 239 (QA*) Accelerated Statistics (1)

The general linear model is a fundamental tool frequently implemented by statisticians to describe the relationship between a quantitative response variable and one or more qualitative and/or quantitative explanatory variables. In this course, we will explore the implementation of the general linear model which will ultimately lead us to common model fitting techniques, including one-sample t-tests, two-sample t-tests, simple and multiple linear regression, ANOVA, and ANCOVA. While theoretical results will occasionally be covered to provide necessary justification, the primary focus of the class will be on applying the aforementioned model fitting techniques to real data sets. The statistical software R will be used throughout the course to perform data analysis. Students enrolled in this course are presumed to have strong quantitative backgrounds and/or previous statistics experience.

- **General Education Requirement Fulfillment:** Quantitative and Analytical Reasoning (*)
- **Offering:** Every semester
- **Instructor:** Otto, Purdy

MATH 249 (QA*) Multivariable Calculus (1)

Three-dimensional analytic geometry; partial differentiation; maxima-minima problems; multiple integrals; vector fields, curl and divergence; line and surface integrals; applications.

Successful completion of MATH 249 fulfills both QA/QA* General Education Requirements

- **General Education Requirement Fulfillment:** Quantitative and Analytical Reasoning (*)
- **Prerequisite:** Prior calculus experience with integrals
- **Offering:** Every semester
- Instructor: Staff

MATH 251W Foundations of Advanced Mathematics (1)

This course is intended as the first course after calculus for those students intending to major or minor in mathematics. It provides an introduction to logic and the methods of proof commonly used in mathematics. Applications covered in the course are the foundations of set theory, the real number system, elementary number theory and other basic areas of mathematics.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** AP Calculus credit, [MATH 152](#), or consent of instructor
- **Offering:** Every semester
- Instructor: Staff

MATH 253 (QA) Linear Algebra (1)

Systems of linear equations, matrices, vector spaces and linear transformations.

- General Education Requirement Fulfillment: Quantitative and Analytical Reasoning
- **Prerequisite:** [MATH 251W](#)
- **Offering:** Every semester
- Instructor: Staff

MATH 256 (QA) Differential Equations (1)

Elementary differential equations; linear differential equations of second order; Laplace transformations; infinite series solutions; systems of linear differential equations.

- General Education Requirement Fulfillment: Quantitative and Analytical Reasoning
- **Prerequisite:** [MATH 249](#). [MATH 253](#) recommended.
- Offering: Fall
- Instructor: Staff

MATH 266 (QA*) Probability and Statistics (1)

A calculus-based introduction to probability and statistics. Topics include summary statistics, probability theory, discrete and continuous random variables, distribution, limit theorems, estimation, hypothesis testing, and linear regression.

- **General Education Requirement Fulfillment:** Quantitative and Analytical Reasoning (*)
- **Prerequisite:** AP Calculus credit or [MATH 152](#).
- Offering: Spring
- Instructor: Staff

MATH 345 Complex Variables (1)

Complex numbers, limits, differentiation, analytic functions, integration, conformal mapping, Riemann surfaces and applications.

- **Prerequisite:** [MATH 249](#)
- **Offering:** Alternate years in fall
- Instructor: Staff

MATH 356 Number Theory (1)

An introduction to the theory of numbers to include such topics as divisibility, congruence, diophantine equations, quadratic reciprocity, the theory of prime numbers and analytic number theory.

- **Prerequisite:** [MATH 251W](#)
- **Offering:** Alternate years in spring
- Instructor: Staff

MATH 376 Topics in Mathematics (1)

This course offers timely exposure to topics in mathematics which are not part of the regular curriculum. Examples of topics which might be offered: Graph Theory, Advanced Linear Algebra, Operations Research.

- **Offering:** Alternate years
- Instructor: Staff

MATH 446 Real Analysis I (1)

Rigorous study of the real numbers and real-valued functions. Topics include: limits and continuity on the real line, elementary topology of the real numbers, pathological examples. Other topics may include metric spaces, differentiation, vector-valued functions.

- **Prerequisite:** [MATH 253](#) or consent of instructor
- **Offering:** Twice every five semesters
- Instructor: Staff

MATH 447 Real Analysis II (1)

A continuation of [MATH 446](#). Topics include: Differentiation and Riemann integration, sequences of functions. Other topics may include point-set topology of the reals, vector-valued functions, topological vector spaces, Lebesgue integration, introductory measure theory.

- **Prerequisite:** [MATH 446](#)
- **Offering:** Alternate years
- Instructor: Staff

MATH 456 Abstract Algebra I (1)

Number systems, elementary number theory, groups, rings, fields, polynomials and applications. Additional topics may be chosen from linear algebra, multilinear algebra, Sylow theory and Galois theory.

- **Prerequisite:** [MATH 253](#) or consent of instructor
- **Offering:** Alternate years
- Instructor: Staff

MATH 457 Abstract Algebra II (1)

Course will build on the topics studied in [MATH 456](#), Abstract Algebra I. In addition to Groups, Rings, and Fields, topics may include Galois Theory, Sylow Theory, Cayley Graphs, etc..

- **Prerequisite:** [MATH 456](#) or consent of instructor
- **Offering:** Alternate years
- Instructor: Staff

MATH 470 Topology (1)

Elementary point-set topology with an introduction to combinatorial topology and homotopy.

- **Prerequisite:** [MATH 251W](#), [253](#) or consent of instructor
- **Offering:** Alternate years
- Instructor: Staff

MATH 476 Modern Geometry (1)

A modern approach to geometry. Topics will be chosen from Euclidean, non-Euclidean, affine, projective and differential geometry.

- **Prerequisite:** [MATH 253](#) or consent of instructor
- **Offering:** Twice every five semesters
- Instructor: Staff

MATH 490 Independent Research (.5)

Directed research to investigate topics of special interest under the guidance of a faculty member. Topics chosen on the basis of the background and interests of the individual student.

- **Prerequisite:** Consent of instructor
- **Offering:** On demand
- Instructor: Staff

MATH 491 Advanced Independent Study (.5)

A course of directed research designed to enable the exceptional student to continue the investigation of topics of special interest under the guidance of a faculty member.

- **Prerequisite:** Consent of instructor
- **Offering:** On demand
- Instructor: Staff

MATH 499W Seminar in Mathematics (1)

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

- General Education Fulfillment Requirement: Writing-centered
- **Prerequisite:** Senior standing and consent of instructor
- Offering: Spring
- Instructor: Staff

Medieval and Renaissance Studies

The minor in Medieval and Renaissance Studies is designed to foster interdisciplinary learning and research and to provide coherence to a broad range of course offerings in this time period from disciplines across the curriculum including Art History, English, History, Spanish, French and Francophone Studies, Religion, and Interdisciplinary Studies. The vision for the minor is that it not simply designate a series of topically related courses or function as "mini-major" but that it provide the structure within which collaboration between students and faculty and interdisciplinary work appropriate to the humanities can take place. To this end, the minor offers a .25 credit faculty-student colloquium, a regular schedule of discussions of faculty and student research, and other programs that encourage the kind of intellectual interchange that supports collaborative work in the humanities. The minor also provides opportunities for students to link their coursework and research projects more closely with their experiences in co-curricular opportunities such as the Hallie Brown Ford Museum of Art, The Center for Ancient Studies and Archaeology, study abroad experiences, Student Scholarship Recognition Day, external research grants, and internal research grants such as Carson, LARC, Presidential, and Lily.

Requirements for Medieval and Renaissance Studies Minor (5.5 credits)

- 5 credits chosen from at least two different departments not in the student's major. No more than 1 course in the minor can also count towards the student's major.
- Participation for a minimum of 2 semesters in faculty-student colloquium worth .25 credits per semester. This colloquium will feature thematically related readings, sharing of student and faculty research, discussion of faculty-student collaborative research opportunities, and exposure to relevant lectures, conferences, exhibits and events.

Students minoring in Medieval and Renaissance Studies are encouraged:

- To take advantage of study abroad programs
- Study relevant languages, including Latin, French, German, and Spanish
- Attend related campus events, exhibits, and conferences
- Submit papers for undergraduate conferences and journals
- Explore grant opportunities to support research and scholarship

Approved Medieval and Renaissance Studies-Related Courses (5.5 credits needed)

Art History

- [ARTH 115](#) (IT) Introduction to Ancient and Medieval Art History
- [ARTH 116](#) (IT) Introduction to Renaissance and Early Modern Art
- [ARTH 259](#) (TH) Western Medieval Art and Architecture
- [ARTH 267](#) (TH) Renaissance Visual Culture
- [ARTH 275W](#) (IT) Art Literature and Criticism

English

- [ENGL 341](#) Shakespeare
- [ENGL 345](#) Chaucer
- [ENGL 347](#) Medieval Literature
- [ENGL 348](#) Early Modern English Poetry
- [ENGL 359](#) Early Modern Drama

History

- [HIST 115](#) (TH) Western Civilization to 1650
- [HIST 131](#) (TH) Historical Inquiry: The Crusades
- [HIST 131](#) (TH) Historical Inquiry: Popular Culture in Medieval and Early Modern Europe
- [HIST 131](#) (TH) Historical Inquiry: Pilgrimage and Travel and Medieval and Early Modern Europe
- [HIST 233](#) (TH) Asian Empires on the Silk Road
- [HIST 319](#) Medieval Europe, 400-1500

- [HIST 374](#) (IT) Love and Reason in the Middle Ages: European Intellectual History 400-1500
- [HIST 375](#) Women and Gender in Medieval Europe

Interdisciplinary Studies

- [IDS 322](#) (IT) The Idea of Europe
- [IDS 323](#) Semester in Ireland

Music

- MUSC 241 (TH) Music History I

Religious Studies

- [REL 233](#) (TH) Religions Along the Silk Road

Spanish

- [SPAN 352](#) (IT) Peninsula Literature I: Medieval and Early Modern
- [SPAN 445](#) Topics in Medieval and Early Modern Spanish Literature

Courses which may count towards minor depending on content:

French and Francophone Studies

- [FREN 340](#) (IT) Readings in French Literature

Faculty & Staff

- [Wendy Petersen Boring](#), Associate Professor of History
- [Jean-David Coen](#), Artist-in-Residence, Artistic Director of the Grace Goudy Distinguished Artists Series
- [Gretchen Flesher Moon](#), Professor of English, Associate Dean for Student Success
- [Gaetano DeLeonibus](#), Professor of French and Francophone Studies,
- [Ricardo De Mambro Santos](#), Professor and Chair, Department of Art History
- [Allison Hobgood](#), Associate Professor of English
- [Cecily McCaffrey](#), Associate Professor of History
- [Douglas McGaughey](#), Professor of Religious Studies
- [Ana Montero](#), Professor of Spanish
- [Ann M. Nicgorski](#), Professor of Art History and Archaeology, Faculty Curator, Hallie Ford Museum of Art,
- [Charles I Wallace, Jr.](#), Chaplain Emeritus, Associate Professor of Religious Studies
- [Xijuan Zhou](#), Associate Professor of Religious Studies

Music

The Willamette University music department offers students a program of rigorous and intensive training in specialized music disciplines combined with music core courses in theory, history and literature all within a broad spectrum of courses in other liberal arts disciplines. For the major and non-major alike, the department offers music study and performance through individual instruction, chamber music, large ensembles and general music courses, many of which meet the fine arts requirement of Willamette University's general education program.

The Mary Stuart Rogers Music Center houses the 450-seat Jerry E. Hudson Concert Hall, a rehearsal hall, percussion studio, keyboard lab, faculty teaching studios, practice rooms and the music department administrative offices. The adjoining Smith Fine Arts Building houses rehearsal rooms, music classrooms, faculty studios and offices, practice rooms, and the 1250-seat G. Herbert Smith Auditorium. A tracker-action organ is housed in the Cone Chapel located in Waller Hall while Hudson Hall features a Hamburg Steinway concert grand piano and a digital electronic organ. The music section of the University library contains a comprehensive and up-to-date collection of music scores, books, microfilm, CDs, videotapes, DVD's and archival recordings. Ford Hall houses a 15 workstation Digital Music Studio and a recording studio.

Admission, Scholarships and Financial Aid

Music scholarships, and other forms of institutional financial aid are available to entering students. Music students applying for admission are encouraged to audition before members of the music faculty for a music scholarship. If an applicant is unable to appear in person, a compact disc recording of a performance may be sent instead of the personal audition and interview.

Student employment opportunities under the Federal Work-Study program also are available to music students. These opportunities include working in the Music Office and various secretarial and clerical jobs for music faculty. Information regarding employment may be obtained from the Music Department Chair or the Director of Student Financial Aid.

Concerts and Recitals

The Music Department presents a regular series of concerts and recitals performed by university ensembles, students and faculty. Music students and faculty engage in extensive concert activities both on and off campus. The major performing ensembles of the department tour regularly throughout the Northwest, California and Canada.

Guest artists with the Grace Goudy Distinguished Artists Series perform and present master classes on campus. The New Music at Willamette Series offers concerts organized by the Swindells Composer-in-Residence. In addition, the Music Department sponsors a weekly student recital to provide students with an opportunity to perform before faculty and peers and to experience repertoire from various media and music history periods. All music majors are encouraged to perform in these recitals. All performance majors are required to do so at least once each semester except for the first semester. All music events are open to the public and music majors are required to attend 15 performances per semester.

Music Lessons

Applied music lessons are available in all band and orchestral instruments as well as in piano, voice and guitar. Prior to the beginning of classes in the fall semester, students may audition for placement in the studios of the various applied music teachers. There are special instructional and studio fees for this individual instruction billed to the student account for each semester of study (Fee info [here](#)). For more information on lessons and the applied lesson faculty, see the [music department web pages](#).

Music Ensembles

The following music ensembles are open by audition to all Willamette students regardless of major:

- Chamber Choir
- Chamber Music Ensembles
- Dramatic Vocal Arts Ensemble
- Willamette Jazz Collective
- Small Jazz Ensembles
- Male Ensemble Willamette
- University Chamber Orchestra
- Voce Femminile
- Waller String Quartet
- Willamette Singers (Vocal Jazz Ensemble)
- Wind Ensemble

Music majors are required to participate in an ensemble every semester. Policies and specific requirements for the B.M. degree (Performance, Composition) or the B.A. degree are outlined in the Music Student Handbook. This handbook is distributed to all music students at the beginning of every year. Any student contemplating a major in music is strongly urged to read the handbook thoroughly and contact the Music Department Chair before registering. Students may also contact the Music Department directly to obtain a copy of the music handbook.

Degree Programs

For Music majors the following degree programs are available:

Bachelor of Music in Performance

The Bachelor of Music in Performance is a professional program for those students who are preparing for careers as performers, scholars, private teachers and as teachers at the college level. Majors are offered in voice, piano, organ, harp, guitar, strings, woodwinds, brass and percussion instruments.

Bachelor of Music in Composition

The Bachelor of Music in Composition is designed for those students choosing careers as professional composers or music theorists. The program emphasizes creativity while at the same time preparing the student with a solid foundation in compositional technique. A significant component of the curriculum includes the investigation of musical structure and meaning in a wide range of styles and epochs.

Bachelor of Music in Contemporary Improvisation

The Bachelor of Music degree emphasis in Improvisation at Willamette University combines the finest in traditional jazz education with in-depth study of its contemporary offshoots, along with interdisciplinary courses in digital music production and private studio instruction designed to give students the tools and creative knowledge they need to succeed in today's eclectic musical environment. In addition to the basic music major core courses required of all music majors, students enroll in a two-year improvisation/jazz harmony sequence, study privately each semester with the area's finest jazz musicians, and take hands-on creative technology courses in our digital music studio. Final senior projects involve the production of a digital representation (compact discs, websites, film scores, etc.) of each student's work in addition to a recital requirement.

Bachelor of Arts in Music

The Bachelor of Arts degree for music majors is designed for those students wishing to major in music while simultaneously taking a broader spectrum of elective and general courses in the College of Liberal Arts. See the catalog section which describes the B.A. degree and its requirements. For this degree at least 20 credits other than music must be earned for graduation. Music requirements for this degree appear later in the music section.

Double Degrees in Music and Liberal Arts

Some students may wish to earn a B.A. degree in music as well as a second B.A. in another discipline. It is important for such a student to consult the catalog section on double degrees and the Registrar's Office for information regarding the specific requirements which must be met to earn both degrees.

Instrumental Proficiency Requirement for Music Majors

No later than the end of the junior year all candidates for music degrees (other than performance) must demonstrate instrumental, or vocal proficiency equivalent to that normally expected after three or four years of advanced private study. A minimum of one year of study at Willamette on that instrument must precede the satisfaction of this requirement. (Performance majors should see "Performance Related Requirements" section in the music handbook.) Proficiency requirements are satisfied by a performance for a faculty jury or in a student recital. Memory and repertoire requirements for each degree program are outlined in the Music Student Handbook.

Senior Projects and Senior Recitals

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

The various majors satisfy this requirement as follows: Performance Majors - a Senior Recital; Composition Majors - a Senior Composition Project. Each student majoring in Music under the Bachelor of Arts program must complete either a Senior Recital or a Senior Research Paper.

All music majors must satisfy a set of basic music requirements as well as an additional set of requirements specific to each degree program. In addition, all degree candidates must satisfy the University's General Education Program. Bachelor of Music degree candidates are exempted from the portion of the General Education Program requiring study in a language other than English except as noted in the Voice Performance degree. Bachelor of Arts in Music degree candidates must fulfill the language requirement.

Note: Variable credit is given for [Music 170](#), [270](#), [370](#) and [470](#): Applied Instrumental and Vocal Instruction (.25, .5, or 1). Performance majors take a one-hour lesson each week and are required to practice a greater number of hours weekly. Performance majors receive .5 credit for a one-hour lesson for the first two years of study. Upon passing the Qualifying Recital (by the end of the sophomore year) performance majors receive 1 credit for a one-hour lesson during the last two years of study. Non-performance majors who take a one-hour lesson per week earn .5 credit. Those non-performance majors who take a one-half hour lesson per week earn .25 credit.

Bachelor of Arts with a Major in Music Degree (12 credits)

University General Education Requirements

For this degree, at least 19 credits other than music must be earned for graduation.

Core Courses (6.5 credits)

- [MUSC 161](#) Musicianship I (1)
- [MUSC 162](#) Musicianship II (1)
- [MUSC 242W](#) Music History I (1)
- [MUSE 160X](#) Rhythm Workshop (.25)
- MUSE 0--X (CA*) Ensemble (1.75) *except for MUSE 099X
- [MUSL 370](#) Applied Lessons (1)
- MUSC 4XX Senior Project (.5)
- MUS-RECIT Music Convocation (0 cr)

Structured Electives (5.5) (at least three credits must be at the 300-level or higher)

- [ANTH 243](#) (CA) Listening to the World: Introduction to Ethnomusicology (1)
- [MUSC 207](#) (CA) Improvisation I: Free (1)
- [MUSC 208](#) Improvisation II: Jazz Harmony (.5)
- [MUSC 210](#) (CA) Music of America (1)
- [MUSC 212](#) (CA, IT) Jazz: America and Beyond (1)
- [MUSC 218](#) (CA) Beethoven: His Legacy (1)
- [MUSC 236](#) (CA) Elementary Music Composition I (.5)
- [MUSC 237](#) (CA) Elementary Music Composition II (.5)

- [MUSC 251](#) Introduction to Piano Pedagogy (.5)
- [MUSC 255](#) Basic Conducting (.5)
- [MUSC 261](#) Musicianship III (1)
- [MUSC 262](#) Musicianship IV (1)
- [MUSC 266](#) Diction for Singers I (.5)
- [MUSC 267](#) Diction for Singers II (.5)
- [MUSC 308](#) Improvisation III: Advanced (.5)
- [MUSC 331W](#) Advanced Topics in Music Theory and Analysis (1)
- [MUSC 336](#) Intermediate Composition I (.5)
- [MUSC 337](#) Intermediate Composition II (.5)
- [MUSC 339](#) Desktop Music Production (.5)
- [MUSC 340](#) Orchestration (.5)
- [MUSC 343](#) Music History II (1)
- [MUSC 350](#) String Pedagogy (.5)
- [MUSC 351](#) Vocal Pedagogy (.5)
- [MUSC 390](#) Independent Study (.5 or 1)
- [MUSC 425](#) Recording Studio Music Production (1)
- [MUSC 435](#) Advanced Conducting (.5)
- [MUSC 445](#) Topics in Music History (1)
- [MUSC 490](#) Independent Study (.5 or 1)
- [MUSC 491W](#) Music Education Seminar (1)
- [MUSC 492](#) Conduction Internship (.25)
- [MUSC 497](#) Composition Senior Project (.5 or 1)
- [MUSL 470](#) Applied Lessons (all inst. plus composition) (.25, .5)

Requirements for All Bachelor of Music Degrees

University General Education Requirements

7-9 credits

Core Music Courses (minimum of 10.25 credits)

- [MUSC 161](#) Musicianship I (1)
- [MUSC 162](#) Musicianship II (1)
- [MUSC 261](#) Musicianship III (1)
- [MUSC 262](#) Musicianship IV (1)
- [MUSC 242W](#) Music History I and [MUSC 343](#) (TH) Music History II and one Topics in Music History course (1 each)
- [MUSE 160X](#) Rhythm Workshop (.25)
- Private Lessons (1.5)
- Music Ensembles (CA: 1 full credit required for MOI) (1.5)

Bachelor of Music in Performance - Voice

Minimum of 14.25 credits

Additional requirements

- Additional Private Lessons (4.5)
- Additional Music Ensembles (CA) (.5)
- [MUSE 102X](#) Coordinate Movement for Musicians (.25)
- [MUSC 266, 267](#) Diction for Singers I, II (.5 each)
- [MUSC 331W](#) Advanced Topics in Music Theory and Analysis (1)
- [MUSC 351](#) Vocal Pedagogy (.5)
- [MUSC 496](#) Senior Recital (.5)

One year in French and German

One course per semester

One credit from the following (1)

- [MUSC 208](#) Improvisation II: Jazz Harmony (.5)
- [MUSC 236](#) (CA) Elementary Music Composition (.5)
- [MUSC 255](#) Basic Conducting (.5)
- [ANTH 243](#) (CA) Listening to the World: Introduction to Ethnomusicology (1)

Bachelor of Music in Performance - Piano

Minimum of 9.5 credits

Additional requirements

- Additional Private Lessons (4.5)
- Additional Music Ensemble (CA) (.25)
- [MUSE 102X](#) Coordinate Movement for Musicians (.25)
- [MUSC 251](#) Introduction to Piano Pedagogy (.5)
- [MUSC 331W](#) Advanced Topics in Music Theory and Analysis (1)
- [MUSC 496](#) Senior Recital (.5)

1.5 credits from the following (1.5)

- [MUSC 208](#) Improvisation II: Jazz Harmony (.5)
- [MUSC 236](#) (CA) Elementary Music Composition I (.5)
- [MUSC 255](#) Basic Conducting (.5)
- [ANTH 243](#) (CA) Listening to the World: Introduction to Ethnomusicology (1)

One course from Advanced Topics in Music History

- [MUSC 445](#) Topics in Music History (1)

Bachelor of Music in Performance - String

Minimum of 9.75 credits

Additional requirements

- Additional Private Lessons (4.5)
- Additional Music Ensemble (CA) (.5)
- [MUSE 102X](#) Coordinate Movement for Musicians (.25)
- [MUSC 331W](#) Advanced Topics in Music Theory and Analysis (1)
- [MUSC 350](#) String Pedagogy and Literature (.5)
- [MUSC 496](#) Senior Recital (.5)

1.5 credits from the following (1.5)

- [MUSC 208](#) Improvisation II: Jazz Harmony (.5)
- [MUSC 236](#) (CA) Elementary Music Composition I (.5)
- [MUSC 255](#) Basic Conducting (.5)
- [ANTH 243](#) (CA) Listening to the World: Introduction to Ethnomusicology (1)

One course from Advanced Topics in Music History (1)

- [MUSC 445](#) Topics in Music History (1)

Bachelor of Music in Performance - Other Than Voice, Piano or String

Minimum of 9.75 credits

Additional requirements

- Additional Private Lessons (4.5)
- Additional Music Ensemble (CA) (.5)
- [MUSE 102X](#) Coordinate Movement for Musicians (.25)
- [MUSC 331W](#) Advanced Topics in Music Theory and Analysis (1)
- [MUSC 490](#) Independent Study: Pedagogy and Literature (.5)
- [MUSC 496](#) Senior Recital (.5)

1.5 credits from the following (1.5)

- [MUSC 208](#) Improvisation II: Jazz Harmony (.5)
- [MUSC 236](#) (CA) Elementary Music Composition I (.5)
- [MUSC 255](#) Basic Conducting (.5)

- [ANTH 243](#) (CA) Listening to the World: Introduction to Ethnomusicology (1)

One course from Advanced Topics in Music History (1)

- [MUSC 445](#) Topics in Music History (1)

Bachelor of Music in Composition

Minimum of 9-9.5 credits

Additional requirements

- Additional Private Lessons (2)
- [MUSC 236](#) (CA) Elementary Music Composition I (.5)
- [MUSC 237](#) (CA) Elementary Music Composition II (.5)
- [MUSC 336](#) Intermediate Music Composition I (.5)
- [MUSC 337](#) Intermediate Music Composition II (.5)
- [MUSC 497](#) Senior Composition Project (Fall .5, Spring .5) (1)

One course from the following (.5-1)

- [MUSC 208](#) Improvisation II: Jazz Harmony (.5)
- [ANTH 243](#) (CA) Listening to the World: Introduction to Musicology (1)

Additional courses

- [MUSC 255](#) Basic Conducting (.5)
- [MUSC 331W](#) Advanced Topics in Music Theory and Analysis (1)
- [MUSC 339](#) Desktop Music Production (.5)
- [MUSC 340](#) Orchestration (.5)

One course from Advanced Topics in Music History (1)

- [MUSC 445](#) Topics in Music History (1)

Requirements for the Bachelor of Music in Contemporary Improvisation (11 credits)

Students will complete thirteen courses, including:

- [MUSC 207](#) Improvisation I: Free (1)
- [MUSC 208](#) Improvisation II: Jazz Harmony (.5)
- [MUSC 212](#) Jazz: America and Beyond (1)
- [MUSC 236](#) Elementary Composition (.5)
- [MUSC 308](#) Improvisation III: Advanced (.5)
- [MUSC 331W](#) Advanced Topics in Music Theory and Analysis (1)

- [MUSC 339](#) Desktop Music Production (.5)
- [MUSC 340](#) Orchestration/Arranging (.5)
- [MUSC 425](#) Recording Studio Music Production (1)
- [MUSC 496](#) Senior Recital/Project (.5)
- Additional Private Lessons on Instrument/Voice (2.5)
- Additional Ensemble Credit (.5)

One credit from the following (1):

- [ANTH 243](#) (CA) Listening to the World: Introduction to Ethnomusicology (1)
- [PHIL 242](#) What is Art (1)
- [RHET 125](#) Creating Visual Rhetoric (1)

Requirements for the Music Minor (5 Credits)

The Minor Program in Music consists of 5 credits in Music chosen from the following courses in consultation with the Music Department.

Core requirements

- [MUSC 161](#) Musicianship I (1)
- [MUSC 162](#) Musicianship II (1)
- [MUSC 231](#) Music Theory III (.5)

One credit from the following (1)

- [MUSC 210](#) (IT) Music of America (1)
- [MUSC 212](#) (IT) Jazz: America and Beyond (1)
- [MUSC 242W](#) Music History I (1)

1.5 credits from the following

- Private Lessons (.25 each)
- Music Ensembles (CA) (.25 each)

Indicators of Achievement

The National Association of Schools of Music (NASM), our accreditation and standards organization, recognizes a body of knowledge and skills common to all baccalaureate degrees in music. This core includes:

- Performance
- Musicianship Skills and Analysis
- Composition and Improvisation
- History and Repertory

- Technology
- Synthesis

Student Learning Outcomes for the Music Major

1. Performance skills
 - Technical skills requisite for artistic self-expression in at least one major performance area
 - An overview understanding of the repertory in the major performance area
 - The ability to read at sight with fluency
 - Rehearsal and conducting skills
 - Keyboard competency
2. Musicianship skills and analysis
 - An understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses
 - The ability to take aural dictation
 - Sufficient understanding of and capability with musical forms, processes, and structures to use this knowledge and skill in compositional, performance, analytical, scholarly, and pedagogical applications according to the requisites of their specializations
 - The ability to place music in historical, cultural, and stylistic contexts
3. Composition and Improvisation
 - Sufficient understanding of the tools necessary to create music both extemporaneously and in written form
 - The ability to demonstrate a basic command of compositional process and design
 - The ability to demonstrate a basic command of creative improvisational process
 - The ability to engage in the process of realizing composed and improvised work through collaborative performance
4. History and Repertory
 - A thorough knowledge of the output of significant composers from each major musical period including the present
 - An understanding of the stylistic traits of each period including principal characteristics of major composers and significant musical genres of each era
 - An understanding of the culture of each musical period—i.e. the political, social and artistic contexts in which music was created
 - A knowledge of the primary sources of music historical writing, critical commentary and analysis
5. Technology
 - The ability to use technologies current to their area of specialization
 - The ability to use contemporary music notation software
6. Synthesis

- The ability, by the end of undergraduate study, to work on musical problems by combining, as appropriate to each situation, their capabilities in performance; aural and visual analysis; composition and improvisation; history and repertory; and technology

Faculty

- [Mike Nord](#), Department Chair, Professor of Music, Music Technology, Improvisation & Jazz Studies
- [Héctor Agüero](#), Assistant Professor of Music, University Chamber Orchestra & Wind Ensemble
- [Jean-David Coen](#), Artist-in-Residence, Artistic Director of the Grace Goudy Distinguished Artists Series
- [John Doan](#), Associate Professor of Music, Classical Guitar
- [Marva Duerksen](#), Associate Professor of Music, Women's and Gender Studies; Coordinator, Musicianship
- [Wallace Long Jr.](#), Professor of Music, Director of Choral Activities
- [James Miley](#), Associate Professor of Music, Director of Jazz Studies
- [John Peel](#), Irene Gerlinger Swindells Professor of Music, Composition
- [Daniel Rouslin](#), Professor of Music; Violin Studies; Director of Small Ensemble Programs

Instructional Staff

- [Chris Engbretson](#), Director of Voice/Opera Studies
- [Arsen Gulua](#), Piano; Staff Accompanist
- [Crystal Zimmerman](#), Piano, Staff Accompanist

Artist Associates

- [Tyler Abbott](#), String Bass
- [Joannah Ball](#), Voice
- [Ryan Biesack](#), Drum Set
- [Ann Kosanovic Brown](#), Bassoon
- [Sean Nobel Flannery](#), Saxophone
- [Mike Gamble](#), Electric Guitar
- [Mike Hettwer](#), French Horn
- [Mike Horsfall](#), Vibraphone
- [Kimberly Houser](#), Harp
- [Carson Keeble](#), Trombone
- [Paul Klemme](#), Organ, Director of Male Ensemble Willamette, Willamette Master Chorus
- [Paul Krueger](#), Trumpet
- [Catherine Lee](#), Oboe
- [Hsin Yi Lin](#), Voice
- [Valdine Mishkin](#), Cello
- [Paul Owen](#), Percussion

- [Julian Snow](#), Jazz Piano
- [Emily Stanek](#), Flute
- [Nicolai Strommer](#), ,
- [Bryce Tomlin](#), Voice
- [Kimberlee Uwate](#), Viola
- [Colleen White](#), Clarinet
- [Brenda Winberg](#), Dramatic Vocal Arts Accompanist

Course Listings

MUSC 111 Basics of Singing (.5)

Designed for beginning singers to try out their voices, learn the basics of vocal technique, and develop confidence by performing along side and in front of their classmates. This course may also help a student who is interested in subsequent private lessons or in joining one of Willamette's vocal ensembles. Some musical background and ability to read music is helpful but not required.

- **Prerequisite:** Students without any musical training may prefer to start by taking [MUSC 171](#)
- **Offering:** Alternate years, Spring
- **Instructor:** Engbretson

MUSC 115 (CA) Song Composition (1)

A course in the creation of music for voice and instrument(s). Topics will include text setting, melody writing, motive development, harmonic progressions, song forms and period structure, as well as analysis of art song and popular song literature from all genres and epochs of music. A final class concert will showcase student works.

- **Prerequisite:** Consent of instructor
- General Education Requirement Fulfillment: Creating in the Arts
- Offering: Spring
- Instructor: Peel

MUSC 121 (CA) Creating Music with Technology (1)

Creating music offers insights into the composer's art and a means of personal expression. Current technology allows the opportunity to compose music even for those without traditional skills or training. Intended for the non-music major, this hands-on class will directly involve students in the creation and recording of original music and sound resources. Final project recordings will be presented in a virtual concert.

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** Students should have basic computing and computer file management skills
- Offering: Yearly
- **Instructor:** Nord/Miley

MUSC 155 Percussion Class (.5)

This course will involve the acquisition of a basic performance ability on percussion instruments, with some time devoted to developing the ability to teach concepts of playing percussion instruments to students. Much time will be spent developing a basic technique on snare drum, with the remaining time to be spent with timpani and other membranophones, the mallet percussion instruments, set drumming, the concert band or orchestra percussion section and the marching percussion section.

- **Offering:** Alternate years
- Instructor: Owen

MUSC 158 Woodwind Class (.5)

This class has two primary goals for each student: (1) the acquisition of a basic performance ability on and understanding of woodwind instruments, especially flute and clarinet, including the acoustics, history, unique characteristics and other elements of each woodwind instrument; and (2) the acquisition of teaching techniques and resources for use in teaching woodwind for beginning woodwind classes of all ages and in a variety of settings, including elementary, junior high, middle and high schools, as well as in nonpublic school settings. Limited to music majors.

- **Offering:** Alternate years
- Instructor: Staff

MUSC 159 Guitar Class (.25)

Development of applied guitar terminology; basic notation for melody and accompaniment; beginning left and right hand techniques; basic music theory as applied to guitar; learning how to practice and play by ear. Performance of music in a variety of styles to include folk, blues, classical, and contemporary.

- **Offering:** Every semester
- Instructor: Doan

MUSC 161 Musicianship I (1)

Review of the rudiments of music, including clefs, notations, meters and their signatures, key signatures, scales, intervals, triads, and seventh chords. Two-voice composition; triads and seventh chords; the basic phrase model; chorale harmonization and figured bass; leading-tone, predominant, and 6/4 chords; tonic expansions, root progressions, and the mediant triad; the interaction of melody and harmony; and cadences. Laboratory.

- **Prerequisite:** by placement or [MUSC 171](#)
- **Offering:** Fall semester
- Instructor: Duerksen

MUSC 162 Musicianship II (1)

The course content will include: diatonic sequences, secondary dominants, phrase rhythm, and motivic analysis, tonicization of scale degrees other than V, modulation to closely related keys, binary and ternary forms. Laboratory.

- **Prerequisite:** [MUSC 161](#)
- **Offering:** Spring semester
- Instructor: Rouslin

MUSC 171 (CA) Fundamentals of Music Literacy (1)

Introduction to the Fundamentals of Music intended for those students with little or no background in music. The course covers such topics as treble and bass clefs, major and minor scales, simple and compound meters, triads and seventh chords, and elementary counterpoint. Composition and in-class performance is emphasized.

- General Education Requirement Fulfillment: Creating in the Arts
- **Offering:** Spring semester
- Instructor: Gulua

MUSC 181 (CA) It Ain't Over 'Til the Fat Lady Sings: What Opera Can Teach Us About Gender, Sexuality, and "Others" (1)

In this course we will examine operas from the 17th century to the present day to gain an understanding of the historical and cultural conditions in which operas have been composed and staged, and to examine recurring themes developed in these works. Topics to be selected from: the impact of star performers (castrati and divas); character types (courtesans); constructions of exotic "others"; and the world of contemporary opera composition and performance, with a focus on works by composers from historically underrepresented groups. Prior musical experience beneficial though not required.

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** Freshmen and Sophomores Only
- **Offering:** Annually
- Instructor: Duerksen

MUSC 190 Independent Study (.5 or 1)

Independent study in a course of one's choice. To be used at the discretion of an individual professor in order to fulfill a student's graduation requirements or to satisfy a student's interests. Such an option will usually be open only to seniors.

- **Offering:** Every semester
- Instructor: Staff

MUSC 207 (CA) Improvisation I: Free (1)

Improvisation is an approach to music making that crosses boundaries of medium, style, and culture from rock to raga, jazz to new music. With a focus on free and semi-structured approaches, this class will experiment with a range of musical elements and ideas through hands-on improvisational performance. Interactive improvising with other art forms will also be explored. All instrumentalists/vocalists are welcome. No prior improvisational experience is necessary.

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** Consent of instructor
- **Offering:** Spring, Alternate years
- Instructor: Nord

MUSC 208 Improvisation II: Jazz Harmony (.5)

This course is open to all students with a desire to understand jazz theory and jazz improvisation. Jazz chord theory and symbols, jazz scale theory, II, V, I chord progressions, the blues, application of jazz theory to jazz literature, beginning concepts of jazz improvisation. Students will apply theory to their own voice or instrument.

- **Prerequisite:** Consent of instructor
- **Offering:** Alternate falls
- Instructor: Miley

MUSC 210 (CA) Music of America (1)

This course is intended to survey the growth and development of the musical arts in America. Starting with an introduction to fundamentals of music the course is followed by an overview of Native American, African, European, and Hispanic influences on the development of American Music. Special attention will be paid to how music was created and experienced; how music functioned in relation to society and religion; how meaning is inherent in both style and subject matter; and how music is important to us today.

- General Education Requirement Fulfillment: Creating in the Arts
- Offering: Spring
- Instructor: Doan

MUSC 212 (CA, IT) Jazz: America and Beyond (1)

This course will present an overview of the evolution, contexts, and creative processes behind the artistry of Jazz music and musicians. Primary focus will be on the recordings of seminal artists. Concert attendance and in-class guest performers will offer additional opportunity for insight into the unique process engaged in improvisational creation. Reading and discussion will offer additional perspectives on the music and the musicians who make it. Students will synthesize these elements, constructing their own understanding of Jazz music and its many dimensions.

- General Education Requirement Fulfillment: Creating in the Arts, Interpreting Texts
- **Offering:** Alternate years
- **Instructor:** Nord/Miley

MUSC 218 (CA) Beethoven, His Legacy and the Power of Music (1)

For two centuries, Beethoven has been received and interpreted as the composer who liberated music, and as the composer of revolution. Born at a pivotal point in European social and music history, he took the conventions of the classical style and moulded them into the beginnings of Romanticism in music. The discussions and writing surrounding the reception of his music, from other artists and intellectual luminaries, shaped the entire narrative regarding the true nature of music as an art, and whether it had the possibility to convey meaning. This course will combine elements of a music appreciation course, which deepen the student's awareness of the way the human experience is reflected in music along with the skills necessary to perceive in more detail the creativity reflected in music's construction—with an intense examination of Beethoven's specific compositional process. Concert attendance will be strongly encouraged, if not required. No prerequisite, however elementary acquaintance with the fundamentals of music, or experience with an instrument/voice will offer a marked advantage.

- General Education Requirement Fulfillment: Creating in the Arts
- **Offering:** Every semester
- **Instructor:** Coen

MUSC 231 Music Theory III (.5)

Topics include: Modal mixture chromatic mediants and submediants, the Neapolitan and augmented sixths, popular song and art song, variation and rondo, sonata form, advanced chromaticism.

- **Prerequisite:** [MUSC 162](#) or MUSC 133 or consent of instructor.
- **Offering:** Fall
- **Instructor:** Staff

MUSC 233 Music Theory IV (.5)

The course will focus on analysis and theories of twentieth-century music. Topics will include: extensions of tonality; non-diatonic modes and scales; pitch-class sets and set classes; twelve-tone rows and invariants; aspects of rhythm and form; serialism.

- **Prerequisite:** [MUSC 231](#) or consent of instructor.
- **Offering:** Spring
- **Instructor:** Staff

MUSC 236 (CA) Elementary Music Composition I (.5 each)

In this course students write pieces based on models from the Baroque and Classical periods. Concepts of harmony, phrase structure, form and articulation are developed in strict composition

exercises. In consultation with the instructor, students also work on individual projects in free composition. A once-a-year concert or reading session is devoted to showcasing student works.

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** [MUSC 233](#) or consent of instructor
- Offering: Fall
- Instructor: Peel

MUSC 237 (CA) Elementary Music Composition II (.5 each)

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

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** [MUSC 236](#) or consent of instructor
- Offering: Spring
- Instructor: Peel

MUSC 242W Music History I (1)

Music of the Renaissance, Baroque and Classical Periods. Studies in the evolution of music from renaissance polyphony and modal systems to the beginning of the tonal system in the early baroque, leading to the climax of the baroque in J.S. Bach. After the high baroque, tracing the maturity of the classical style in Haydn, Mozart and Beethoven. Lectures and presentations supplemented by score study, performance and critical listening.

- **Prerequisite:** [MUSC 162](#) or MUSC 133 and MUSC 134
- Offering: Spring
- Instructor: Duerksen

MUSC 245 (CA) The Recording Studio as Instrument: Multi-tracking Musical Revolution (1)

The recording studio and its central component multi-track recording have reshaped how we can create, judge, and even define music and musical practice. Studios have evolved to become the means to make original music in and of themselves, rather than exclusively a means to document the pure sound of a live performance. The move from mechanical to electromechanical to digital technologies has accelerated this evolution and even redefined what a “recording studio” is. Through a close examination of seminal recordings and technologies, this course will examine a range of practices their artistic impact.

- General Education Requirement: Creating in the Arts
- **Offering:** Alternate years
- Instructor: Nord

MUSC 251 Introduction to Piano Pedagogy (.5)

An introduction to the materials and methods available to the prospective teacher of piano. This course will also provide examination and understanding of the various pedagogic and technical issues, in their proper historical context, that emerge in the teaching of the standard literature. Various traditions of piano technique will be examined in addition to discussion of "graded" approaches to the development of musical thought.

- **Offering:** Alternate years
- **Instructor:** Coen

MUSC 255 Basic Conducting (.5)

Basic techniques of choral and instrumental conducting. Techniques needed by music education majors and also to enhance any musician's participation in a baton-conducted ensemble. Emphasis on practical problems to gain experience.

- **Prerequisite:** [MUSC 161](#), or MUSC 132, and consent of instructor
- **Offering:** Spring
- **Instructor:** Agüero, H; Long

MUSC 261 Musicianship III (1)

Topics include: Modal mixture chromatic mediants and submediants, the Neapolitan and augmented sixths, popular song and art song, variation and rondo, sonata form, advanced chromaticism. Laboratory.

- **Prerequisite:** [MUSC 162](#)
- **Offering:** Fall semester
- **Instructor:** Duerksen

MUSC 262 Musicianship IV (1)

The course will focus on analysis and theories of twentieth-century music. Topics will include: extensions of tonality; non-diatonic modes and scales; pitch-class sets and set classes; twelve-tone rows and invariants; aspects of rhythm and form; serialism. Laboratory.

- **Prerequisite:** [MUSC 261](#)
- **Offering:** Spring semester
- **Instructor:** Duerksen

MUSC 266 Diction for Singers I (.5)

Principles of English and Italian phonetics for singing. Learning to apply the International Phonetic Alphabet to song texts in each language.

- **Offering:** Fall, Alternate years

- **Instructor:** Engbretson

MUSC 267 Diction for Singers II (.5)

Principles of French and German phonetics for singing. Learning to apply the International Phonetic Alphabet to song texts in each language.

- **Offering:** Spring, Alternate years
- **Instructor:** Engbretson

MUSC 290 Independent Study (.5 or 1)

Independent study in a course of one's choice. To be used at the discretion of an individual professor in order to fulfill a student's graduation requirements or to satisfy a student's interests. Such an option will usually be open only to seniors.

- **Offering:** Every semester
- **Instructor:** Staff

MUSC 308 Improvisation III: Advanced (.5)

Advanced studies in improvisational music and jazz performance practice. Course focuses on further development of chord/scale relationships, exploration of melodic, motivic, rhythmic and textural improvisational practice, in-depth study of important recordings and extensive transcription of recorded improvisations.

- **Prerequisite:** [MUSC 207](#), [MUSC 208](#) or consent of instructor
- **Offering:** Alternate falls
- **Instructor:** Miley

MUSC 318W Beethoven, His Legacy and the Power of Music (1)

For two centuries, Beethoven has been received and interpreted as the composer who liberated music, and as the composer of revolution. The discussions and writing surrounding the reception of his music, from other artists and intellectual luminaries, shaped the entire narrative regarding the true nature of music as an art, and whether it had the possibility to convey meaning. The structures developed by his generation still dominate composition. Students taking this course which is co-listed with MUSC 218 will engage with the topic in a more rigorous fashion through the completion of 3 writing projects and one oral presentations.

Discussion and study of Beethoven: the composers of the period, the structures and syntax created, along the growing discourse of the 19th century over the absolute v.s. program music paradox, all satisfy the normal requirements of a topics in music history course.

The papers will extend from the analysis of one work which epitomizes the type of larger structure which became so dominant during the period to a paper which allows the study to correlate a feature of classical style composition with a technique developed later in 19-21st century composition.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** Consent of Instructor
- **Offering:** Every semester
- Instructor: Coen

MUSC 331W Advanced Topics in Music Theory and Analysis (1)

In this course students will apply the analytical techniques mastered in Theory III and IV to a few select works that will be studied in depth. The aim of the course is to enhance the understanding of musical style as it applies to individual composers and to musical periods, to engage historical and modern-day music-theoretical and musicological writings relevant to these composers and their works, and to hone students' writing skills in the context of musical analysis.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** [MUSC 233](#) or [MUSC 262](#)
- **Offering:** Alternate springs
- Instructor: Duerksen

MUSC 336 Intermediate Music Composition I (.5 each)

In this course the strict composition assignments employ chromatic harmony, serial procedures and larger formal designs. Contemporary orchestration techniques and notation are also introduced. Private lessons are devoted to a free composition project in consultation with the instructor. A once-a-year concert or reading session is devoted to showcasing student works.

- **Prerequisite:** [MUSC 237](#)
- Offering: Fall
- Instructor: Peel

MUSC 337 Intermediate Music Composition II (.5 each)

In this course the strict composition assignments employ chromatic harmony, serial procedures and larger formal designs. Contemporary orchestration techniques and notation are also introduced. Private lessons are devoted to a free composition project in consultation with the instructor. A once-a-year concert or reading session is devoted to showcasing student works.

- **Prerequisite:** [MUSC 336](#)
- Offering: Spring
- Instructor: Peel

MUSC 339 Desktop Music Production (.5)

Students will explore DAW-based desktop music production techniques through their application to creative projects. These techniques will include virtual instrument sequencing, multimedia sound design and scoring, synthesis, signal processing, and mixing. Collaborative projects across media will be a prominent feature of the class.

- **Prerequisite:** Music Major or permission of instructor
- **Offering:** Fall, Alternate years
- Instructor: Nord

MUSC 340 Orchestration (.5)

This course will focus on the various families of instruments: strings, woodwinds, brass and percussion. Ranges, transpositions, and idiomatic scoring for each instrument will be studied. Class projects include preparing scores for small instrument combinations and a final project preparing a full band or orchestral score. Course alternates by year between a jazz arranging focus and traditional classical instrumentation.

- **Offering:** Alternate years
- Instructor: Miley

MUSC 343 (TH) Music History II (1)

Romantic, Modern and Contemporary Concert Music. Beginning with nineteenth-century music post-Beethoven, including symphony and opera, leading to the birth of modernism and the breakdown of tonality. Examination of musical modernism in the twentieth-century including atonal, twelve-tone and serial music. Post-modern and contemporary musical developments in Europe and America including minimalism and spectralism. Lectures and presentations supplemented by score study, critical listening, readings in contemporaneous literature, criticism and cultural history.

- General Education Requirement Fulfillment: Thinking History
- **Prerequisite:** [MUSC 242W](#)
- **Offering:** Annually
- Instructor: Peel

MUSC 350 Seminar in String Pedagogy and Literature (.5)

The course will cover the elements common to pedagogies of all strings, violin through bass, and the elements unique to each instrument. The course includes philosophical and physiological approaches to teaching students of different ages. Included also is a review of some of the more common pedagogical literature and a consideration of different approaches. Each instrument's literature is studied for its appropriateness to students at various levels of development.

- **Prerequisite:** Four semesters of private applied instruction at the college level
- **Offering:** On demand
- Instructor: Rouslin

MUSC 351 Vocal Pedagogy (.5)

This course will examine the anatomy and physiology of the vocal instrument and study the history, theory, and practice of the teaching of singing in Western music. Direct observation of Willamette

University voice faculty in studio lessons will be included in the course activities, which will culminate in the practical teaching experience of a series of lessons given by students.

- **Prerequisite:** [MUSL 170](#), [MUSL 270](#) (four semesters of private voice instruction)
- **Offering:** On demand
- **Instructor:** Engbretson

MUSC 356 Instrumental Music Resources (.5)

The course will include the study of instrumental literature, materials, principles, class procedures, ensembles, programming and performance, general administration, and objectives in school instrumental music on the secondary and elementary school level. Directed observation of public school instrumental music groups will be included in course activities.

- **Offering:** Alternate falls
- **Instructor:** Staff

MUSC 360 General Music Resources (1)

With classroom practice as its frame of reference, this course will explore strategies and methods of general music education in elementary and secondary school settings. Through active participation in classroom music activities, students will develop their own creative approaches to musical, pedagogical and critical thinking in addition to reflective skills with a view toward empowering the design and implementation of curriculum for music appreciation, history, theory, composition, and alternative performance topics. Special attention will be paid to the integration of music technology and the National Standards for Arts Education.

- **Offering:** Alternate years
- **Instructor:** Nord

MUSC 390 Independent Study (.5 or 1)

Independent study in a course of one's choice. To be used at the discretion of an individual professor in order to fulfill a student's graduation requirements or to satisfy a student's interests. Such an option will usually be open only to seniors.

- **Offering:** Every semester
- **Instructor:** Staff

MUSC 425 Recording Studio Music Production (1)

This course will focus on audio recording and mixing technique in a DAW-based studio environment. Through a series of hands-on recording sessions, critical listening exercises, and readings students will develop competency in a range of techniques. These competencies will then be applied to each student's independent production of an audio portfolio CD. Students can also expect a number of

collaborative projects across disciplines with a view towards developing competencies applicable to the range of media production settings.

- **Prerequisite:** [MUSC 121](#) or [MUSC 339](#)
- **Offering:** Spring, Alternate years
- **Instructor:** Nord

MUSC 435 Advanced Conducting (.5)

The course follows and builds on expertise gained in Basic Conducting for the Music Education major. Advanced conducting technique, score preparation, rehearsal technique and the artistic and musical performance of advanced choral and instrumental literature.

- **Prerequisite:** [MUSC 255](#)
- **Offering:** Fall, Alternate years
- **Instructor:** Long, Agüero

MUSC 445 Topics in Music History (1)

Advanced study in music history, topics ranging from a specialized course in one composer (eg. Stravinsky), period (eg. late nineteenth-century), genre (eg. symphony), syntax and style (eg. serialism of the 1950's) or combination of these elements (eg. romantic opera from Weber to Wagner). Faculty and student interests and needs will determine specific content.

- **Prerequisite:** [MUSC 343](#) or consent of instructor
- **Offering:** Alternate years
- **Instructor:** Duerksen, Peel, Rouslin

MUSC 490 Independent Study (.5 or 1)

Independent study in a course of one's choice. To be used at the discretion of an individual professor in order to fulfill a student's graduation requirements or to satisfy a student's interests. Such an option will usually be open only to seniors.

- **Offering:** Every semester
- **Instructor:** Staff

MUSC 491W Seminar in Music Education (1)

A senior seminar and supervised practicum for students completing the Emphasis in Music Education program. Theoretical, philosophical, and practice-based issues will be explored. Individual projects will involve writing and teaching presentations. Register Fall and Spring of senior year.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** Music Education majors; Must be a senior
- **Offering:** Every semester

- Instructor: Long

MUSC 492 Conducting Internship (.25)

This course consists of one-on-one classes between the student and the conductor for either Chamber Choir, Wind Ensemble or Orchestra. Preliminary time will be spent in the music library researching scores, then sight-reading with the ensemble, rehearsing and preparing a score with the ensemble for public performance.

- **Prerequisite:** [MUSC 435](#)
- **Offering:** Every semester
- **Instructor:** Agüero, H; Long

MUSC 496 Senior Recital (.5)

Preparation by all Bachelor of Music candidates in Performance, and by other suitable candidates, of representative works from all appropriate major stylistic periods. Required of all Performance Majors.

- **Offering:** Every semester
- Instructor: Staff

MUSC 497 Composition Senior Project (.5 or 1)

The final project is an original composition in a large-scale form: orchestra piece, wind quintet, string quartet, song cycle or choral cantata. The student will choose the particular medium and form in consultation with the professor. A defense of the composition before a panel of three faculty members will take place at the completion of the project. Required of all composition majors in the senior year, the course is taken one semester for a full credit or spread over two semesters for .5 credits each.

- **Offering:** Every semester
- Instructor: Peel

MUSE 029X (*CA) University Chamber Orchestra (.25)

The UCO presents two full concert programs each academic year including both chamber and symphonic works. Artist-mentors from the Oregon Symphony and Willamette faculty play alongside students in the annual fall concert and winners from the annual Concerto-Aria Soloists Competition are featured in the spring concert. In addition, the orchestra collaborates with the Dramatic Vocal Arts in the spring semester for an opera production.

- **General Education Requirement Fulfillment:** Creating in the Arts (To receive Creating in the Arts credit in Music Ensemble courses, students must take four Music Ensemble courses in one discipline, i.e., vocal or instrumental)
- **Prerequisite:** Open to all students by audition
- **Offering:** Every semester
- Instructor: Agüero, H

MUSE 031X (*CA) Jazz Ensemble (.25)

The Willamette Jazz Collective is the premiere instrumental jazz ensemble at Willamette University. Comprising a full rhythm section with six to eight melodic instruments (winds/strings), this select group of 12 to 14 musicians performs compositions and arrangements from across the full spectrum of jazz, ranging from the music of Duke Ellington and Charles Mingus to modern works by John Hollenbeck and Maria Schneider. In addition to a creative focus on high level ensemble communication and improvisation, the WJC places special emphasis on the music of today, with frequent premieres of original works by emerging jazz composers, unique re-imaginings of popular songs from other genres and compositions and arrangements by Willamette University students.

- **General Education Requirement Fulfillment:** Creating in the Arts (To receive Creating in the Arts credit in Music Ensemble courses, students must take four Music Ensemble courses in one discipline, i.e., vocal or instrumental)
- **Prerequisite:** Open to qualified instrumentalists by audition
- **Offering:** Every semester
- Instructor: Miley

MUSE 032X (*CA) Wind Ensemble (.25)

The Willamette University Wind Ensemble is a large wind and percussion ensemble. The ensemble performs music from a wide variety of styles, time periods, and traditions and gives two or three public concerts per semester. The Wind Ensemble is open to all students regardless of academic concentration.

- **General Education Requirement Fulfillment:** Creating in the Arts (To receive Creating in the Arts credit in Music Ensemble courses, students must take four Music Ensemble courses in one discipline, i.e., vocal or instrumental)
- **Prerequisite:** Consent of instructor.
- **Offering:** Every semester
- Instructor: Agüero, H

MUSE 034X (*CA) Dramatic Vocal Arts (.25)

This workshop offers students a rich experience with opera, and an in-depth integration of stage movement, character analysis and vocal skill. The Dramatic Vocal Arts presents two productions during the school year. One evening of operatic scenes with piano accompaniment is performed during the fall semester, and one fully staged, costumed production with orchestral accompaniment is presented during the spring semester. In this class, students develop the skills needed to pursue a professional career. Recent productions include Mozart's *Le Nozze di Figaro*, Puccini's *Suor Angelica*, *Die Fledermaus*, by Johann Strauss, Mozart's *Così fan Tutte*, *Our Town* by Ned Rorem, and *Hansel and Gretel* by Humperdinck.

- **General Education Requirement Fulfillment:** Creating in the Arts (To receive Creating in the Arts credit in Music Ensemble courses, students must take four Music Ensemble courses in one discipline, i.e., vocal or instrumental)
- **Prerequisite:** Open to qualified musicians by audition
- **Offering:** Every semester
- **Instructor:** Engbretson

MUSE 036X (*CA) Chamber Music (.25)

The coaching and performing of major works from the chamber music literature, with emphasis on rehearsal technique and small ensemble skills. Typical chamber groups are: Flute Choir, Trumpet Choir, Trombone Choir, Woodwind Quartet, Waller String Quartet, Brass Quintet, and Small Jazz Ensemble. Other chamber groups may be created depending on the availability of qualified instrumentalists. May be repeated for credit.

- **General Education Requirement Fulfillment:** Creating in the Arts (To receive Creating in the Arts credit in Music Ensemble courses, students must take four Music Ensemble courses in one discipline, i.e., vocal or instrumental)
- **Prerequisite:** Consent of instructor
- **Offering:** Every semester
- **Instructor:** Staff

MUSE 037X (*CA) Willamette Singers (.25)

Exploration of vocal jazz literature for small groups. Performs both on and off campus and tours annually. May be repeated for credit.

- **General Education Requirement Fulfillment:** Creating in the Arts (To receive Creating in the Arts credit in Music Ensemble courses, students must take four Music Ensemble courses in one discipline, i.e., vocal or instrumental)
- **Prerequisite:** Open to qualified musicians by audition
- **Offering:** Every semester
- **Instructor:** Long

MUSE 040X (*CA) Chamber Choir (.25)

Exploration of choral literature from the Renaissance, Baroque, Classical, Romantic and Contemporary style periods, including both unaccompanied and instrumentally accompanied works. In some years a concert tour is taken. May be repeated for credit.

- **General Education Requirement Fulfillment:** Creating in the Arts (To receive Creating in the Arts credit in Music Ensemble courses, students must take four Music Ensemble courses in one discipline, i.e., vocal or instrumental)
- **Prerequisite:** Open to advanced musicians by audition
- **Offering:** Every semester

- Instructor: Long

MUSE 043X (*CA) Voce Femminile (.25)

Exploration of a wide variety of choral literature suitable for female voices. Particular attention will be given to the development of vocal technique and musicianship. May be repeated for credit.

- **General Education Requirement Fulfillment:** Creating in the Arts (To receive Creating in the Arts credit in Music Ensemble courses, students must take four Music Ensemble courses in one discipline, i.e., vocal or instrumental)
- **Prerequisite:** Open to qualified musicians by audition
- **Offering:** Every semester
- **Instructor:** Engbretson

MUSE 044X (*CA) Male Ensemble Willamette (.25)

Exploration of a wide variety of choral literature suitable for male voices. Particular attention will be given to the development of vocal technique and musicianship. May be repeated for credit.

- **General Education Requirement Fulfillment:** Creating in the Arts (To receive Creating in the Arts credit in Music Ensemble courses, students must take four Music Ensemble courses in one discipline, i.e., vocal or instrumental)
- **Prerequisite:** Open to qualified musicians by audition
- **Offering:** Every semester
- **Instructor:** Klemme

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

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

- **Offering:** Every semester
- **Instructor:** Coen

MUSE 102X Coordinate Movement for Musicians (.25)

This course is designed for students interested in exploring movement as it relates to playing a musical instrument, singing or acting. Students will learn Body Mapping, a method for improving coordination. Participants gain ease in performing, learn how improved coordination enables them to better avoid fatigue, injury and technical limitation, and thereby be able to more completely realize their musical and artistic intentions.

- **Prerequisite:** Experience with singing or playing an instrument (need not be advanced)
- **Offering:** Alternate years

- Instructor: Lee

MUSE 160X Rhythm Workshop (.25)

An exploration of the various components of the rhythmic language in western and world musics, culminating in a public performance featuring both pre-composed and improvised works. Meets two hours per week. Required of all music majors and minors.

- **Offering:** Fall Semester
- Instructor: Miley

MUSL 170 Applied Instrumental and Vocal Instruction (.25 or .5)

First year development of applied instrumental and vocal skills, starting with the student's level of attainment. May be repeated for credit.

- **Prerequisite:** [MUSC 111](#); consent of instructor
- **Offering:** Every semester
- Instructor: Staff

MUSL 270 Applied Instrumental and Vocal Instruction (.25 or .5)

Second year development of applied instrumental and vocal skills, starting with the student's level of attainment. May be repeated for credit.

- **Prerequisite:** [MUSL 170](#); consent of instructor
- **Offering:** Every semester
- Instructor: Staff

MUSL 370 Applied Instrumental and Vocal Instruction (.25 or .5 or 1)

Second year development of applied instrumental and vocal skills, starting with the student's level of attainment. May be repeated for credit.

- **Prerequisite:** [MUSL 270](#); consent of instructor
- **Offering:** Every semester
- Instructor: Staff

MUSL 470 Applied Instrumental and Vocal Instruction (.25 or .5 or 1)

Second year development of applied instrumental and vocal skills, starting with the student's level of attainment. May be repeated for credit.

- **Prerequisite:** [MUSL 370](#); consent of instructor
- **Offering:** Every semester
- Instructor: Staff

Philosophy

Philosophy is a core component of a liberal arts education, with deep historical and conceptual ties to diverse other disciplines and fields of study. Accordingly, the Philosophy major serves the needs and interests of a wide variety of students, including those planning graduate study in philosophy, law, religion, or business; those seeking preparation for work in government, social service, education, journalism, or any field in which critical thinking is valued; and those desiring a rigorous, critical immersion in the liberal arts.

Requirements for the Philosophy Major (9 Credits)

- [PHIL 140](#) (QA*) Symbolic Logic (1)
- [PHIL 230](#) History of Philosophy: Ancient Greece (1)
- [PHIL 231](#) History of Philosophy: Modern (1)
- One capstone course, taken in combination with [PHIL 498W](#)*
- Five credits in Philosophy, three credits at the 200 level or above (5)**

* Philosophy Capstone ([PHIL 498W](#)) must be taken jointly with a 300- or 400-level Philosophy course, with approval from the joint course instructor and the student's major advisor. Students successfully pass PHIL 498W who (i) complete a substantial term-paper in the joint course and (ii) make a presentation to the class on the topic of the term-paper. Alternatively, with departmental approval, students may take [PHIL 498W](#) jointly with Independent Study (PHIL 490). Students who wish to pursue the option of an independent study in this context should apply to the department and submit a prospectus. Ordinarily, [PHIL 498W](#) will be taken in the student's senior year and after successful completion of both [PHIL 230](#) and [PHIL 231](#). A student must have declared a Philosophy major before enrolling in [PHIL 498W](#).

** [HUM 497W](#) Humanities Senior Seminar may be used as one of these credits with departmental approval.

With departmental approval, students may satisfy this requirement by taking [PHIL 490](#) Independent Study (1 credit). Students who wish to pursue the option of an independent study in this context should apply to the department and submit a prospectus.

Requirements For the Philosophy Minor (5 Credits)

- Three credits in Philosophy at the 200 level or above (3)
- Two additional credits in Philosophy (2)

Indicators of Achievement

Student Learning Outcomes for the Philosophy Major

1. Uncover and evaluate the presuppositions upon which various ways of looking the world may be thought to depend

2. Write clearly and coherently, with special attention to assessing the arguments of others as well as to constructing and defending arguments and views of their own
3. Appreciate perennial philosophical questions about, for example, truth, knowledge, morality, art, and religion as well as the ways philosophers have traditionally asked and answered them
4. Demonstrate a commitment to the discipline of philosophical inquiry outside the classroom

Faculty

- [Anthony Coleman](#), Associate Professor of Philosophy
- [Randall Havas](#), Professor of Philosophy
- [Sally Markowitz](#), Professor of Philosophy
- [Ivan Welty](#), Professor of Philosophy, Department Chair

Course Listings

PHIL 110 (EV) Philosophical Problems (1)

A general introduction to the problems and methods of philosophy drawing on classic and contemporary texts. Topics covered may include the existence of God and nature of religious belief, what it means to be a person, the nature and limits of knowledge, and problems concerning the nature of justice, goodness, and moral responsibility. Particular emphasis placed on analyzing, evaluating, and constructing arguments. No student who has taken PHIL 111W can also receive credit for PHIL 110. Note: This course differs from PHIL 111W in not being writing-centered.

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Every semester
- Instructor: Staff

PHIL 111W (EV) Philosophical Problems (1)

A general introduction to the problems and methods of philosophy drawing on classic and contemporary texts. Topics covered may include the existence of God and nature of religious belief, what it means to be a person, the nature and limits of knowledge, and problems concerning the nature of justice, goodness, and moral responsibility. Particular emphasis placed on analyzing, evaluating, and constructing arguments. No student who has taken PHIL 110 can also receive credit for PHIL 111W. Note: This course differs from PHIL 110 in being writing-centered.

- General Education Requirement Fulfillment: Writing-centered; Examining Values
- **Offering:** Annually
- Instructor: Staff

PHIL 112 (EV) Introduction to Philosophy: Religion (1)

Introduction to philosophy with special attention to religion. Content may vary with semester but will touch on diverse religious traditions and include such topics as the relation between religion and

morality, the existence of God, the problem of evil, the relation between faith and reason, the meaningfulness of religious discourse, the implications of various religious commitments for our understanding of the self, and the relation between religious authority on the one hand and pluralism or secularism on the other.

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Alternate years
- Instructor: Staff

PHIL 140 (QA*) Symbolic Logic (1)

Introductory examination of the notion of logical validity. Formal features of validity are captured in deductive systems of varying expressive power, beginning with classical propositional logic and ending with classical first-order logic. The primary aim of the course is competence in using the deductive systems to assess natural language arguments for validity, but some attention is paid to the deductive systems regarded as objects of study in their own right.

- **General Education Requirement Fulfillment:** Quantitative and Analytical Reasoning (starred)
- **Offering:** Every semester
- Instructor: Staff

PHIL 151 (EV) Historical Introduction to Western Philosophy (1)

A historical introduction to philosophy, through a careful reading of central texts in the Western philosophical tradition. Problems discussed include, but are not limited to, the nature and limits of knowledge, justice and the foundations of morality, the existence of God, freedom of will, and the mind's relation to the body. Each author read has a view of human nature and of the role reason plays in our understanding of how we should live our lives. These views are assessed both on their own terms and in dialogue with each other.

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Annually
- Instructor: Havas

PHIL 152 (EV) Mind and World (1)

A contemporary introduction to philosophy through an examination of various questions concerning the relation between the mind and the world around us. Topics include the nature of perception, skepticism about the external world, the connection between mental states and the brain, the possibility of free will and moral responsibility, and the nature of ethics.

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Annually
- Instructor: Coleman

PHIL 153 (EV) Self and Other (1)

An examination of how various conceptions of the self, themselves arising from particular social contexts, are related to corresponding ethical, personal, and political ideas and values. Topics include egoism and altruism, reason and emotion, happiness and a meaningful life, social and political justice, the possibility of free will. Readings will be drawn from Western philosophical and other traditions.

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Annually
- Instructor: Markowitz

PHIL 230 History of Philosophy: Ancient Greece (1)

An examination of ancient Greek philosophy, emphasizing the pre-Socratics, Plato, and Aristotle.

- **Prerequisite:** One Philosophy Course
- Offering: Fall
- Instructor: Staff

PHIL 231 History of Philosophy: Modern (1)

A careful presentation of the strengths and weaknesses of 17th and 18th century Rationalism and Empiricism, by means of a critical examination of basic texts and themes in the work of Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, and Kant.

- **Prerequisite:** One Philosophy Course
- Offering: Spring
- Instructor: Staff

PHIL 235W (EV) Philosophical Ethics (1)

An examination of major philosophical views about right and wrong, including the roles of reason and emotion in moral judgment, the meaning of moral terms, the question of relativism, the relationship between facts and values, and the idea of the good life. Readings will include both historical and contemporary texts.

- General Education Requirement Fulfillment: Writing-centered; Examining Values
- **Prerequisite:** One Philosophy Course
- **Offering:** Alternate years
- Instructor: Markowitz

PHIL 238 Existentialism (1)

An introduction to the works of the chief figures of modern existentialism: Soren Kierkegaard, Friedrich Nietzsche, Martin Heidegger, and Jean-Paul Sarte. Emphasis on how existentialism

endeavors to overcome traditional dualities of subject and object, mind and world, reason and passion, and fact and value.

- **Prerequisite:** One prior course in Philosophy strongly recommended.
- **Offering:** Annually
- Instructor: Havas

PHIL 242 (EV) What is Art? (1)

What makes something a work of art? Must an artwork be beautiful, or can anything, given the right context, count as a work of art? What does it mean to say that some works of art are better than others? This course will examine such questions and the heated controversies they have provoked among artists, critics, philosophers, anthropologists, historians, and others.

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Alternate springs
- Instructor: Markowitz

PHIL 250 Kant's Critique of Pure Reason (1)

An examination of the account of mind and world Kant defends in his Critique of Pure Reason, with particular focus on his views of the possibility of a priori knowledge, space and time, objectivity and experience, self-knowledge, and the contrast between appearances and things-in-themselves.

- **Prerequisite:** [PHIL 231](#) strongly recommended.
- **Offering:** Alternate years
- Instructor: Havas

PHIL 252 Metaphysics (1)

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

- **Offering:** Every third year
- Instructor: Welty

PHIL 266 Puzzles and Paradoxes (1)

A good paradox can reveal otherwise hidden assumptions and potential problems in the way we think about the nature of space, time, change, truth, language, and even reason itself. This course will examine some of the great classic and contemporary philosophical puzzles and paradoxes, such as Zeno's paradoxes of motion, the sorites paradoxes, the paradox of the liar, Newcomb's paradox, and the prisoner's dilemma, and it will look at a variety of ways in which philosophers address these problems and assess their significance.

- **Offering:** Alternate years

- Instructor: Staff

PHIL 280 Epistemology (1)

Topics in the theory of knowledge: e.g., knowledge of the external world, skepticism, foundations of knowledge, perception, belief, justification, truth.

- **Prerequisite:** One course in philosophy
- **Offering:** Alternate years
- Instructor: Coleman

PHIL 325 Kierkegaard, Meaning, and the Self (1)

A careful reading of Soren Kierkegaard's *Fear and Trembling*, *Philosophical Fragments*, and *Concluding Unscientific Postscript*, with special attention to the apparent paradox involved in the *Postscript's* claim that truth is subjectivity. The relationship between faith and reason will be explored as well as the distinction between subjectivity and objectivity as these distinctions bear on the question of what makes for a meaningful life in the present age.

- **Prerequisite:** One Philosophy course or consent of instructor
- **Offering:** Alternate years
- Instructor: Havas

PHIL 330W (EV) Theories of Justice (1)

A study of major conceptions of justice held by late-twentieth-century political philosophers, including the liberalism of John Rawls, the libertarianism of Robert Nozick, and the communitarianism of Michael Sandel, followed by an examination of feminist, socialist and postmodernist critiques of these conceptions.

- General Education Requirement Fulfillment: Writing-centered; Examining Values
- **Prerequisite:** One Philosophy course or consent of instructor
- Offering: Spring
- Instructor: Markowitz

PHIL 335 (EV) History, Sexuality, and Power (1)

An examination of the foundations of Marxism, psychoanalysis, feminism, and the construction of sexuality theory through a close reading of texts by Karl Marx, Sigmund Freud, Simone de Beauvoir, and Michel Foucault. Special emphasis on the possibility that one systematically and inevitably misperceives various aspects of our psychic and social reality; on the ways such misperceptions may reflect and contribute to various aspects of social inequality; and on the tensions and complementarities between the views we will examine.

- General Education Requirement Fulfillment: Examining Values
- **Prerequisite:** One Philosophy course or consent of instructor. Closed to first-year students.

- **Offering:** Alternate Springs
- Instructor: Markowitz

PHIL 341 Heidegger's Being and Time (1)

A close reading of Martin Heidegger's seminal work, *Being and Time*, with an emphasis on his critique of Cartesian conceptions of self and world. Heidegger's conception of death, guilt, and resoluteness and the notion of an authentic human life it underwrites receives special attention.

- **Prerequisite:** One course in Philosophy or consent of instructor
- **Offering:** Alternate years
- Instructor: Havas

PHIL 342 Representation and Reality: Frege, Russell, Wittgenstein (1)

Introduction to the philosophical approach evolved by Frege, Russell, and the early Wittgenstein for treating questions about the nature of representation and its relation to reality. The approach is now basic in philosophy and has proved influential, sometimes crucially so, across the arts, sciences, and other humanities. A sample of motivating questions: What, if anything, must representations (thoughts, beliefs, sentences, pictures) have in common with what they represent? What, if anything, must representations have in common with other representations? What, if anything, do the various structural features of a representation stand for? For that matter, what counts as structure, what as content? Special attention to internal tensions in the various philosophical theories we discuss and their implications for contemporary thought.

- **Prerequisite:** [PHIL 140](#), or [PHIL 230](#) or [PHIL 231](#), or consent of instructor.
- **Offering:** Every third year
- Instructor: Welty

PHIL 350 The Self in Question (1)

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

- **Prerequisite:** One Philosophy Course
- **Offering:** Alternate years in fall
- Instructor: Havas

PHIL 354 (4th Sem Lang Req) Nietzsche and Philosophy (1)

An introduction to the major works of Friedrich Nietzsche with an emphasis on his attack on the moral ideal of selflessness and on the conception of temporality and agency that underwrite the attack.

- General Education Requirement Fulfillment: Fourth Semester Language Requirement
- **Prerequisite:** One Philosophy Course
- **Offering:** Alternate falls
- Instructor: Havas

PHIL 360W Philosophy of Mind (1)

Analysis of various concepts concerning consciousness and the mind. We will investigate such questions as: the mind-body problem; the problem of other minds; the privacy of experience; personal identity; and the relation between thought and language.

- General Education Requirement Fulfillment: Writing centered
- **Prerequisite:** One Philosophy Course
- **Offering:** Alternate years
- Instructor: Coleman

PHIL 361 Later Wittgenstein (1)

A sustained engagement with Wittgenstein's later work, principally *Philosophical Investigations*. Under discussion will be topics in philosophy of language and logic, metaphysics, epistemology, philosophy of mind, and philosophical psychology. No previous acquaintance with Wittgenstein's philosophy is presupposed, although this course is a natural sequel to [PHIL 342](#).

- **Prerequisite:** One course in Philosophy, closed to first-year students
- **Offering:** Every third year
- Instructor: Staff

PHIL 370W Philosophy of Language (1)

Philosophical examination of language. Discussion from multiple historical and cultural perspectives of such topics as the nature and function of language, the amenability of various aspects of language to scientific investigations, relativism, and such concepts as meaning, reference, naming, and truth.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** One Philosophy Course
- **Offering:** Every third year
- Instructor: Welty

PHIL 388 Special Topics (1)

Content varies with semester. The course may study a particular philosopher or approach to philosophy, or it may examine a particular philosophical problem in depth; it may be historical or it may have a contemporary perspective.

- **Prerequisite:** Varies by Topic
- **Offering:** On demand

- Instructor: Staff

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

Intensive study of a selected area.

- **Prerequisite:** Consent of instructor
- **Offering:** On demand
- Instructor: Staff

PHIL 498W Philosophy Capstone (1)

Philosophy Capstone (PHIL 498W) will be offered in conjunction with a 300- or 400-level Philosophy course, which students may either audit or co-enroll in. Students must have declared a philosophy major and have attained consent from the course instructor and their major advisor before enrolling in PHIL 498W. To successfully pass PHIL 498W, students must (i) complete a substantial term-paper on the content of the joint course and (ii) make a presentation to the class on the topic of the term-paper. Ordinarily, PHIL 498W will be taken in the student's senior year and after successful completion of both [PHIL 230](#) and [PHIL 231](#). With departmental approval, students may take PHIL 498W jointly with Independent Study (PHIL 490).

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** Consent of instructor
- Offering: Spring
- Instructor: Staff

Physics

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

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

The physics department is located in Collins Hall. Individual research space is available and all laboratories are equipped with a wide variety of instrumentation. Students at all levels use computers with sophisticated data acquisition and analysis software. A set of spectrometers are available for

studies from the ultraviolet to the far infrared. An X-ray diffractometer is available for materials studies.

Requirements for the Physics Major (12 Credits)

9 credits in Physics, 2 in Mathematics, 1 in Computer Science or [PHYS 338](#)

Core courses

- [PHYS 221](#) (NW; QA) Introductory Physics I (1)
- [PHYS 222](#) (NW; QA) Introductory Physics II (1)
- [PHYS 223](#) Modern Physics (1)
- [PHYS 339](#) Mechanics (1)
- [PHYS 396W](#) Advanced Techniques in Experimental Physics (1)
- [PHYS 495](#) Research Seminar I (.5)
- [PHYS 496](#) Research Seminar II (.5)

Choose two courses from the following (2)

- [PHYS 335](#) Thermal Physics (1)
- [PHYS 345](#) Electromagnetism (1)
- [PHYS 453](#) Quantum Mechanics (1)

Additional requirements

- One additional course in Physics numbered above 200 (1)
- [MATH 249](#) (QA*) Multivariable Calculus (1)
- [MATH 256](#) Differential Equations (1)
- [CS 125](#) Problem Solving with MATLAB **OR** [CS 141](#) (QA*) Introduction to Programming **OR** [PHYS 338](#) Advanced Data Analysis and Simulation (ADAS) (1)

Graduate schools often require students take courses similar to [PHYS 335](#) (Thermal Physics), [PHYS 345](#) (Electromagnetism), and [PHYS 453](#) (Quantum Mechanics). Students intending to do graduate study in Physics should consider further mathematical study in linear algebra and complex variables. Students preparing for careers in engineering or applied science should consider taking Wave Phenomena and Electromagnetism plus one other course beyond the basic six. Students with other goals in mind should consult the faculty concerning their choice of elective courses beyond the basic six.

Requirements for the Physics Minor (5 Credits)

- [PHYS 221](#) (NW; QA) Introductory Physics I (1)
- [PHYS 222](#) (NW; QA) Introductory Physics II (1)
- [PHYS 223](#) Modern Physics (1)
- Two additional Physics courses at 300- or 400-level (2)

Indicators of Achievement

The department seeks to meet its program mission through a curriculum that emphasizes the four skill sets.

Student Learning Outcomes for the Physics Major

1. Theoretical and computational skills
 - Six of the required physics classes provide a broad theoretical foundation for understanding a physical description of the natural world. In addition, one of these classes (thermal physics) has a focus on using computer-based data-acquisition systems, while one of the elective physics classes (Wave phenomena) has a focus on mathematical methods used in physics. The math and computer programming classes provide the students with further theoretical and computational background.
2. Laboratory skills
 - Three of the required physics classes (intro I, intro II, and modern) consist of both a classroom component and a complementary laboratory component. This allows students to supplement their theoretical knowledge with experience-based learning. In addition, students learn both how to use lab equipment to collect data and how to appropriately analyze and present the data. Two of the upper-level required physics classes (ATEP and SYE) are research based classes, and have been described in detail above.
3. Writing and presentation skills
 - For all physics classes that contain a lab component, students are required to turn in a lab report in which they describe their methods of collecting data and analyze their results. In addition, two of the required upper-level physics classes (ATEP and SYE) are research based classes that culminate in both a written thesis and an oral presentation. In ATEP, students learn to present their results in writing of various styles, from a technical paper, to a publication-style paper and a thesis. They also learn how to effectively write proposals.
4. General research skills
 - These skills are emphasized in all of our laboratory components due to the open-ended nature of most of our labs. However, the strongest exposure to research-like projects happens in ATEP and SYE as both courses mimic the full arc of research from the writing of a proposal, to the design and assembly of an experiment, the data taking and analysis, and the final report in form a paper or presentation. Students learn how to pose and solve physical problems on their own. Research skills are also acquired during summer research participation as part of SCRIP or an external REU.

Faculty

- [Rick Watkins](#), Professor of Physics
- [David Altman](#), Associate Professor of Physics; Department Chair
- [Michaela Kleinert](#), Associate Professor of Physics

- [Daniel Borrero Echeverry](#), Assistant Professor of Physics
- [Rachel Dewey-Thorsett](#), Affiliated Scholar
- [Roberta Bigelow](#), Emeritus, Associate Professor of Physics

Visiting Professors

- [Jed Rembold](#), Visiting Assistant Professor of Physics

Course Listings

PHYS 110 (NW; QA) Astronomy (1)

An introduction to modern theories of the universe and its evolution. Topics include naked eye observations, the solar system, stars, galaxies, and cosmology. Emphasis will be placed on the scientific method and how we understand the universe in terms of basic physical principles.

Laboratory.

- **General Education Requirement Fulfillment:** Understanding the Natural World; Quantitative Requirement
- Offering: Fall
- **Instructor:** Dewey-Thorsett, Kleinert, Watkins

PHYS 221 (NW; QA) Introductory Physics I (1)

An introduction to classical mechanics and thermodynamics. In this course students study the concepts and techniques required to measure, describe and predict the motion of particles and extended objects. Topics include kinematics of linear motion, forces and Newton's laws, gravitation, momentum, work, energy, rotational motion, angular momentum, torque, oscillations, temperature, heat, and thermal energy. A laboratory (PHYS 221Y) is associated with this course.

- **General Education Requirement Fulfillment:** Understanding the Natural World; Quantitative and Analytical Reasoning
- **Prerequisite:** [MATH 140](#) or [MATH 151](#) and [152](#) (or concurrent enrollment)
- **Offering:** Every semester
- **Instructor:** Altman, Bigelow, Kleinert, Watkins

PHYS 222 (NW; QA) Introductory Physics II (1)

An introduction to electricity, magnetism, and optics. In this course students study the concepts and techniques required to understand interactions between charged particles as well as light as an electromagnetic wave. Topics include electric force, electric field, electric potential, capacitance, electric current, circuits, magnetic field, inductance, Faraday's law, electromagnetic waves, sound waves, reflection, refraction, interference, diffraction and polarization. A laboratory (PHYS 222Y) is associated with this course.

- **General Education Requirement Fulfillment:** Understanding the Natural World; Quantitative and Analytical Reasoning
- **Prerequisite:** [PHYS 221](#) and [MATH 140](#) or [MATH 152](#)
- **Offering:** Every spring
- **Instructor:** Altman, Bigelow, Kleinert, Watkins

PHYS 223 Modern Physics (1)

A survey of the major developments in physics of the 20th century, as well as an introduction to more sophisticated mathematical and laboratory techniques. Topics include special relativity, the quantum nature of light, the wave nature of particles, the Schrödinger equation, atomic physics, molecules, statistical physics, solid state physics, nuclear physics, particle physics and cosmology. A laboratory (PHYS 223Y) is associated with this course.

- **Prerequisite:** [PHYS 222](#) and [MATH 152](#)
- **Offering:** Every fall
- **Instructor:** Altman, Bigelow, Kleinert, Watkins

PHYS 250 Physical Biology of the Cell (1)

This course explores how the insights of physics and mathematics have illuminated the complex phenomena of the cell. Students study the use of the quantitative and predictive models to describe biological systems, and discuss the experimental methods that provide the quantitative data required to create and test these methods. The course is structured around a series of case studies involving some of the key players in molecular and cell biology.

- **Prerequisite:** [MATH 140](#) or [MATH 151](#) or consent of instructor.
- **Offering:** Alternate springs
- **Instructor:** Altman

PHYS 325 Mathematical Methods in Physics (1)

In this course students will study mathematical methods commonly used in physics, for example matrices and tensors; coordinate transformation; complex analysis; Fourier analysis; differential equations; eigenvalue problems; and Green's functions. Each method will be presented in a physical context to demonstrate why it is important to master particular mathematical skills as a physicist. Many examples will be drawn from the analysis of vibrations as well as mechanical and electromagnetic waves. Topics include simple harmonic motion, forced vibrations and resonance, coupled oscillators, wave equation for continuous systems, normal modes, and the superposition, reflection, refraction, interference, diffraction and polarization of waves.

- **Prerequisite:** [PHYS 222](#) and [MATH 249](#)
- **Offering:** Alternate years
- **Instructor:** Altman, Kleinert, Watkins

PHYS 335 Thermal Physics (1)

A study of systems with a large number of particles through the methods of thermodynamics and statistical mechanics. Topics include the laws of thermodynamics, temperature, heat, thermal equilibrium, equipartition theorem, ideal gas, simple two state systems, entropy, heat engines, free energies, phase transformations, kinetic theory, partition functions, quantum statistics, degenerate Fermi gases, Bose-Einstein condensates, and blackbody radiation.

- **Prerequisite:** [PHYS 223](#) and [MATH 152](#)
- **Offering:** Alternate falls
- **Instructor:** Altman, Bigelow, Kleinert, Watkins

PHYS 338 Advanced Data Analysis and Simulation (ADAS) (1)

This course focuses on computer data collection and analysis methods for conducting research in experimental physics. Important research skills covered are data collection, simulation of experimental systems, advanced statistical analysis of data, and communication of research results through oral presentations and written reports. The integration of basic physics concepts learned in previous courses will be emphasized. The first part of the course focuses on small-group projects related to current research in the department. The final part of the course focuses on proposing, carrying out, and presenting an independent project.

- **Prerequisite:** [PHYS 222](#)
- **Offering:** Alternate springs
- **Instructor:** Watkins

PHYS 339 Mechanics (1)

A study of classical mechanics developed by Newton and reformulated by Lagrange and Hamilton. Topics include vector kinematics and dynamics in Cartesian, cylindrical, and spherical form, two-body problem, oscillations, Lagrangian mechanics, non-inertial reference frames, coupled oscillation, rigid body motion.

- **Prerequisite:** [PHYS 222](#) and [MATH 249](#)
- **Offering:** Every spring
- **Instructor:** Altman, Bigelow, Kleinert, Watkins

PHYS 345 Electromagnetism (1)

A study of electromagnetism using vector calculus. Topics include static electric and magnetic fields in vacuum and matter, electrodynamics, Maxwell's equations, and electromagnetic waves. Mathematical techniques using vector calculus, and other techniques such as solving boundary value partial differential equations will be discussed.

- **Prerequisite:** [PHYS 222](#) and [MATH 249](#)
- **Offering:** Alternate falls

- **Instructor:** Altman, Kleinert, Watkins

PHYS 360 Research Experience in Physics (.25-.5)

Research experience in ongoing state-of-the-art research projects in the physics department. Sophomores, juniors, and seniors currently working in one of our research labs can sign up for credit on a sliding scale. Work requirement is about 3 hours/week for .25 and 6 hours/week for .5 credits. Students will sign up for one 3-hour slot but will be allowed to work longer and/or at additional times in the labs with instructor consent. May be repeated for credit.

- **Prerequisite:** [PHYS 221](#), [PHYS 222](#) (or concurrent) and instructor consent
- **Offering:** Every semester
- **Instructor:** Staff

PHYS 396W Advanced Techniques in Experimental Physics (1)

This course focuses on the methods of conducting research in experimental physics. Important research skills covered are literature searches, experiment design and theory, laboratory techniques, and communication of research through oral presentations and written material. The integration of basic physics concepts learned in previous courses is emphasized. The first part of the course focuses on electronics, computer data acquisition, use of advanced equipment and data analysis. The second part of the course focuses on completing several advanced experiments, which are related to current research in the department. The final part of the course focuses on the proposing and designing an independent project. A laboratory (PHYS 396Y) is associated with this course. Note that this course will typically be taught in two three-hour blocks per week.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** [PHYS 223](#)
- **Offering:** Spring
- **Instructor:** Altman, Kleinert

PHYS 453 Quantum Mechanics (1)

A mathematical development of quantum theory. The first part of the course focuses on solving the Schrodinger equation in one, two and three dimensions. Further topics include the theory of angular momentum, the hydrogen atom, identical particles and quantum statistics, and time-independent perturbation theory.

- **Prerequisite:** [PHYS 223](#) and [MATH 249](#)
- **Offering:** Alternate springs
- **Instructor:** Altman, Kleinert, Watkins

PHYS 470 Advanced Topics in Physics (1)

This course focuses on an active research field in physics. The course offering typically alternates between Cosmology in odd years and Optics in even years, but other special topics may be offered on occasion.

- **Prerequisite:** [PHYS 223](#)
- **Offering:** Every fall
- **Instructor:** Kleinert, Watkins

PHYS 490 Independent Study (.25 or .5 or 1)

Individual programs of independent study of topics selected in consultation with faculty. This includes, but is not limited to, additional course work or independent research projects.

- **Offering:** Every semester
- **Instructor:** Staff

PHYS 495 Research Seminar (.5)

Required Senior Year Experience for all resident Physics majors. Students design and carry out individual research projects under the mentorship of a departmental faculty member. Weekly meetings include seminars, discussions of research methods, peer teaching, and opportunities to practice scientific communication skills. The course culminates in a progress report that is given as a formal oral presentation.

- **Prerequisite:** [PHYS 396W](#)
- **Offering:** Every fall
- **Instructor:** Altman, Kleinert

PHYS 496 Research Seminar II (.5)

Required Senior Year Experience for all resident Physics majors. Students continue individual research projects begun in Fall semester in [PHYS 495](#). The course culminates in a written senior thesis and a formal oral presentation.

- **Prerequisite:** [PHYS 495](#)
- **Offering:** Spring
- **Instructor:** Altman, Kleinert

Politics

Politics courses are designed to give students opportunities to develop both theoretical and practical understandings of the political world. Students are encouraged to develop analytic and evaluative skills that will enable them to investigate, understand, and explain political phenomena. The Politics curriculum also aims to foster informed and active participation in the political process.

Students who entered the University prior to Fall 2018 may complete the Politics (POLI) major as described in the catalog of the entering year (e.g. 2016-2017, 2017-2018), or may choose to complete the new Politics, Policy, Law and Ethics (PPLE) major. Those choosing to complete the new major must first consult the PPLE department chair.

Students who entered the University in Fall 2018 or later will complete the new Politics, Policy, Law and Ethics (PPLE) major. Note: Fall 2018 Politics classes affected by this change will reflect on degree audits the appropriate PPLE requirements in spite of course prefix (POLI instead of PPLE on applicable courses).

Faculty

- [David Gutterman](#), Professor of Politics, Policy, Law and Ethics
- [Richard Ellis](#), Mark O. Hatfield Professor of Politics
- [Michael Marks](#), Professor of Politics
- [Melissa Buis Michaux](#), Associate Professor of Politics

Course Listings

POLI 105W Colloquium in Politics (1)

This course enables faculty and students to focus on a specific topic in politics. Topics will involve attention to some aspect of the interconnections between ideas, images, personalities, power, and institutions as these arise in the political, socio-economic, and cultural spheres. Designation of specific topic and relevant cases and theories will be made at the time of course offering. Open to first and second year students only.

- General Education Requirement Fulfillment: Writing-centered
- **Offering:** Annually
- **Instructor:** Gutterman, Koomen, Ellis, McCracken, Basu

POLI 121 (EV) Colloquium: Transnational Labor Politics (1)

This course engages central debates around the politics of labor, US immigration and global social justice. Service learning required. First and second year students only.

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Alternate years
- **Instructor:** Basu

POLI 203 (EV) Themes in Political Theory (1)

This course examines central themes in the field of political theory. Students will examine such topics as the importance of order and authority, the tension between faith and reason, and the relationship between tradition and notions of progress through analysis of vital texts in the field of political theory. Emphasis will be placed on the interplay between such themes and contemporary political issues.

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Annually
- **Instructor:** Gutterman, Basu

POLI 212 (TH) History of Western Political Philosophy (1)

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

- General Education Requirement Fulfillment: Thinking Historically
- **Offering:** Annually
- **Instructor:** Basu

POLI 213W (IT) Writing Political Philosophy: Individuality and Community (1)

This course examines relevant works of selected ancient and modern Western thinkers and analyzes different conceptions of individuality and community, the nature of their interactions and the implications for the contemporary evaluation of politics. Emphasis is also placed on the theory and practice of writing political philosophy. Open to freshmen and sophomores only.

- General Education Requirement Fulfillment: Writing-centered; Interpreting Texts
- **Offering:** Annually
- **Instructor:** Basu

POLI 214 (US) International Politics (1)

Analysis and evaluation of the contending paradigms that inform the study of international politics. Examination of the relevance of these paradigms for understanding the nature and dynamics of the contemporary international system with special emphasis on selected international issues, e.g., nationalism, race and gender, global political economy, human rights, international law, national security and the global environment. Closed to seniors except with consent of instructor.

- General Education Requirement Fulfillment: Understanding Society
- **Offering:** Annually
- **Instructor:** Koomen, Marks

POLI 216 (US) Comparative Democratic Systems (1)

Comparative examination of the processes of change that give rise to new patterns of political and social behavior in advanced industrial society; analysis of the causes of these changes and their impact on political, social and economic life in selected countries. Closed to seniors except with consent of instructor.

- General Education Requirement Fulfillment: Understanding Society
- Offering: Spring
- Instructor: Marks

POLI 218 (US) Politics in the Developing World (1)

Comparative study of politics, development and change in selected countries; an examination of the respective roles of domestic factors and the international system in shaping the developing world. Closed to seniors except with consent of instructor.

- General Education Requirement Fulfillment: Understanding Society
- Offering: Fall
- Instructor: Staff

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

This course examines selected topics and themes in political theory, combining conceptual and normative analysis with applications to actual social and political institutions, processes and phenomena. Designation of specific topics will be made at the time of course offering.

- **Prerequisite:** One of 100 level POLI, [POLI 203](#), [POLI 212](#), [POLI 213W](#) or consent of instructor
- General Education Requirement Fulfillment: Examining Values; Death Cluster
- **Offering:** Annually
- Instructor: Basu

POLI 305W Modern and Contemporary Political Theory (1)

This course examines selected modern and contemporary political theorists. Designation of specific theorists will be made at the time of course offering.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** [POLI 203](#), [POLI 212](#), [POLI 213W](#) or consent of instructor
- **Offering:** Annually
- Instructor: Basu

POLI 316 The Politics of International Justice (1)

How can the international community hold leaders responsible for genocide, crimes against humanity and other human rights violations? In this class we will examine the ways in which international criminal courts and tribunals have sought to end impunity for human rights abuses. We will consider key institutions and innovations in international criminal law, explore political and scholarly debates in the field of international and transitional justice, and analyze the relationship between international, national and local justice mechanisms. Our focus will be on historical and contemporary case studies, including Yugoslavia, Rwanda, and on-going International Criminal Court trials, paying particular attention to cases involving sexual violence and child soldiers.

- **Prerequisite:** [POLI 214](#), [POLI 218](#) or any 300-level Politics class or consent of instructor
- **Offering:** Alternate years
- Instructor: Staff

POLI 318 (EV) Death in America (1)

An ethics and public policy case-based seminar that proceeds from the premise that the patterned mal-distribution of mortality rates is a conspicuous consequence and hence robust measure of social justice. Four distinct cases are addressed from philosophical, ethical and policy perspectives, on topics such as the automobile, capital punishment, food, environmental causes, health-care, being health uninsured, gun ownership, HIV/Aids, occupational fatalities, oil and petroleum, physician-assisted suicide, and tobacco. Pedagogy includes discussion, exams, digital field-work, and service-learning.

- **Prerequisite:** One POLI course or consent of instructor.
- General Education Requirement: Examining Values
- **Offering:** Alternate years
- Instructor: Basu

POLI 326W Globalization and Equity (1)

This course examines the complex process of globalization that is transforming contemporary politics, economics and culture. The course addresses the movements of political and cultural forms, people, knowledge, capital, technology and consumer goods across national boundaries; and analyzes their effects on state autonomy, public policy, political and cultural change and resistance and equity. Not open to freshmen.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** One 200 level Politics course
- **Offering:** Annually
- Instructor: Staff

POLI 328W Political Metaphors (1)

This course provides an opportunity for students to critically interrogate the use of metaphors in political discourse. Metaphors often are deployed by individuals inside and outside government to frame political issues, shape policy debates, influence public discourse, and persuade government officials and the population at large to act in specified ways. Through readings, in-class discussion, and extended writing students will investigate political metaphors and their role in politics around the world.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** One 200 level Politics course
- **Offering:** Alternate years
- Instructor: Marks

POLI 362 Latin American Politics (1)

Striking political changes have swept Latin America since the 1980s: dictatorships fell, transitions to democracy took place and democracy has since seen ups and downs. What explains transitions from authoritarian regimes to democracies? Why do some democracies survive and others break down? What are some of the key pressing political issues in contemporary Latin America? The course is designed to help students learn about Latin America and social science analysis by becoming familiar with and understanding 1) the outlines of political processes and events in the region and 2) the different theories and concepts that have been put forth to explain these. Case studies include Argentina, Mexico, Chile, Bolivia and Venezuela (among others).

- **Prerequisite:** One of [POLI 214](#), [POLI 216](#), [POLI 218](#) or [HIST 258](#)
- **Offering:** Alternate years
- Instructor: Botero

POLI 370W Europe and the International System (1)

This course is designed to introduce students to politics and foreign policy in modern Europe. Special emphasis is placed on the evolving relationships among European countries in a rapidly changing international environment. Through lectures and discussions, students will explore the political, economic and security relations among European states and Europe's interactions with the rest of the world. The course will also examine various theoretical approaches designed to explain the changing relationships among countries in post-Cold War Europe.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** [POLI 214](#) or [POLI 216](#) or consent of instructor
- **Offering:** Alternate years
- Instructor: Marks

POLI 373 International Security and Cooperation (1)

This course introduces students to various important theoretical approaches to the study of international security and cooperation. It also applies these approaches to empirical cases and concrete issues of international harmony and discord. Among the strategies of cooperation examined are strategic interaction and institution-building. These approaches will be analyzed in light of traditional theories that focus on military relationships and armed conflict. Special emphasis is placed on security and cooperation in the post-Cold War world.

- **Prerequisite:** [POLI 214](#) or consent of instructor
- **Offering:** Annually
- Instructor: Marks

POLI 374 Asia and the International System (1)

This course identifies the constant and variable factors that shape and influence the politics of selected Asian nations and which color these countries' foreign policy choices and international

postures within the region and the international system. Intraregional interaction and superpower involvement in the region will be examined within national, regional and global perspectives.

- **Prerequisite:** [POLI 214](#) or [POLI 218](#) or consent of instructor
- **Offering:** Alternate years
- Instructor: Felker

POLI 376W Latin American Revolutions (1)

This class will examine the meanings and legacies of revolution in Latin America in the mid-twentieth century. The course seeks to understand debates over nationalism and imperialism; the importance of race, class and gender in political change, and the role of violence, memory, and forgetting in state formations. This course examines selected 20th-century Latin American revolutions. Historical and comparative approaches to the causes and outcomes of revolution are used. Not open to freshmen.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** Any [POLI 218](#), any 300-level Politics course, or instructor consent; not open to freshmen.
- **Offering:** As needed
- Instructor: Staff

POLI 380 Asian Politics and Development (1)

Comparative examination of political systems and political economies in Asia, including China, Japan, India, and select countries in Northeast, Southeast and South Asia. Explores key historical and contemporary controversies in Asian politics. Highlights similarities and contrasts in patterns of change in pursuit of an over-arching intellectual inquiry: to what extent, and in what ways, does Asia's experience reflect distinct forms of political and economics modernization?

- **Prerequisite:** [POLI 214](#) or [POLI 216](#) or [POLI 218](#) or [ASIA 201](#) or [HIST 118](#)
- **Offering:** Alternate falls
- Instructor: Felker

POLI 382 (US) Capitalism and Democracy (1)

This course examines the nature of the relationship between capitalism and democracy, in various areas of the world including the U.S.A., from a range of theoretical and historical perspectives. Student will critically assess theories of the development of democracy in capitalist societies as well as of the market's effects on political representation and policy making, and review debates about the tensions and affinities between those systems in the contemporary period. Questions to be addressed include: What explains democratic and authoritarian pathways to economic modernization in the 19th and early 20th centuries? Does the relationship between capitalism and democracy show distinct regional variations, and if so, why? In what ways do capitalism and democracy function in harmony or in friction, and why? What role does market consolidation play in democratic transitions,

and vice versa? Are welfare states and distinct national patterns of capitalist organization viable in the 21st century?

- General Education Requirement Fulfillment: Understanding Society
- **Prerequisite:** Any 200-level POLI course
- **Offering:** Annually
- Instructor: Felker

POLI 384 Transnational Feminist Politics (1)

Many feminists try to think, dialogue, and organize transnationally. This raises challenging questions: Is there a global sisterhood of women? Can feminists promote solidarity across divides of class, race, nationality, ethnicity, gender, sexuality, religion, and language? And should feminists question these categories of analysis? This course asks students to critically examine these questions through case studies on topics related to imperialism and colonialism; war and genocide; the international human rights movement; campaigns against violence; and the global economy. The course will examine the emergence of transnational feminism as interdisciplinary field of study, introduce students to key concepts such as identity difference, solidarity, and intersectionality, and explore major debates surrounding transnational feminist activism, theory and praxis.

- **Prerequisite:** Any WGS course or [POLI 214](#), [216](#), [218](#) or consent of instructor.
- **Offering:** Alternate springs
- Instructor: Koomen

POLI 387 Africa and the World (1)

Colonialists, politicians, aid workers, peace corps volunteers, missionaries, human rights advocates, scholars and many others have asked, "How can we save Africa?" This class critically interrogates this question, its motivations, and the ways in which people have answered it by examining international efforts to "save" Africa, as well as African liberation struggles and social movements. Focusing on texts by African and Pan-African authors, we will study the ways in which international relations and the colonial legacy shape contemporary African politics. Special attention will be given to the politics of "tribes," ethnicity, race, class and gender, as well as ideas about culture, tradition, and modernity. We will focus on the international dimensions of violent conflicts in Africa, the dilemmas of humanitarian intervention, and efforts to promote peace, justice and reconciliation. We will investigate the historical roots of "underdevelopment," African contributions to the development of Europe and the Americas, and contemporary development and aid projects. Case studies include Rwanda, Maasailand, Darfur and South Africa.

- **Prerequisites:** [POLI 214](#), [POLI 218](#), HIST 119, [ANTH 232](#), or consent of instructor.
- **Offering:** Alternate springs
- Instructor: Koomen

POLI 388W (EV) Democracy and Nazism (1)

What can we learn from the failed Weimar Republic and the Consolidation of authoritarianism in the form of the Nazi Third Reich about the constitutive elements of democracy in general at the institutional, cultural, and cognitive levels? In exploring the historical record, the course considers the nature of political and moral argument in relation to several modes of discourse: philosophy, art, worldview (Weltanschauung), propaganda, ideology, and deception. In argumentative, ethical, aesthetic, and affective terms, what made agitation for the demise of Weimar democracy persuasive, and conversely, what legitimized participation in the Nazi racial state? Finally, what insights can we apply to contemporary democratic politics?

- **Prerequisites:** One POLI course at the 100/200 level or consent of instructor. Closed to first-year students.
- General Education Requirement Fulfillment: Writing-centered; Examining Values
- **Offering:** Alternate years
- Instructor: Basu

POLI 480W Senior Thesis (2)

The Senior Thesis is the capstone experience in the Politics major. It involves the writing of a major research paper under the close supervision of a faculty member. The paper is subject to multiple stages of criticism and rewriting. This process is intended to deepen students' insights into different forms of inquiry, methods and literature; hone their skills of critical thinking; sharpen their abilities to analyze theory and test ideas through research; and ensure that their research designs and methodologies are effective and appropriate.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** A minimum of seven Politics credits, and three-credits at the 300 level, two of which must be completed in residence at Willamette; POLI 390, POLI 396 and POLI 398 do not count toward the three credit minimum
- **Offering:** Every semester
- Instructor: Staff

Psychology

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

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

and other animals; systematic study of human behavior and interaction often occurs in the community, workplace and clinical settings.

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

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

Students interested in pursuing a major or minor in Psychology must complete [PSYC 210](#), Introduction to Psychology, as their entry level course.

Requirements for the Psychology Major (10.25 Credits)

Required courses for Psychology (5.25)

- [PSYC 210](#) (US) Introduction to Psychology (1)
- [PSYC 252W](#) (QA) Research Methods and Analysis I (1)
- [PSYC 253](#) (QA*) Research Methods and Analysis II (1)
- [PSYC 300](#) Orientation to Major Program Internship (.25)
- [PSYC 431W](#) Topical Seminar in Psychology
- [PSYC 498](#) Senior Internship in Psychology (1)

One course in Biological and Psychophysical Processes (1)

- [PSYC 345](#) Biopsychology
- [PSYC 351](#) Sensation and Perception
- [PSYC 355](#) Cognitive Neuroscience

One course in Learning and Cognitive Processes (1)

- [PSYC 340](#) Psychology of Learning

- [PSYC 350](#) Cognitive Processes

One course in Developmental and Personality/Social Psychology (1)

- [PSYC 330](#) Developmental Psychology: Lifespan
- [PSYC 331](#) Developmental Psychology: Adolescence
- [PSYC 332](#) Personality Psychology
- [PSYC 336](#) Social Psychology
- [PSYC 354](#) (US) Psychology of Women and Gender

One course in Clinical and Applied Psychology (1)

- [PSYC 335](#) Adult Psychopathology
- [PSYC 337](#) Diagnosis of "Abnormal" Child and Adolescent Behavior
- [PSYC 341](#) Personnel and Industrial Psychology

One lab-based course in one of the following (1)

Note: Only courses in these areas that satisfy the Natural World Mode of Inquiry in the General Education Program will satisfy this requirement.

- Biology
- Chemistry
- Environmental Science
- Physics
- [IDS 220](#) (EV, NW) The Body in Science and Society

Requirements for the Psychology Minor (5 Credits)

- [PSYC 210](#) (US) Introduction to Psychology (1)
- [PSYC 252W](#) (QA) Research Methods and Analysis I (1) *
- Three Psychology prefix courses selected in consultation with a faculty advisor in the Department of Psychology (3) **OR** Four Psychology prefix electives if Methods course has been taken outside of Psychology

*[PSYC 252W](#) requirement will be waived if student has taken equivalent methods course in major discipline (for example: [BIOL 244](#), [EXSCI 356](#), [IDS 138](#), [MATH 138](#), [SOC 331](#))

Indicators of Achievement

The Psychology Department has identified the following four student learning outcomes and corresponding measures

1. Knowledge Base of Psychology

- Students will demonstrate knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in Psychology. Measure used to assess whether goal is met: Psychology Major Field Test (MFT).
- 2. Research Methods in Psychology
 - Students will understand and apply basic research methods in Psychology; they will demonstrate knowledge in research design and application, research ethics and the IRB process, data analysis, and data interpretation. Measure used to assess whether goal is met: Senior Seminar Paper.
- 3. Critical Thinking Skills in Psychology
 - Students will demonstrate critical thinking skills, will explore underlying value assumptions, and will apply the scientific approach to analyze problems related to behavior and mental processes. Measures used to assess whether goal is met: Senior Seminar Paper; Psychology as Science (PAS) scale.
- 4. Application of Psychology
 - Students will demonstrate skills in the ethical application of Psychology by successfully completing one of two possible senior level internships:
 - (a) a research internship in which students conduct original research under the direction of a faculty mentor or
 - (b) a field internship in which students work at a community agency or organization which engages in applied psychological work. Measures used to assess whether goal is met: Internship Supervisor Evaluation Form ; Internship Experiential Paper.

Faculty

- [Courtney Stevens](#), Associate Professor & Department Chair
- [Meredyth Goldberg Edelson](#), Professor of Psychology
- [James Friedrich](#), Professor of Psychology
- [Sue Koger](#), Professor of Psychology
- [Jeremy Miller](#), Professor of Psychology
- [Erik Nofle](#), Associate Professor of Psychology; on leave, 2017-18 academic year.
- [Kyle Stephenson](#), Assistant Professor of Psychology
- [Mark Stewart](#), Professor of Psychology
- [Melissa Witkow](#), Associate Professor of Psychology, Department Chair

Course Listings

PSYC 210 (US) Introduction to Psychology (1)

Systematic exploration of traditional fields of psychology, including biopsychology, sensation and perception, cognitive, learning, developmental, social, personality, and clinical areas. Special attention will be given to the nature of evidence and its interpretation in behavioral science, as well as to ethical considerations and controversies arising in connection with the conduct and application of psychological research.

- General Education Requirement Fulfillment: Understanding Society
- **Offering:** Every semester
- Instructor: Staff

PSYC 252W (QA) Research Methods and Analysis I (1)

An examination of the scientific method as applied to psychological research. This course will address issues in theory testing, measurement, experimental and correlational designs and research ethics. The course will also cover descriptive statistics and exploratory data analysis, including graphical and computer-based statistical analysis. Extensive laboratory and writing experience required, with coverage of library search methods and APA style.

- **General Education Requirement Fulfillment:** Writing-centered; Quantitative and Analytical Reasoning
- **Prerequisite:** [PSYC 210](#) or consent of instructor; course is restricted to Psychology majors and minors
- **Offering:** Every semester
- Instructor: Staff

PSYC 253 (QA*) Research Methods and Analysis II (1)

This course is a continuation of [PSYC 252W](#). The course will cover basic and intermediate topics in inferential statistics, including coverage of correlation/regression analysis, ANOVA, effect size and power analysis. The course will emphasize the use of statistical software in the analysis of behavioral science data and will require the students to engage in technical writing of statistical reports.

- **General Education Requirement Fulfillment:** Quantitative and Analytical Reasoning (*)
- **Prerequisite:** [PSYC 252W](#) with a C- or better or consent of instructor. Writing-centered and Quantitative and Analytical Reasoning proficiency in PSYC 252W must be demonstrated prior to enrolling in this course.
- **Offering:** Every semester
- Instructor: Staff

PSYC 300 Orientation to Major Program Internship (.25)

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

- **Prerequisite:** [PSYC 252W](#) and Junior standing with a declared major in Psychology
- Offering: Spring
- Instructor: Staff

PSYC 310 (US) Clinical Psychology (1)

This course provides an overview of the science and profession of clinical psychology, highlighting the treatment of psychological disorders through psychotherapy. Methods of empirically evaluating the effectiveness of various therapeutic interventions (for example, through randomized controlled trials) is a key aspect of the course. Multiple theoretical frameworks will be covered, including psychoanalytic and humanistic therapies. Emphasis will be placed on modern evidence-based therapies, including cognitive behavioral and acceptance-based interventions. This course includes only minor coverage of specific diagnoses, which are covered in more depth in [PSYC 335](#) and [PSYC 337](#).

- **Prerequisite:** [PSYC 210](#)
- **Offering:** Alternate Years
- **Instructor:** Stephenson

PSYC 321 (US) Psychology for Sustainability (1)

Environmental degradation (resource overconsumption, pollution, climate change) is the most pressing problem confronting contemporary society—without a livable planet, humans, like other animals, cannot survive. Because human behavior is at the root of the problem, Psychology, the science of behavior, offers important insights for understanding and changing unsustainable individual and society systems. No background in either Psychology or Environmental Science/Studies is assumed. A service learning component is required.

- General Education Requirement Fulfillment: Understanding Society
- Designated as a Service Learning Course
- **Offering:** Annually
- Instructor: Koger

PSYC 330 Developmental Psychology: Lifespan (1)

This is an introductory course in developmental psychology, designed to introduce physical, cognitive, social and emotional changes throughout the life span., We will also discuss the roles of environment and context on development, as well as policy and other practical applications of these concepts.

- **Prerequisite:** [PSYC 210](#)
- **Offering:** Annually
- Instructor: Witkow

PSYC 331 Development Psychology: Adolescence (1)

Developmentalists regard adolescence as a qualitatively special period/state of life which is different than prior childhood or future adult maturity. In contrast, some social historians see adolescence as a recent phenomenon shaped by industrialization and extended formal education which may be more apparent than real. Our interest is concerned with what adolescence means for our times. We will look at how general psychological theories interpret adolescence. We will also consider general

issues young people deal with (family, school, employment, etc.), as well as special problems that some adolescents face (ethnic status, gender perspectives, and poverty).

- **Prerequisite:** [PSYC 210](#) or consent of instructor
- **Offering:** Alternate years
- Instructor: Witkow

PSYC 332 Personality Psychology (1)

An introduction to the major approaches to studying human personality (e.g., psychodynamic, behavioral, humanistic, cognitive) with emphasis on how traditional personality theories relate to existing and modern research. Assignments will offer opportunities for both self-reflection and analysis of course content.

- **Prerequisite:** [PSYC 210](#) or consent of instructor
- **Offering:** Every semester
- Instructor: Noftle

PSYC 335 Adult Psychopathology (1)

This course provides an overview of psychological disorders of adults. Utilizing the current diagnostic framework, symptoms of major classes of mental illness such as anxiety disorders, mood disorders, personality disorders, and schizophrenia will be reviewed. Issues regarding etiology, assessment, and diagnosis will be discussed. The primary focus will be on understanding the nature of disorders, including an in-depth review of empirically-supported scientific theories regarding the development and maintenance of mental health problems. Only minor emphasis will be given to the treatment of disorders.

- **Prerequisite:** [PSYC 210](#)
- **Offering:** Annually
- **Instructor:** Stephenson

PSYC 336 Social Psychology (1)

The study of individual thought and behavior in social contexts. Major content areas include the perception of oneself and others, social judgment and inference processes, attitude formation and change, conformity, altruism, aggression, prejudice and interpersonal attraction. The course emphasizes theory and findings from experimental laboratory research.

- **Prerequisite:** [PSYC 210](#) or consent of instructor
- **Offering:** Spring
- Instructor: Friedrich

PSYC 337 Diagnosis of "Abnormal" Child and Adolescent Behavior (1)

When diagnosing psychological disorders, clinicians rely on the Diagnostic and Statistical Manual of Mental Disorders (DSM). In this class, we will examine the scientific evidence regarding the reliability and validity of the DSM for diagnosing psychological disorders, particularly in children and adolescents. We will begin by considering the concepts of "abnormality" and mental illness as defined in the DSM and then examine child and adolescent disorders found in the DSM with regard to symptom presentation and etiology. Finally, we will evaluate the evidence regarding the reliability and validity of the DSM child and adolescent disorders we review.

- **Prerequisite:** [PSYC 210](#)
- Offering: Fall
- Instructor: Edelson

PSYC 340 Psychology of Learning (1)

A systematic introduction to the nature of the learning process, emphasizing a topical/theoretical orientation. Major topics covered include the historical legacy of neobehaviorism, classic and contemporary Pavlovian conditions, techniques of instrumental learning, the nature of reinforcement, aversive learning, generalization and discrimination, and recent developments in the field. A service learning component is included.

- **Prerequisite:** [PSYC 210](#) or consent of instructor
- Designated as a Service Learning Course
- **Offering:** Annually
- Instructor: Koger

PSYC 341 Personnel and Industrial Psychology (1)

This course will explore the field of industrial/organizational psychology in its broadest sense. We will examine the psychology of work behavior from both a management perspective, with its emphasis on efficiency and productivity; and from a worker's point of view, including concerns about career development, job satisfaction and stress. Work-related issues in many types of organizations (e.g., educational institutions, social service agencies, profit-oriented manufacturing companies) will be considered.

- **Prerequisite:** [PSYC 210](#) or consent of instructor
- **Offering:** Alternate years
- Instructor: Friedrich

PSYC 345 Biopsychology (1)

The biological bases of animal behavior will be examined. Neuroanatomical and psychopharmacological techniques will be applied to processes including sleep, emotion, learning, and memory, as well as neuropsychological disorders.

- **Prerequisite:** [PSYC 210](#)
- **Offering:** Annually
- **Instructor:** Koger

PSYC 350 Cognitive Processes (1)

This course will consider the subjects of attention, concept formation, pattern recognition, language, memory, artificial intelligence, creative thinking, problem solving and other aspects of cognition.

- **Prerequisite:** [PSYC 210](#) or consent of instructor
- **Offering:** Spring
- **Instructor:** Miller

PSYC 351 Sensation and Perception (1)

This course explores the processes and mechanisms involved in detecting stimuli from the environment and how we perceive information gathered through sensation. Topics include psychophysics, neurophysiology, the visual system, object perception, color vision, sound and audition, touch and pain, and chemosensation (gustation and olfaction).

- **Prerequisite:** [PSYC 210](#) or consent of instructor
- **Offering:** Annually
- **Instructor:** Stewart

PSYC 354 Psychology of Women and Gender (1)

An examination of the psychological literature will be conducted with a focus on how our knowledge of human behavior, which was initially developed from the exclusive study of males, evolved to include the study of females. We will explore issues of sexism in psychological research, biological and socialization influences affecting females and males, and the effect of societally-constructed gender roles on human behavior. Specific topics that will be addressed include: cognitive abilities, morality, achievement, interpersonal violence, and mental illness.

- **Prerequisite:** [PSYC 210](#) or consent of instructor
- **Offering:** Alternate springs
- **Instructor:** Edelson

PSYC 355 Cognitive Neuroscience (1)

Much of our knowledge of cognitive processes is derived from cases in which something has "gone wrong" with normal brain activities, either through brain injury or disease. Students will receive an introduction to neurobiological techniques and their application to the study of cognition. Neurological, neuropsychological and developmental abnormalities will be emphasized.

- **Prerequisite:** [PSYC 210](#)
- **Offering:** Alternate years

- Instructor: Stevens

PSYC 370 Topics in Psychology (1)

This course allows members of the Psychology Department to offer topical courses, in areas not already part of the curriculum, which can be tailored to meet student and faculty interests. May be repeated for credit.

Note: This course may count in one of the following foundation categories of the Psychology major depending on the topics offered.

PSYC 370A Topics in Psychology: Clinical and Applied

PSYC 370B Topics in Psychology: Biological and Psychophysical Processes

PSYC 370C Topics in Psychology: Cognitive and Learning

PSYC 370D Topics in Psychology: Social, Developmental, and Personality

- **Prerequisite:** [PSYC 210](#)
- **Offering:** On demand
- Instructor: Staff

PSYC 390 Independent Study (.25, .5 or 1)

Individual library and field research projects selected in consultation with Psychology faculty. These projects are intended for advanced students who wish to study a topic not normally available in the department curriculum.

- **Prerequisite:** [PSYC 210](#)
- **Offering:** Every semester
- Instructor: Staff

PSYC 431W Topical Seminar in Psychology (1)

This course represents an opportunity to take a specialized, advanced-level class from a faculty member. Seminar students will complete the senior thesis paper for psychology.

- General Education Requirement: Writing-centered
- **Prerequisite:** [PSYC 252W](#) and junior or senior standing; restricted to Psychology majors or by consent of instructor
- **Offering:** Every Semester
- Instructor: Staff

PSYC 493 Senior Independent Study (.25 to 1)

The Senior level Independent Study can be taken as an extension of [PSYC 498W](#) for continued work on a research project or at a field internship site. Specifically, research interns may earn independent study credit for conducting advanced analyses on their research results and revising their empirical

research reports, e.g., for potential publication. Field interns may earn independent study credit for continuing work at their internship site, in excess of the minimum requirement of 168 hours.

- **Prerequisite:** [PSYC 210](#), [PSYC 252W](#) Senior Standing
- **Offering:** Spring Semester
- Instructor: Staff

PSYC 498 Senior Internship in Psychology (1)

This course provides senior Psychology majors with applied psychological experience obtained through either a field internship at an organization engaging in psychological or related work, or through a research internship in which students conduct original research under faculty supervision. Students may not begin their internship hours prior to successful completion of, or concurrent enrollment with [PSYC 253](#).

- **Prerequisite:** [PSYC 252W](#) and [PSYC 300](#) and senior standing
- **Pre- or Corequisite:** [PSYC 253](#)
- **Offering:** Annually
- Instructor: Staff

PSYC 499W Senior Honors in Psychology (.5)

Continuation of [PSYC 498](#) for Psychology Honors candidates to complete their scholarly thesis requirement under faculty supervision.

- **Prerequisite:** [PSYC 253](#) and [PSYC 498](#)
- General Education Requirement Fulfillment: Writing-centered
- **Offering:** Annually
- Instructor: Staff

Politics, Policy, Law & Ethics

The program in Politics, Policy, Law & Ethics (PPLE) focuses on turning knowledge into action. Seeking to take full advantage of the opportunity afforded by Willamette's location across the street from the state capitol, the proximity to the state courts and penitentiary, the vital presence of Native American Tribes government, and crucial status of Oregon at the center of forestry, agriculture and land-use policy development, the Politics, Policy, Law & Ethics program at Willamette is committed to helping students think about the civic roles and responsibilities they might have. Working at the vibrant and vital intersection of public policy, law, and ethics, PPLE courses are designed to enable students to develop the knowledge, skills, and principles vital for addressing contemporary political challenges.

Students who entered the University prior to Fall 2018 may complete the Politics (POLI) major as described in the catalog of the entering year (e.g. 2016-2017, 2017-2018), or may choose to

complete the new Politics, Policy, Law and Ethics (PPLE) major. Those choosing to complete the new major must first consult the PPLE department chair.

Students who entered the University in Fall 2018 or later will complete the new Politics, Policy, Law and Ethics (PPLE) major. Note: Fall 2018 Politics classes affected by this change will reflect on degree audits the appropriate PPLE requirements in spite of course prefix (POLI instead of PPLE on applicable courses).

Requirements for the Politics, Policy, Law & Ethics Major (11 Credits)

11 credit major; no more than 10 credits can have a PPLE prefix.

Three Required Core Classes (4)

- [PPLE 210](#) (US) American Politics (1)
- [PPLE 220](#) (EV) Politics and Ethics (1)
- [PPLE 480W](#) Senior Thesis is required of all majors (2)

Two Courses in Public Policy (2)

- [ENVS 321](#) Environmental Policymaking: Politics and Process (1)
- [PPLE 319](#) U.S. Welfare Policy (1)
- [PPLE 330](#) Topics in Public Policy (1)
- [PPLE 334](#) Law and Public Policy (1)
- [PPLE 358](#) American Political Development (1)
- [GSM-6201](#) Public Policy Studies (1)

One course in Public Law (1)

- [HIST 308](#) American Legal History (1)
- [PPLE 334](#) Law and Public Policy (1)
- [PPLE 337](#) Constitutional Law (1)
- [Law 237](#) Native American Law (1)
- [Law 252](#) Constitutional Law II (1)
- [Law 381](#) First Amendment (.5)
- [Law 382](#) U.S. Supreme Court (.5)

Two courses in American Politics and/or Ethics (2)

- [ENVS 304W](#) (EV) Politics of Environmental Ethics (1)
- [POLI 318](#) Death in America (1)
- [PPLE 314](#) (EV) Politics and Religion in the United States (1)
- [PPLE 315](#) Topics in Politics (1)
- [PPLE 317](#) Political Judgment (1)
- [PPLE 351W](#) Sex, Gender, and American Politics (1)

- [PPLE 353](#) Parties, Elections and Campaigns (1)
- [PPLE 354](#) The American Presidency (1)

One Internship/Experiential Credit (1)

- [PPLE 396](#) Internship in Government and Politics (1)
- [PPLE 398](#) Legislative Internship (1)

One Additional Course from the Above Lists or From the Following: (1)

- [ANTH 231](#) (TH, US) Native North American Cultures (1)
- [ANTH 258](#) (US) Selected Area Studies: Intro to Migration Studies (topic dependent) (1)
- [ANTH 344](#) Medical Anthropology (1)
- [ANTH 351](#) (EV) Indigenous Peoples, Human Rights and the Environment (1)
- [CCM 202](#) (CA) Designing Persuasive Campaigns (1)
- [CCM 361](#) Citizenship and the Public Sphere (1)
- [ECON 320](#) Discourse on Income Inequality (1)
- [ECON 344](#) The Economics of Race & Gender (1)
- [ECON 345](#) Environmental Economics (1)
- [ENVS 328](#) Health and the Global Environment (1)
- [HIST 307](#) American Immigration History (1)
- [SOC 334](#) Inequality in Society (1)
- [SOC 355](#) Health and Society (1)

Indicators of Achievement

The learning and curricular goals of the Politics, Policy, Law and Ethics Department reflect the online Departmental self-description. They encompass student learning outcomes consistent with the liberal arts mission in general and curricular goals specific to our discipline. Our goals are consistent with national disciplinary recommendations, and the range of goals in the assessment plans at other political science departments nationally.

Student Learning Outcomes for the Politics, Policy, Law and Ethics Major

1. General academic skills as applied to the important political and socio-economic controversies that surround us
 - Read carefully
 - Research effectively
 - Speak competently
 - Think critically, and broadly without losing attention to specificity
 - Write persuasively
2. Discipline specific learning
 - Knowledge of range of explanatory and normative theories in political science
 - Knowledge of the variety of political institutions and processes

- Knowledge of the 3 sub-fields – public policy, public law, and American politics and/or ethics

Faculty

- [David Gutterman](#), Professor of Politics, Policy, Law and Ethics
- [Richard Ellis](#), Mark O. Hatfield Professor of Politics
- [Michael Marks](#), Professor of Politics
- [Melissa Buis Michaux](#), Associate Professor of Politics

Course Listings

PPLE 210 (US) American Politics (1)

This course reviews elements of American government in light of contemporary political issues, analyzes political processes through which public concerns are translated into public policies and develops analytical tools with which to examine American politics in its economic and social context. Closed to seniors except with consent of instructor.

- General Education Requirement Fulfillment: Understanding Society
- **Offering:** Annually
- **Instructor:** Ellis, Michaux

PPLE 220 (EV) Politics and Ethics (1)

This course is an introduction to questions of ethics and politics. Topics to be discussed may include justice, the nature of the good, different conceptions of happiness, virtue, ethical theory, moral relativism, feminist ethics, liberty, equality, and the foundation of rights, as well as particular applied topics in moral and political philosophy (such as economic justice and the ethics of war).

- General Education Requirement Fulfillment: Examining Values
- **Prerequisite:** First or Second Year Students Only
- **Offering:** Every Semester
- **Instructor:** Gutterman, Ellis

PPLE 314 (EV) Politics and Religion in the United States (1)

Exploration of the vital and often contentious relationship between politics and religion in the United States. Topics include theories of justice, authority and morality, religious and American culture, contemporary public policy issues.

- General Education Requirement Fulfillment: Examining Values
- **Prerequisite:** One 200-level PPLE Course
- **Offering:** Annually
- **Instructor:** Gutterman

PPLE 315 Topics in Politics (1)

This course enables faculty and students to focus on a specific topic in politics be it within or across the discipline's subfield. Topics will involve attention to some aspect of the interconnections between ideas, images, personalities, power, and institutions as these arise in the political, socio-economic, and cultural spheres. Designation of specific topic and relevant cases and theories will be made at the time of course offering.

- **Prerequisite:** One PPLE course at the 100/200 level or consent of instructor
- **Offering:** Alternate years
- Instructor: Staff

PPLE 317 Political Judgment (1)

How and why do individuals and collectives decide to pursue certain courses of action and avoid others? What is the basis and process of good judgment and how can it be recognized and valued? What is the role of habit, reason, force, emotion, desire, faith? Different approaches to political judgment will be examined and applied to vexing social and moral issues.

- **Prerequisite:** One 200-level PPLE course
- **Offering:** Annually
- Instructor: Gutterman

PPLE 319 U.S. Welfare Policy (1)

This course examines the nature and development of welfare policy in the United States, analyzing both the philosophical underpinnings of social provision and the role of politics in shaping and changing the extent of that provision. In addition, we consider the most recent attempts to reform welfare, the obstacles to implementation of new policy, and the efforts of states to address poverty issues.

- **Prerequisite:** [PPLE 210](#) or consent of instructor
- **Offering:** Alternate years
- Instructor: Michaux

PPLE 330 Topics in Public Policy (1)

This course examines the American public policy process through a case study approach. Attention will be paid to issues of policy formation and implementation with a focus on the role of national and state institutions in altering policy outcomes. Case studies will vary but may include: tax and budget policy, crime, education, housing, health care, morality policies.

- **Prerequisite:** [PPLE 210](#) or consent of instructor
- **Offering:** Alternate years
- Instructor: Michaux

PPLE 334 Law and Public Policy (1)

This course examines the law in its social context and the extent to which law reflects social philosophy and public policy. It analyzes law in its formal setting - opinions, precedents and rules - and its informal setting - policy discretion and the political nature of juries and prisons. The course considers the impact of legal education on values and social responsibility.

- **Prerequisite:** [PPLE 210](#) or consent of instructor
- **Offering:** Annually
- Instructor: Carella

PPLE 337 Constitutional Law (1)

This course examines the development of the U.S. Constitution from 1803 to the present from the perspective of Supreme Court decisions. Primary emphasis is placed on the definition of and the priority among principles of limited government, the protection of private property, the promotion of commerce and individual liberty.

- **Prerequisite:** [PPLE 210](#) or consent of instructor
- **Offering:** Annually
- Instructor: Carella

PPLE 351W Sex, Gender and American Politics (1)

A wide range of political issues, from abortion to marriage equality, raise fundamental questions about the nature of sex, gender roles, and the role of government. These issues play out in an electoral arena where female voters outnumber male voters but the percentage of female candidates for office remains low. Is politics a man's game? Is there a distinctive feminist politics? What are the institutional opportunities and barriers to political equality? Questions about the gendered dimensions of political life will animate our analysis of American democratic life.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** [PPLE 210](#) or consent of instructor
- **Offering:** Alternate years
- Instructor: Michaux

PPLE 353 Parties, Elections and Campaigns (1)

This course explores the uneasy position of political parties in a constitutional system designed in part to thwart majority action and asks, to what extent do American political parties and elections enhance or obstruct democratic control of government? Topics include: The Founders' views of political faction and the development of a party system; the historical exclusion of women and African-Americans from party politics; and the role of parties today in shaping and governing political conflict. Finally, the course analyzes a variety of reform proposals from alternative "citizen" organizations to calls for proportional representation.

- **Prerequisite:** [PPLE 210](#)
- **Offering:** Alternate falls
- **Instructor:** Michaux

PPLE 354 The American Presidency (1)

This course analyzes the American presidency. The primary focus is typically on the contemporary period, but the course also includes a substantial historical dimension. The particular presidencies studied will vary from year to year.

- **Prerequisite:** [PPLE 210](#) or consent of instructor
- **Offering:** Annually
- **Instructor:** Ellis

PPLE 358 American Political Development (1)

This course examines the development of American political culture and political institutions in the 19th and 20th centuries. Particular topics and questions vary from year to year.

- **Prerequisite:** [PPLE 210](#)
- **Offering:** Alternate years
- **Instructor:** Ellis, Michaux

PPLE 372 (TH) American Foreign Policy (1)

This course analyzes the substance and sources of American foreign policy since World War II and examines the complexity of interests and issues that affect U.S. relations with selected countries and regions.

- General Education Requirement Fulfillment: Thinking Historically
- **Prerequisite:** One of [POLI 214](#), [POLI 216](#) or [POLI 218](#)
- **Offering:** Annually
- **Instructor:** Marks

PPLE 383 Dissent in 20th Century American Political Thought (1)

This course examines dissent in 20th century American political thought. Major areas of political divisiveness, such as Capitalism, Labor and (anti-) Communism, Race and Racism, and Sex, Gender, and Sexuality, will be explored through works of political activism and analysis on both the Left and Right.

- **Prerequisite:** 200-level PPLE course
- **Offering:** Alternate years
- **Instructor:** Gutterman

PPLE 390 Independent Study (variable credit)

Opportunity to conduct a major research project, which cannot be satisfied through any existing course in the department's curriculum, under faculty supervision. Proposed projects must be submitted to the Department Chair and must be approved by the department faculty.

- **Offering:** Every semester
- Instructor: Staff

PPLE 396 Internship in Government and Politics (1)

Supervised internships in state and local government. Interns are placed only in positions which provide academic learning opportunities and the availability of such positions may be limited. A student is accepted for internship at the discretion of the instructor on the basis of demonstrated capabilities, including research and writing skills. Interns are expected to work 12 hours a week, meet regularly with the instructor, attend periodic seminars, and write a final research paper.

- **Prerequisite:** [PPLE 210](#) and sophomore status
- **Offering:** Every semester
- Instructor: Staff

PPLE 398 Legislative Internship (1)

Supervised internships in the Oregon State Legislature. Interns are placed only in positions which provide academic learning opportunities and the availability of such positions may be limited. Students are admitted to the course by consent of the instructor and are selected on the basis of their demonstrated capabilities, including research and writing skills. Interns are expected to work 12 hours a week, meet regularly with the instructor, attend periodic seminars, and write a final research paper.

- **Prerequisite:** [PPLE 210](#) and sophomore status
- **Offering:** Spring of odd-numbered years
- Instructor: Michaux

PPLE 480W Senior Thesis (2)

The Senior Thesis is the capstone experience in the Politics major. It involves the writing of a major research paper under the close supervision of a faculty member. The paper is subject to multiple stages of criticism and rewriting. This process is intended to deepen students' insights into different forms of inquiry, methods and literature; hone their skills of critical thinking; sharpen their abilities to analyze theory and test ideas through research; and ensure that their research designs and methodologies are effective and appropriate.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** A minimum of seven PPLE credits, and three-credits at the 300 level, two of which must be completed in residence at Willamette; [PPLE 390](#), [PPLE 396](#) and [PPLE 398](#) do not count toward the three credit minimum

- **Offering:** Every semester
- Instructor: Staff

Religious Studies

Religious Studies at Willamette University offers students the opportunity to engage in the critical study of religion as a pervasive aspect of human culture. In Religious Studies courses students learn how to formulate critical questions about religious traditions and phenomena. They acquire a knowledge base adequate to a nuanced and meaningful understanding of a variety of religions, including beliefs, practices, cultural contexts and distinctive histories. Students develop as well the capacity to assess the truth claims and other contributions to human culture made by the leaders, scholars, communities, and texts associated with religion.

Requirements for the Religious Studies Major (8 Credits)

Elective courses (6 credits) from the following areas:

Note:

- At least 1 elective must be taken from each of the Areas "A," "B," and "C"
- Up to 2 courses may be counted from Area "D"
- 3 electives must be at the 300-level

Area A - Sources of the Western Tradition

- [REL 113](#) (IT, TH) Scripting God: A Critical Introduction to the Bible
- [REL 215](#) (EV, IT) How Christianity Began: The History and Literature of Early Christianity
- [REL 223](#) History and Literature of Early Judaism
- [REL 225](#) (EV, IT) Forgotten Scriptures: Apocryphal Literature and the Origins of Christianity
- [REL 227](#) (EV, TH; 4th Sem Lang Req) Paganism: The Religions of Greece and Rome
- [REL 322](#) (EV, TH) In Search of the Historical Jesus
- [REL 335W](#) (EV, IT) Race, Class, and Gender in the Life and Letters of Paul
- [REL 390](#) Independent Study (.5 or 1)

Area B - Development of the Western Tradition

- [REL 150](#) (EV, IT) Introduction to Islam
- [REL 214](#) (TH) Religion in America
- [REL 244](#) (EV) Introduction to Judaism
- [REL 250](#) (EV, IT) Introduction to the Qur'an
- [REL 320](#) Religion and Science
- [REL 323](#) (EV, IT) The Bible and American Culture
- [REL 333](#) Topics in Contemporary American Theology
- [REL 334](#) (EV) Liberation Theology and Social Change
- [REL 390](#) Independent Study (.5 or 1)

Area C - Asian and Comparative Studies

- [REL 115](#) (EV) Introduction to the Study of Religion
- [REL 135](#) (EV, IT) Religions of Asia
- [REL 233](#) (EV, TH) History and Culture Along the Silk Road
- [REL 239](#) (EV) Introduction to Chinese Religions
- [REL 262](#) (EV) Japanese Religions
- [REL 336](#) (EV) Topics of Women in World Religions
- [REL 348](#) (EV) Buddhism
- [REL 352](#) (EV, IT) Shamanism
- [REL 354](#) (IT) Topics in Asian Religion
- [REL 356](#) (EV) Taoism
- [REL 390](#) Independent Study (.5 or 1)

Area D - Courses from Other Departments Counting Toward the Religious Studies Major or Minor

- [ANTH 353](#) Myth, Ritual and Religion
- [CHNSE 352](#) (US) Rites of Passage in Chinese Societies
- [HIST 131](#) (TH) Historical Inquiry: The Crusades (*Note: only the topic on the Crusades counts*)
- [HIST 259](#) American Jewish History
- [PHIL 235W](#) Philosophical Ethics
- [PHIL 325](#) Kierkegaard, Meaning and the Self
- [PPLE 314](#) (EV) Politics and Religion in the United States

Senior Experience (2 Credits):

- [REL 490](#) Senior Directed Study
- [REL 496W](#) Directed Senior Thesis

Note:

At the end of their Junior year, Religious Studies majors will interview with the Religious Studies Faculty to determine the focus for their Senior Experience. The Senior Experience will consist of 2 courses: 1) a Senior Directed Study ([REL 490](#)) with an advisor whose expertise most closely matches the interests of the student; 2) a Senior Directed Thesis ([REL 496W](#)), normally directed by the same advisor with whom the student has completed his/her Senior Directed Study. In REL 490: Senior Directed Study the student will a) acquire a knowledge base adequate to undertaking a Senior Thesis in an area of interest to him/her, b) survey a variety of methods and theories of religion, and c) develop a theoretical framework and method adequate to pursuing a thesis in his/her area. At the conclusion of the Senior Directed Study the student will complete a thesis proposal. In [REL 496W](#): Senior Directed Thesis the student will write his/her thesis under the supervision of a faculty advisor. Normally the Senior Directed Study and the Senior Directed Thesis will be completed in consecutive semesters. Both of these courses will be offered as multiple sections, each with a different Religious

Studies professor enrolling one student. All sections of these courses will include a colloquium meeting bi-weekly for 2 hours with other students engaged in the senior experience and their faculty advisors, where they will present their work to peers and faculty and mark their progress toward the completion of the Senior Experience.

Requirements for the Religious Studies Minor (5 Credits)

- 5 elective courses
 - 2 electives must be at the 300-level
 - At least 1 elective must be taken from each of the Areas "A," "B," and "C"
 - 1 course may be counted from Area "D"

Indicators of Achievement

Student Learning Outcomes for the Religious Studies Major

1. Students will be able to speak cogently about religion as a pervasive feature of human culture manifesting itself in a variety of times and places and in multiple forms and traditions (as demonstrated through the successful completion of courses in each of the areas A, B, and C).
2. Students will be able to formulate critical questions about religious traditions and phenomena (as demonstrated by participation in bi-weekly colloquia associated with the Senior Experience, other opportunities to engage faculty in critical discussion, and the successful completion of REL 490 and 496).
3. Students will have a knowledge base that includes a detailed understanding of the beliefs, practices, cultural contexts and distinctive histories of several religious traditions (as demonstrated through the successful completion of courses in each of the areas A,B, and C).
4. Students will develop the capacity to think critically about the truth claims and other contributions to human culture made by the leaders, scholars, communities, and texts associated with religion (as demonstrated by participation in bi-weekly colloquia associated with the Senior experience, other opportunities to engage faculty in critical discussion, and the successful completion of REL 490 and 496).
5. Students will acquire and hone discipline-based writing skills (as demonstrated through the successful completion of REL 496, one other Writing-centered course in Religious Studies, and the various other writing assignments associated with particular courses, basic to advanced, in Religious Studies).

Faculty

- [Xijuan Zhou](#), Associate Professor of Religious Studies
- [Shatha Almutawa](#), Assistant Professor of Religious Studies
- [Stephen Patterson](#), George H. Atkinson Professor of Religious and Ethical Studies
- [Dr. Karen L. Wood](#), University Chaplain

Part-Time and Visiting Faculty

- [Gary Ellison](#), Assistant Chaplain
- [Steven K. Green](#), Fred H. Paulus Professor of Law, Director of the Center for Religion, Law & Democracy
- [Charles I Wallace, Jr.](#), Chaplain Emeritus, Associate Professor of Religious Studies

Independent Scholar

- [Fareeha Khan](#), Independent Scholar

Course Listings

REL 113 (IT, TH) Scripting God: A Critical Introduction to the Bible (1)

The Bible is a cultural force like no other. As a book, it outsells all others combined. As a source of authority, only the Constitution competes with it for influence. But what is the Bible, really? Where does it come from? What is actually in it? What do scholars say about its perplexing content? This is a course about the Bible for students who wish to know more about it. No prior knowledge is required, only a readiness to think critically about a sacred text.

- General Education Requirement Fulfillment: Interpreting Text, Thinking Historically
- **Offering:** Annually
- Instructor: Patterson

REL 115 (EV) Introduction to the Study of Religion (1)

The course seeks to illuminate three central components shaping the human condition: (1) the human paradox of the perceptible and the imperceptible enabling a distinction between matter and spirit; (2) the necessary role of models for establishing a communal reality; and (3) the necessary dependence of the human upon tradition. These components will then serve for investigating at least one unfamiliar religious community to provide a sympathetic understanding of the variety of religious phenomena.

- General Education Requirement Fulfillment: Examining Values
- Offering: Fall
- Instructor: Staff

REL 135 (EV, IT) Religions of Asia (1)

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

- General Education Requirement Fulfillment: Examining Values, Interpreting Texts

- Offering: Fall
- Instructor: Zhou

REL 150 (EV, IT) Introduction to Islam (1)

What is "Islam," and how do we make sense of this faith tradition in the modern day? This course will first focus on the teachings, the beliefs and practices, of this major world religion. We will then cover a historical survey of Islam from the life of Muhammad onwards, looking in particular at the construction of authority within the Islamic tradition. By acquiring a thorough grounding in the major religious teachings of the Islamic tradition and a familiarity with its main institutions, we will then be able to meaningfully engage with contemporary articulations of Islam.

- General Education Requirement Fulfillment: Examining Texts, Interpreting Texts
- **Offering:** Every semester
- Instructor: Staff

REL 214 (TH) Religion in America (1)

Religion in North America from prehistory to the present, emphasizing the diverse traditions brought to these shores in continuing waves of immigration and the reshaping they received in the New World context. Popular and civil, as well as traditional institutional manifestations and new traditions made in America will be studied — all in creative interplay with other social, cultural and intellectual forces.

- General Education Requirement Fulfillment: Thinking Historically
- Offering: Fall
- Instructor: Staff

REL 215 (EV, IT) How Christianity Began: The History and Literature of Early Christianity (1)

How did Christianity begin? Who was Jesus, really? Who was the Apostle Paul? What was the world like in that place and time? Who were the first Christians and how can we understand what they wrote and did in the context of the early Roman Empire? And what is the lasting legacy of these remarkable people who somehow created a new religion? These questions and more form the subject matter of this class. There are no prerequisites.

- General Education Requirement Fulfillment: Examining Values, Interpreting Texts
- **Offering:** Annually
- Instructor: Patterson

REL 223 History and Literature of Early Judaism (1)

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

- **Offering:** Alternate springs
- Instructor: Patterson

REL 225 (EV, IT) Forgotten Scriptures: Apocryphal Literature and the Origins of Christianity (1)

A study of apocryphal literature in early Christianity, including Q, the Gospel of Mary, the Nag Hammadi Library, and other recently discovered texts. Topics will include the story of their discovery, their contents and context in early Christianity, and how they are making a difference in how we understand the origins of Christianity.

- General Education Requirement Fulfillment: Examining Values, Interpreting Texts
- **Offering:** Alternate Years
- Instructor: Patterson

REL 227 (EV, TH; 4th Sem Lang Req) Paganism: The Religions of Greece and Rome (1)

The Hellenistic era was a period of extraordinarily rich and diverse religious activity. Greek and Roman religious traditions met and mingled, Judaism was transformed by its encounter with the Hellenistic world, and Christianity was born. This course examines the religious life of the Hellenistic world, including the great temples and their gods, the imperial cult, local and family-oriented practices, magic, philosophy, mystery cults, Gnosticism, and more. Students should have basic familiarity with the history of Greece and Rome, 300 B.C.E. - 300 C.E.

- **General Education Requirement Fulfillment:** Examining Values, Thinking Historically; Fourth Semester Language Requirement (Greek and Latin)
- **Offering:** Alternate Falls
- Instructor: Patterson

REL 233 (EV, TH) Religions along the Silk Road (1)

This course will examine different religions that spread along the Silk Road. Main themes of this course include patterns of religious conversion, cultural interactions among different religious groups and the impacts of cultural encounters on the internal development of several religions. In the end, students will develop a deeper understanding about patterns and impact of encounters of diverse religion by studying the transformation of Buddhism, Islam, Manichaeism and Nestorian Christianity. Students will also make connections to cultural interactions among different religious groups in the U.S. today.

- General Education Requirement Fulfillment: Examining Values, Thinking Historically
- **Offering:** Alternate springs
- Instructor: Zhou

REL 239 (EV) Introduction to Chinese Religions (1)

An introduction to the foundations of Chinese religious thought with an emphasis on Confucianism, Taoism and Buddhism.

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Alternate years in spring
- Instructor: Zhou

REL 244 (EV) Introduction to Judaism (1)

A survey of Jewish texts, thought, practices and sancta. Attention will be given to the development of Judaism from the biblical period to the present.

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Alternate years in spring
- Instructor: Staff

REL 250 (EV, IT) Introduction to the Qur'an (1)

This course examines the history of the Qur'an as religious text, historical document and moral code. The scriptures of the Muslims will be discussed in light of different interpretations and commentaries from the medieval and modern periods, comparing "literal," figurative and progressive readings. The following questions will be examined: How were these texts transmitted over thousands of years? What are the earliest manuscripts available to us now? How were these scriptures understood at various points in history? And can they be reconciled with contemporary commitments such as those to equality and human rights?

- **General Education Requirement:** Examining Values, Interpreting Texts
- **Offering:** Annually
- Instructor: Almutawa

REL 256 (EV, IT) Goddesses and Ghosts: Images of Women in Chinese Tradition (1)

This course examines images of women represented in various forms of texts including Confucian, Taoist, and Buddhist scriptures, novels, poetry, Chinese art and films. Through close reading of these texts from 600 BCE to modern times, the course seeks to explore women's power, spirituality, and gender roles in different periods of Chinese history. The course will also focus on a comparison between the "woman" as an ideological construct and the actual living experiences of women, and between images constructed by male and female writers.

- **General Education Requirement Fulfillment:** Examining Values, Interpreting Texts; Asia Cluster
- **Offering:** Alternate years
- Instructor: Zhou

REL 262 (EV) Japanese Religions (1)

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

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Alternate years in spring
- Instructor: Zhou

REL 320 Religion and Science (1)

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

- **Offering:** Alternate years in fall
- Instructor: Staff

REL 322 (EV, TH) In Search of the Historical Jesus (1)

Who was Jesus, historically speaking? The question has occupied scholars for more than two centuries, when it became clear that the gospels do not offer straightforward historical accounts of his life. In this course students will learn how to read the gospels critically, come to see the traditions that stand behind them, understand the dynamics of oral culture and oral tradition, and learn about the methods historians use to sift through the traditions about Jesus to gain a glimpse of the historical reality behind the elaborated story. Students will also learn about the ancient world in which Jesus lived and how ancient people might have viewed him on their own terms.

- General Education Requirement Fulfillment: Examining Values, Thinking Historically
- **Offering:** Alternate years
- Instructor: Patterson

REL 323 (EV, IT) The Bible and American Culture (1)

An examination of the unique role the Bible has played in American culture, from the colonial era to the present. Topics include the Bible and literacy in colonial America, the Bible and the formation of the American ethos of conquest and manifest destiny, the Bible as a weapon in the battle over slavery, women's rights, and GLBTI rights, the Bible in American politics, and Biblical themes (especially apocalyptic) in literature and film

- General Education Requirement Department: Examining Values, Interpreting Texts
- **Offering:** Alternate years
- Instructor: Patterson

REL 333 Topics in Contemporary American Theology (1)

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

- **Offering:** Alternate years in fall

- Instructor: Staff

REL 334 (EV) Liberation Theology and Social Change (1)

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

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Alternate years in spring
- Instructor: Staff

REL 335W (EV, IT) Race, Class, and Gender in the Life and Letters of Paul (1)

Earliest Christians were baptized with the declaration that in Christ there is “neither Jew nor Greek, slave nor free, male and female, for you are all one in Christ Jesus.” This course explores how this utopian vision and the conflicts it inspired were played out in the earliest Christian communities, especially those reflected in the letters of the Apostle Paul. This is a writing-centered course; students will engage in a number of different writing exercises in it, including a final paper shared with peers.

- **General Education Requirement Fulfillment:** Writing-centered; Examining Values, Interpreting Texts
- **Offering:** Alternate years
- Instructor: Patterson

REL 336 (EV) Topics in Women in World Religions (1)

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

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Alternate years
- Instructor: Staff

REL 347 (IT) The Meaning of Life: Muslim and Jewish Thought in Philosophy's Golden Age (1)

Is the world eternal or created? What is the soul? Can one arrive at truth through science and philosophy, or only through scripture? These were some of the questions that Muslim and Jewish philosophers asked in the medieval period, a golden age of philosophy for both religions. In this course we will study the developments of the concepts of creation, the soul and prophecy in the thought of prominent Muslim and Jewish philosophers such as Ibn Sina, Al-Ghazali, Ibn Rushd, Judah Halevi, Isaac Israeli and Maimonides. We will discuss what makes these philosophies Muslim or Jewish, and examine the interaction between the two faiths.

- General Education Requirement Fulfillment: Interpreting Texts
- **Offering:** Annually

- Instructor: Almutawa

REL 348 (EV) Buddhism (1)

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

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Alternate years in spring
- Instructor: Zhou

REL 352 (EV, IT) Shamanism (1)

The course introduces beliefs and practices of various shamanic traditions in Asia and North America. It will examine the meaning of shamanic myths, symbols and rituals. It will also discuss the relationship between environmental concerns and the increasing interest in shamanism.

- **General Education Requirement Fulfillment:** Examining Values, Interpreting Texts; Indigenous Peoples and Cultures Cluster
- **Offering:** Alternate years
- Instructor: Zhou

REL 354 (IT) Topics in Asian Religions (1)

This course studies specific topics in Asia traditions. It investigates either a theme such as ritual, religious literature, good/evil, death and afterlife; or a religious tradition that is normally not offered, such as Hinduism, Islam, Manichaeism or Zoroastrianism

- General Education Requirement Fulfillment: Interpreting Texts
- **Offering:** Alternate years
- Instructor: Zhou

REL 356 (EV) Taoism (1)

An examination of classical Taoist philosophical texts such as Tao Te Ching and Chaung Tzu. The course focuses on the development of Taoist religious beliefs and rituals. The relationship between Tao, Ch'i, Chinese medicine and martial arts will be discussed.

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Alternate years in fall
- Instructor: Zhou

REL 358 Topics in the Western Religious Tradition (1)

This course provides a rubric for the investigation of major topics and issues related to the sources and formation of the Western religious tradition. The course also may be used for the intensive study of selected religious texts from the ancient Mediterranean world.

- **Offering:** Alternate years
- Instructor: Staff

REL 390 Independent Study (.5 or 1)

Intensive study of a selected area. Normally for juniors or seniors who are majors in Religious Studies.

- **Prerequisite:** Departmental approval
- **Offering:** On demand
- Instructor: Staff

REL 490 Senior Directed Study (1)

A one-on-one directed study in which the student develops expertise in an area of special interest to him/her under the direction of a faculty advisor. Students also gain familiarity with a variety of methods and theories of religion and develop a theory and method appropriate to the field in which she/he will pursue a thesis. At the conclusion of the course, students will propose a thesis topic. This course includes a 2-hour colloquium meeting bi-weekly with other students enrolled in REL 490 and their faculty advisors.

- **Prerequisite:** Religious Studies majors only
- **Offering:** Fall semester
- Instructor: Zhou

REL 496W Directed Senior Thesis (1)

A one-on-one directed study in which the student writes a thesis under the supervision of a faculty advisor. At the conclusion of the course the student will present the results of his/her work to a gathering of faculty and peers. This course includes a 2-hour colloquium meeting bi-weekly with other students enrolled in REL 496W and their faculty advisors.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** [REL 490](#)
- **Offering:** Annually
- Instructor: Patterson

Rhetoric

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

Willamette University Debate Union

The department hosts a speech and debate program for any College of Liberal Arts students interested in intercollegiate debate and speaking competition. Work and competition is under the guidance of the Director and Assistant Director of Debate. For additional information see Willamette University Debate Union in this catalog.

Indicators of Achievement

Student Learning Outcomes for Rhetoric Courses

1. Students demonstrate the ability to read, process and employ theory appropriately (as measured by rhetorical analysis rubric)
2. Students can identify and critique the role of symbols in communication (as measured by rhetorical analysis rubric)
3. Students demonstrate the ability to analyze the influence of mediation on rhetoric (as measured by final paper analysis rubric in CCM 220W: Analysis of Public Discourse)
4. Students demonstrate the ability to consider ethical issues within disciplinary concerns (as measured by comprehensive exams in ethics)
5. Students demonstrate the ability to make appropriate critical analysis choices based on the form of communication (as measured by rhetorical analysis rubric)
6. Students present clear arguments in writing and speaking, including the ability to use sound mechanics in writing

Faculty

- [Jeanne Clark](#), Associate Professor of Rhetoric
- [Catherine A. Collins](#), Professor of Rhetoric

Course Listings

RHET 125 (CA) Creating Visual Rhetoric (1)

This is a project-based course in creating visual rhetoric. Looking at case studies of protest art, news images of 9/11, and advertising (political and product), students will explore how words and images interact in persuasive messages. As they create varied visual messages, students will consider what

makes an image iconic, how visual and verbal elements contribute to meaning, and what role images play in news stories. Lab required.

- General Education Requirement Fulfillment: Creating in the Arts
- Offering: Fall
- Instructor: Collins

RHET 231 (EV) Classical Rhetoric (1)

History and survey of principal theories of rhetoric including Plato, Aristotle and Cicero.

- General Education Requirement Fulfillment: Examining Values
- Offering: Spring
- Instructor: Collins

RHET 242 (EV) Rhetoric and Leadership (1)

This course explores the ways rhetoric can foster effective leadership. Topics include: an examination of the leader's symbolic action through credibility, identifications, persona, values and agency; an exploration of group culture and roles; and a consideration of the leader-group interaction in decision-making and ethics. The course includes a required practical component.

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Alternating years
- Instructor: Clark

RHET 260W (EV, IT) Media and the Environment (1)

This course explores the way the media deals with environmental issues and images, particularly biodiversity. We focus on the emergence of the environment as an important media issues beginning in the 1970s; the way news and entertainment media have presented the environment; and the links between media texts, the culture which they create and reflect and the viewer/reader's response to these messages. Students will learn textual analysis of news stories (print and television), documentary films, and environment and children's programming. We pay particular attention to how these messages reflect the way the culture values and reasons and to how these messages argue for a particular view of the natural world and our relationship with the environment.

- **General Education Requirement Fulfillment:** Writing-centered; Examining Values, Interpreting Texts
- **Offering:** Annually
- Instructor: Collins

RHET 271 (EV) Telling the Internment Story (1)

The decision to exclude, evacuate and intern Japanese Americans living on the West Coast during WWII is an historical controversy directly engaging citizens in the Pacific Northwest; it remains a

controversy through the museum exhibits, memorial sites, and artistic representations of the internment that continue to be generated to tell the story of this dark part of American history. Students identify and analyze ways of telling this story through films, photographs, paintings, memoirs, memorials and museums. There are three units: Fear & Racism Fanned by the Media, Life in the Camps and Reintegration, and Commemoration Through Museums, Memorials, and Films. Readings for this course include primary documents legislating the exclusion and internment of Japanese Americans, testimonials by internees, print media coverage, and visual and verbal commemorative texts. This is a project based course and includes a film screening lab.

- General Education Requirement Fulfillment: Examining Values
- **Offering:** Annually
- Instructor: Collins

RHET 319W (EV) Filming Conflict and Identity (1)

This course examines how national identity is structured and conflict is portrayed in film depictions of the disputed homeland of Israel/Palestine. Most films are by Israelis or Palestinians. This course will consider problems of documentary films, stereotyping, nontraditional narrative structure, and docu-animation within the contest of the religious, social and political tensions in the region. Subject films will range from archival footage and independent documentaries to major feature films.

- General Education Requirement Fulfillment: Writing-centered; Examining Values
- **Offering:** Alternating years
- Instructor: Clark

RHET 335W (IT) Burke and Film: Equipment for Living (1)

Kenneth Burke thought the examination of the patterns used to order human discourse and experience provided people with "equipment for living." His critical theories have influenced writers in the humanities and the social sciences. This course draws on varied film genres--science fiction, the haunted house, the western, documentary, war, drama, and comedy--as it examines concepts of form, identification, motive, piety, agency, visual and verbal symbol manipulation, terministic screens and perspective by incongruity. This writing centered course has an associated required film screening time.

- General Education Requirement Fulfillment: Writing-centered; Interpreting Text
- **Offering:** Alternate Years
- Instructor: Clark

RHET 341W Narrative Theory (1)

This course surveys significant developments in narrative theory. Narrative in this context is defined broadly, not only as a style or technique of writing, but as a paradigm for understanding human thought and communication at large. Attention is directed to particular case studies that illustrate characteristic functions of narration.

- General Education Requirement Fulfillment: Writing-centered
- Offering: Fall
- **Instructor:** Collins, Douglass

RHET 361 Visual Rhetoric: Memory and Memorials (1)

This project-based course explores the emerging and interdisciplinary investigation of visual culture and rhetoric. It begins with an overview of the relationship between words and images followed by case studies focused on memory and memorials. The course explores the visual rhetoric of witnessing by examining representation, war, the cultural trauma through the images of tragedy, photographs of war, and war memorials. The course will examine exhibitionary rhetoric through case studies of the role of memorials and reconciliation in Chile and controversial exhibitions in the U.S. Laboratory required.

- **Offering:** Alternate years
- Instructor: Collins

RHET 362W (IT) Telling News: Framing Reality (1)

This course examines news accounts as they construct the meaning of the events they report. Students explore how reality is shaped when the media privileges a particular frame for the events; sketches familiar plotlines, characters, or ideologies; or gives authority to some voices and silences others. Finally, the course addresses the effect of media conventionalizing, in the symbolic complexes addressed and the formulaic stories they spawn, on both the range of interpretations and the range of topics that are publicly addressed.

- General Education Requirement Fulfillment: Writing-centered; Interpreting Texts
- **Offering:** Alternate years
- Instructor: Clark

German & Russian

The Department of German and Russian offers courses in language and literature. By following a carefully designed program, German and Russian students learn to communicate; to think and write critically; and to appreciate the literary, social, and cultural traditions of the language under study. The department is committed to the concept of foreign study and strongly encourages students to participate in overseas programs in Munich, Berlin, or Simferopol. Major and minor programs are offered in German; a minor is offered in Russian and students are sometimes able to complete a Russian major by completing a semester of study abroad.

Requirements for the German Major (8 Credits)

German majors are required to complete 8 credits of course work beyond the intermediate-level language courses, including Composition and Discussion, at least 1 credit in Civilization, 3 credits in Literature and a Senior Year Experience.

Core courses

- [GERM 331W](#) German Composition and Discussion (1)
- [GERM 333](#) Contemporary German Culture (1)

Three credits in German literature, from the following (3)

- [GERM 340](#) (IT) Introduction to German Literature (1)
- [GERM 431](#) (TH) Changing German Realities Since the Congress of Vienna (1)
- [GERM 432](#) (CA) Media in Context: Literature, Film and Art (1)
- [GERM 433](#) Modernism in Vienna and Berlin (1)
- [GERM 490 and 491](#) Reading and Conference (1)

Three additional credits in German, numbered 300 or above (3) including either

- [GERM 496W](#) Senior Seminar (1) **or**
- [GERM 497](#) Literary Research (.5)

Requirements for the German Minor (5 Credits)

- [GERM 232](#) Intermediate German II (1)
- [GERM 331W](#) German Composition and Discussion (1)
- [GERM 333](#) Contemporary German Culture (1)
- [GERM 340](#) (IT) Introduction to German Literature (1)
- One additional German credit at the 400 level (1)

Requirements for the Russian Minor (5 Credits)

- [RUSS 232](#) Intermediate Russian II (1)
- [RUSS 233W](#) (TH) Russian Culture: Russian Ways and Views of Russia (1) **or**
- [RUSS 320W](#) (IT; 4th Sem Lang Req) Introduction to Russian Literature in Translation (1) **or**
- [RUSS 325](#) (IT) Topics in Russian Literature (1)
- [RUSS 330](#) Advanced Russian Grammar: Stylistics and Translation (.5) **and**
- [RUSS 370](#) Introduction to Russian Literature (.5) **or**
- [RUSS 331](#) Russian Composition and Discussion (1)
- [RUSS 333](#) Russian Civilization and Culture (1)
- One additional RUSS credit numbered 300 or above or a credit from a Willamette-recognized semester abroad program or a RUSS credit numbered 300 or above transferred from an accredited program at another 4-year institution. (1)

Indicators of Achievement

In our department we have set three broad categories of Student Learning Outcomes (SLO) for what we expect students to know or be able to do after taking courses in our major and, to a lesser extent, minor programs.

Student Learning Outcomes for the German and Russian Major

1. Language Proficiency
 - Students will be able to initiate, maintain, and close a general conversation either in German or in Russian. [speaking]
 - Students will be able to understand written examples of a variety of texts that treat familiar and unfamiliar topics and situations. [reading]
 - Students will be able to understand main ideas and details of discourse that they hear. [listening]
 - Students will be able to write informal and formal texts about familiar topics using simple discourse. [writing]
 - Students will be able to describe the grammar they are using, reading, or listening to. [analyzing]
2. Knowledge of Cultural Contexts
 - Students will be able to appreciate the stylistic features that distinguish texts (from non-fiction and from the literary, visual, and performance arts).
 - Students will be able to comment on the place of texts and genres within the cultural tradition.
 - Students will be familiar with great works in the cultural tradition.
 - Students will be able to discuss historical developments and periods in these cultures.
 - Students will appreciate influences and contributions of German- or Russian-speaking peoples on American culture (through immigration, political outlooks and policies).
3. Senior Project
 - Students will have such familiarity with research methods that they can produce scholarly writings that draw on texts or other resources in German/Russian and in English.
 - Students will demonstrate their ability to read those texts/resources critically.
 - Students will demonstrate their ability to synthesize shared and opposing views.
 - Students will demonstrate their ability to present their research findings effectively in a public setting.

Faculty

- [Sarah Clovis Bishop](#), Associate Professor of Russian; German & Russian Department Chair
- [Aili Zheng](#), Associate Professor of German

Part-Time and Visiting Faculty

- [Kristen Klay](#)
- [Sara Orr](#)

Course Listings

GERM 131 Elementary German I (1)

Listening/comprehension, speaking, and reading developed through intense oral practice and frequent language laboratory exercises.

- Offering: Fall
- Instructor: Zheng

GERM 132 Elementary German II (1)

Listening/comprehension, speaking, and reading developed through intense oral practice and frequent language laboratory exercises.

- Offering: Spring
- Instructor: Zheng

GERM 231 Intermediate German I (1)

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

- **Prerequisite:** [GERM 132](#)
- Offering: Fall
- Instructor: Zheng

GERM 232 Intermediate German II (1)

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

- **Prerequisite:** [GERM 231](#)
- Offering: Spring
- Instructor: Zheng

GERM 241 (IT; 4th Sem Lang Req) German Cinema and Visual Culture (1)

In this course, students will acquire skills for engaging visual media in their social environments. Apart from analytical approaches, the course will survey important contributors of German cinema, from its pioneering beginnings to the present. This material will be considered in a broad cultural context where Expressionist Film, for example, is explored together with developments in Expressionist art.

As a popular medium, film in various ways taps into the desires, hopes and fears of spectators; we will consider the means by which this is accomplished and discuss the social role that it plays. Though the focus of the course is on visual media in German culture, the aim is visual literacy in general.

- **General Education Requirement Fulfillment:** Interpreting Texts; Fourth Semester Language Requirement
- **Offering:** Alternate Fall semesters
- Instructor: Zheng

GERM 331W German Composition and Discussion (1)

In this course the emphasis will be on developing and refining skills for written and spoken expression in various contexts of German. Accuracy, fluency and complexity in language use will be our goal. Our discussions and assignments will be based on texts from various media, with the focus on contemporary issues in German-speaking countries.

- **Prerequisite:** [GERM 232](#) or consent of instructor.
- General Education Requirement Fulfillment: Writing-centered
- Offering: Fall
- Instructor: Zheng

GERM 333 (US) Contemporary German Culture and Society (1)

In this course students will continue to improve their language competence in German by exploring cultural, Political and everyday aspects of contemporary Germany. Themes and issues will include the role of Germany in the European Union, Ostalgie and German reunification, youth culture, literature, music, art, multiculturalism, cross-cultural comparisons, and the realities of the media world. Emphasis will be placed on developing skills in contextualizing, interpreting, and critiquing a variety of texts.

- General Education Requirement: Understanding Society
- **Prerequisite:** [GERM 331W](#) or consent of instructor
- Offering: Spring
- Instructor: Zheng

GERM 340 (IT) Introduction to German Literature (1)

In this course, students will acquire interpretive tools for reading, analyzing and discussing German literary texts. With this background, students will then explore representative works from major periods and a variety of styles. We will also be concerned in locating and understanding these works in their historical and cultural context. Selective grammar review and vocabulary-building will be included. Taught in German. This course can be repeated if the contents are different.

- General Education Requirement: Interpreting Texts

- **Prerequisite:** [GERM 331W](#) or consent of instructor
- **Offering:** Fall Semester
- Instructor: Zheng

GERM 431 (TH) Changing German Realities Since the Congress of Vienna (1)

In the past two hundred years political events, intellectual ventures and technological innovations have profoundly changed the realities in which people tried to make sense of their life and social role. The demise of empires, the redrawing of borders, the shifts in lifestyle from the early machine age to the digital era, and the repositioning of gender and cultural difference all led to far-reaching adjustments in values and patterns of behavior. We will explore a variety of German literary texts, historical documents and films to understand the impact that these changes and developments have had from the early nineteenth century to the European context of today . Conducted in German.

- **Prerequisite:** [GERM 340](#) or consent of instructor
- General Education Requirement Fulfillment: Thinking Historically
- **Offering:** Alternate years
- Instructor: Zheng

GERM 432 (CA) Media in Context: Literature, Film and Art (1)

Visual and textual media archive social constructions of reality, but they also in turn shape the everyday experiences that make up such social reality. The movies that people see, the books they read and the various forms of artistic expression all contribute to the context in which they make their way. In this course we will critically engage and discuss representative German films, texts and art, and thereby explore topics that fuel current debates on notions of identity and multiculturalism, globalization and consumerism, as well as on the increasing apprehensiveness and violence in the urban experience. Students will complete a project that creatively engages a central aspect of the material discussed in the course: a narrative, a short film, or an artwork.

- General Education Requirement: Creating in the Arts
- **Prerequisite:** [GERM 340](#) or consent of instructor
- **Offering:** Alternate years
- Instructor: Zheng

GERM 433 Modernism in Vienna and Berlin (1)

In an explosion of cultural production, the turn of the 20th century opened exciting new horizons for knowledge and experience. Freud's work on the unconscious and splendid new 'isms' in the arts, technical innovations and the development of new media dramatically changed the perception of urban life. In this course we will consider a selection of texts from this time period, as well as films from its beginnings to the 1930s.

- **Prerequisite:** [GERM 340](#) or consent of instructor
- **Offering:** Alternate years

- Instructor: Zheng

GERM 490-491 Reading and Conference (.5 or 1)

Designed to enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered at Willamette University.

- **Prerequisite:** [GERM 331W](#), Junior or Senior standing and G.P.A. of 3.0 or better
- **Offering:** On demand
- Instructor: Zheng

GERM 496W Senior Seminar (1)

The seminar will focus on the life and works of one major author (e.g., Goethe, Rilke, Nietzsche, Mann, etc.). Students are expected to write a research paper and present it to the class at the end of the semester.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** Senior standing in German
- Offering: Spring
- Instructor: Zheng

GERM 497 Literary Research (.5)

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

- Offering: Spring
- Instructor: Zheng

RUSS 131 Elementary Russian I (1)

The course introduces the basic features of Russian grammar and provides an essential Russian vocabulary for practical conversation, reading, writing, and aural comprehension. Classroom work is supplemented with laboratory and multimedia practice.

- **Offering:** Annually
- Instructor: Conliffe

RUSS 132 Elementary Russian II (1)

The course introduces the basic features of Russian grammar and provides an essential Russian vocabulary for practical conversation, reading, writing, and aural comprehension. Classroom work is supplemented with laboratory and multimedia practice.

- **Offering:** Annually
- Instructor: Conliffe

RUSS 150 (IT) Tolstoy's War and Peace (1)

This course is devoted to a close reading of Tolstoy's War and Peace -- for many, one of the world's greatest novels. Topics include Tolstoy's use of language and literary innovation; Tolstoy's representations of consciousness and knowledge, human intentions and responsibility; Tolstoy's views on history and historiography; his depictions of life and his comments on the meaning of life; and, the role and meaning of war. Taught in English.

- General Education Requirement Fulfillment: Interpreting texts
- **Offering:** Alternate years in fall
- Instructor: Conliffe

RUSS 231 Intermediate Russian I (1)

The course continues the study of basic Russian language skills, introducing various language styles and adding to the students' vocabulary base. In second semester, students complete reading and composition assignments, and discuss and write reports on simple videos. Classroom work is supplemented with laboratory and multimedia practice.

- **Prerequisite:** [RUSS 131](#) and [RUSS 132](#) or consent of instructor
- **Offering:** Annually
- Instructor: Conliffe

RUSS 232 Intermediate Russian II (1)

The course continues the study of basic Russian language skills, introducing various language styles and adding to the students' vocabulary base. In second semester, students complete reading and composition assignments, and discuss and write reports on simple videos. Classroom work is supplemented with laboratory and multimedia practice.

- **Prerequisite:** [RUSS 131](#) and [RUSS 132](#) or consent of instructor
- **Offering:** Annually
- Instructor: Conliffe

RUSS 233W (TH; 4th Sem Lang Req) Russian Culture: Russian Ways and Views of Russia (1)

This writing-centered course acquaints students with major artistic achievements in Russian society from the 10th century to the present day -- in architecture, painting, literature, and music -- and explores particularly Russian manners and customs that define the everyday lives of its people. It examines the possible ways in which these achievements, manners, and customs might be said to define that society in a certain period. The materials are presented historically through films, music, pictures, paintings, readings, and food.

- **General Education Requirement Fulfillment:** Writing-centered; Thinking Historically; Fourth Semester Language Requirement
- **Offering:** Alternate years in springs
- Instructor: Conliffe

RUSS 235 (CA; 4th Sem Lang Req) Russian and Soviet Cinema (1)

A survey of masterpieces of Russian Film from the 1920s to the present including works by Eisenstein, Vertov, and Tarkovsky. The course will examine the ways in which directors, like authors of novels and other literary genres, create a fictional world; the historical and social context in which these films were made will also be discussed. Taught in English

- **General Education Requirement Fulfillment:** Creating in the Arts; Fourth Semester Language Requirement
- **Offering:** Alternate falls
- Instructor: Bishop

RUSS 242W (IT) Great Short Stories from Russia (1)

This course will examine masterpieces of Russian short fiction from the nineteenth and twentieth centuries. In addition to analyzing the individual stories closely, students will consider the tradition of the short story within Russian literary history and will explore the dialogue taking place among the texts. Stories will include the ridiculous tales of Gogol, the classic short prose of Chekhov, and the magical realism of Nabokov. Taught in English.

- General Education Requirement Fulfillment: Writing-centered; Interpreting Texts
- **Offering:** Alternate falls
- Instructor: Bishop

RUSS 245W (IT) From Russia with Love: Family and Sexuality in Twentieth-Century Russian Literature (1)

Tolstoy famously wrote, "All happy families are alike; each unhappy family is unhappy in its own way." Beginning with his controversial novella, "The Kreutzer Sonata," this course will examine love and family in Russian literature, a problem which becomes particularly complicated in the twentieth century. Topics will include androgyny in the writings of the symbolists, the regimentation of sex in Zamiatin's anti-utopian novel We, mystical love in Bulgakov's Master and Margarita, questions of disease and sterility in Solzhenitsyn's Cancer Ward, and generational conflict in the writings of Tsvetaeva and Petrushevskaja. The course does not require a background in Russian history of culture; only a curiosity and desire to explore new literary worlds. Taught in English.

- General Education Requirement Fulfillment: Writing-centered; Interpreting Texts
- **Offering:** Alternate years
- Instructor: Bishop

RUSS 320W (IT; 4th Sem Lang Req) The Nineteenth-Century Russian Novel (1)

The course considers the development of some of the greatest longer works of nineteenth-century Russian literature, including novels by Gogol, Dostoevsky, and Tolstoy. It examines the development of these works in terms of literary contexts, social changes, and ideas, giving special attention to such topics as love, justice, fate, free will, and Russian national identity. Taught in English.

- **General Education Requirement Fulfillment:** Writing-centered; Interpreting Texts; Fourth Semester Language Requirement
- **Offering:** Alternate years in fall
- Instructor: Conliffe

RUSS 325 (IT) Topics in Russian Literature (1)

This course enables a student to acquire knowledge of selected authors, genres, and literary periods in Russian literature. Potential texts include Chekhov's plays, Dostoevsky's political novels, Russian fairy tales, Nabokov's prose, and the stories of contemporary women writers in Russia. Taught in English.

- General Education Requirement Fulfillment: Interpreting Texts
- **Offering:** Alternate years in spring
- Instructor: Conliffe

RUSS 330 Advanced Russian Grammar: Stylistics and Translation (.5)

This course will introduce students to grammar and devices commonly used in a variety of genres of fictional and non-fictional texts. We will give special attention to how language and communication styles define texts and aspects of cultural interaction. We also will consider challenges that come with translating such texts and examine aspects of translation theory in attempts to understand how meaning might be affected by translation.

- **Prerequisite:** [RUSS 232](#)
- Offering: Fall
- **Instructor:** Bishop, Conliffe

RUSS 331 Russian Composition and Discussion (1)

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

- **Prerequisite:** [RUSS 232](#) or consent of instructor
- Offering: Spring
- **Instructor:** The Ukraine visiting professor

RUSS 333 Russian Civilization and Culture (1)

Studies in geography, history, economics and the chronological development of culture and ideas. Class discussions. Oral and written reports in Russian.

- **Prerequisite:** [RUSS 330](#) or [RUSS 331](#) or [RUSS 370](#)
- Offering: Spring
- Instructor: Bishop

RUSS 370 Introduction to Russian Literature (.5)

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

- **Prerequisite:** [RUSS 331](#)
- Offering: Fall
- Instructor: Conliffe

RUSS 499W Senior Thesis (1)

The Senior Thesis course requires students to write a major research paper. This work is completed under close supervision of a faculty member and in consultation with student peers. The student's work undergoes regular criticism and rewriting in order to enhance the student's appreciation for the research process modes of inquiry, and methodologies, as well as to make sure that work on the project continues to be productive and clear.

- General Education Requirement Fulfillment: Writing centered
- **Prerequisite:** [RUSS 331](#)
- **Offering:** Every Semester
- **Instructor:** Bishop, Conliffe

Sociology

The program in sociology is designed to reflect the historic importance of the discipline in the liberal arts education and tradition. The sociology curriculum teaches students to recognize how social processes, social institutions, and culture are produced through humans interacting with one another, and how social, economic, political, and historical forces shape, and are shaped by, social relationships. Through the progressive acquisition of skills, students learn the basic principles of sociology and apply these to the critical analysis of social problems, social issues, and social relationships. Research and internship opportunities in the major ask students to put their sociological knowledge and skill set to use in real-world settings. Throughout their sociological journey, students

are encouraged to become responsible and engaged community members who are committed to creating positive social change.

Sociology presents many distinctive ways of looking at the world, and its focus on critical and creative thinking, problem solving, and analysis makes an education in sociology an excellent point of departure for a number of careers. Opportunities for the sociologist are numerous and vary greatly. Historically, the most popular career fields for graduates with a sociology degree are education, social service, government, business, research, community-based organizing, and organizational management. In recent years, there has been considerable growth in medical and legal career opportunities for sociologists, as well.

Requirements for the Sociology Major (9 Credits)

- [SOC 201](#) Navigating Social Worlds (1)
- [SOC 303](#) Sociological Theory (1)
- [SOC 331](#) (QA*) Applied Quantitative Modeling and Analysis in Social Research (1) **or**
- [SOC 341](#) (QA*) Methods of Social Survey Design, Sampling, and Data Analysis (1)
- [SOC 402W](#) Qualitative Methods of Social Research (1)

Four 100- or 300-level Sociology Courses or [IDS 215](#)(Willamette Academy Service Learning) (4)

(Two must be at the 300-level)

Senior Experience, chosen from: (1)

- [SOC 495](#) Internship in Sociology (1)
- [SOC 499](#) Senior Seminar in Sociology (1)

Requirements for the Sociology Minor (5 Credits)

- [SOC 201](#) Navigating Social Worlds (1)
- Four additional Sociology credits or [IDS 215](#) (Willamette Academy Service Learning) (4) (Only two of these can be at the 100-level)

Students usually start their minor in sociology with a 100-level exploration course. [SOC 201](#) -- Navigating Social Worlds -- is the gateway course to other 300- and 400-level courses and is required for the minor. In addition, students must take four additional credits for a minor in sociology, with no more than two of these being at the 100-level. The 300-level courses have a prerequisite of [SOC 201](#) Navigating Social Worlds or any 100-level Sociology course. The 400-level methods courses have prerequisites of [SOC 201](#) Navigating Social Worlds and [SOC 303](#) Social Theory.

Indicators of Achievement

Student Learning Outcomes for the Sociology Major

1. Students will develop their capacity to think sociologically, cultivating in them a “sociological imagination” with which to interpret the social world
2. Students will develop their ability to recognize and apply multiple theoretical perspectives to an understanding and analysis of human agency and social structure
3. Students will develop the tools needed to think methodologically about how to gather and use data to study social life
4. Students will cultivate and strengthen their ability to think critically and write analytically
5. Students will plan and implement an original research project through which they demonstrate an integrated understanding of sociological thinking, theory, and research and analysis methods

Faculty

- [Jade Aguilar](#), Vice President for Equity, Diversity, & Inclusion, Associate Professor of Sociology
- [Emily Drew](#), Associate Professor of Sociology, Department Chair
- [Jonneke Koomen](#), Associate Professor of Sociology
- [Janet Lorenzen](#), Assistant Professor of Sociology
- [Michael Niño](#), Assistant Professor of Sociology
- [Kelley Strawn](#), Faculty Associate Dean for Curriculum, Associate Professor of Sociology

Course Listings

SOC 114 (US) Racism & White Supremacy in the U.S. (1)

This course examines the historical, political, economic and sociological dynamics of race, racism, and white supremacy in the United States. It investigates how institutions and culture reproduce the structures of inequality that impact the self-concept, interactions, opportunities and life chances of all people in the United States. This course focuses on the various ways race and ethnicity are created and re-created in society, and the way these social constructions permeate all aspects of societal life, despite remaining largely invisible and normalized. By analyzing the complex intersections of race, racism and white supremacy within the U.S. political and social structures, students gain a critical analysis of historic and contemporary racial inequality, and consider the effectiveness of the various solutions put forth by public policy, academics, and community activists.

- **Prerequisite:** First and second year only
- General Education Requirement Fulfillment: Understanding Society
- **Offering:** Alternate Years
- Instructor: Drew

SOC 121 (US) Gender in Society (1)

This course is an introduction to the fundamental of human gender socialization and performance. It will emphasize social and cultural constructions of gender and examine the fluidity of gender in various cultures worldwide. Further, it will examine how gender inequality is built into the structure of social institutions such as family, media, and education, and how we actively construct the system of gender relations in our daily lives. Consideration will be given to the ways that gender intersects and interacts with other social categories such as race, class, ethnicity, age, ability and sexuality.

- **Prerequisite:** Freshman and Sophomores only.
- General Education Requirement Fulfillment: Understanding Society
- **Offering:** Annually
- Instructor: Aguilar

SOC 131 (US) Sociological Inquiry (1)

This course introduces students to the nature of sociological inquiry through the exploration of a specifically defined topic. Emphasis will be given to how sociologists methodologically and theoretically study and derive meaning from the world around us. Topics of critical investigation may include, but are not limited to, art worlds, globalization today, our aging society, technology and the future, childhood and adolescence, religion and spirituality. Students may take this course multiple times for credit if the topic is different.

- General Education Requirement Fulfillment: Understanding Society
- **Offering:** Annually
- Instructor: Staff

SOC 132W (US) Sport and Society (1)

The world of sport touches all of us in one way or another. We participate in sports. We watch sports. We read about sports. Why are sports so important to us? What are their benefits socially and individually? In this course, we are interested in examining the sociological significance of sport as it relates to topics such as culture, social organizations, socialization, social stratification, race, gender, economics, and the mass media. Attention will be paid to the national and international influence of sport among individuals, groups, and societies. Freshmen and Sophomores only or consent of instructor.

- General Education Requirement Fulfillment: Writing-centered; Understanding Society
- **Prerequisite:** First or second year students only
- **Offering:** Alternate Years
- Instructor: Staff

SOC 145 (US) Latina/o Sociology (1)

Latina/o Sociology is the systematic inquiry into the social lives of Latinas/os in the U.S. This course examines the ways in which Latina/o communities have developed and the social, political, and

economic structures that have influenced them. Latina/o Sociology analyzes the ways in which hierarchical power relations and Latina/o resistance to domination have shaped their life chances across time and space in the U.S. and along the U.S.-Mexico border region. Major themes include identity, immigration, assimilation, gender, education, media, language, employment, and activism. Through these themes, the course will examine the barriers to opportunity and equity Latinas/os experience and the strategies they employ in order to resist such barriers.

- **Prerequisite:** 1st and 2nd years only
- General Education Requirement Fulfillment: Understanding Society
- **Offering:** Annually
- Instructor: Niño

SOC 201 Navigating Social Worlds (1)

This course is organized as a "gateway" to the discipline of sociology, which is the study of processes and relationships we all know as "society." The course introduces the student (a) to the four primary dimensions into which sociology is loosely organized -- social systems, social institutions, human agency and interaction, and culture; (b) to the ways in which sociologists ask and analyze research questions; and (c) to the theories and research methods sociologists use to examine social relationships. The course emphasizes reading primary sources, class discussions, and other appropriate pedagogical methods. By the end of the course, students will have developed their own "sociological imagination" and, in particular, a critical perspective on relationships of power, on social inequality, and on social change.

- **Prerequisite:** Freshmen or Sophomores Only or by permission of the instructor
- **Offering:** Every semester
- Instructor: Staff

SOC 303 Sociological Theory (1)

This course introduces the undergraduate to the important theoretical paradigms that have historically oriented the discipline of sociology. Classical sociological theory emerged in the works of Durkheim, Marx, Weber, and Weber, among others. Out of the ideas of these thinkers evolved the major schools of modern sociology, in particular Structural-Functionalism, Symbolic Interactionism, Neo-Marxism, and Neo-Weberian theories of modernity. Throughout the 20th century, new critical paradigms have emerged to challenge the modern schools, including postmodern and cultural critiques, as well as feminist, race, and queer theories. More recently, theories of globalization have attempted to synthesize a diversity of sociological paradigms to explain contemporary social phenomena.

- **Prerequisite:** Any 100-level Sociology course or [SOC 201](#)
- **Offering:** Every semester
- Instructor: Lorenzen

SOC 315 Social Movements, Collective Action, and Protest (1)

The course examines the theoretical frameworks used by sociologists to explain and understand collective action, protest, and social movements in society, as well as how these theories are used to answer fundamental questions about these phenomena. Topics addressed include resource mobilization, political opportunity and political process, framing, and new social movements. Critiques of theory are also examined, in particular those emphasizing the failure of mainstream theories to account for culture, their emphases on the experiences of only the U.S. and Europe, and the difficulty of applying theory to the prediction of future collective action. Case studies are examined throughout the course, with the final one-third of the semester dedicated specifically to Latin American social movements,

- **Prerequisite:** [SOC 201](#) or any 100-level Sociology course, or consent of instructor.
- **Offering:** Alternate Years
- Instructor: Strawn

SOC 327 Power in Society (1)

This course examines how power is embedded in both the visible structures and institutions of society--particularly those related to politics--and in the less obvious or less visible dynamics of culture, convention, consensus, and discourse. Students are introduced to both classical and contemporary perspectives on power in society, and challenged to critically examine these through a range of specific topics. These can include the nature of political power, state structures and democracy, international political economy and globalization, social movements, citizenship, and social welfare, among others.

- **Prerequisite:** [SOC 201](#), any 100-level Sociology course, or consent of instructor
- **Offering:** Alternating years
- Instructor: Strawn

SOC 328 Families (1)

The focus of this class will be on examining the variation of family structures and how decisions, patterns and practices that appear personal are socially patterned. Our examination of families will explore what role the political economy plays on the construction and maintenance of the family, and how race, class, ethnicity, age, ability, sexual identify and other social categories impact childhood, mating, divorce and other experiences of domestic life. We will also examine how family ideologies often ignore the complexities of family life and create false expectations about what families should be.

- **Prerequisite:** [SOC 201](#) or any 100-level Sociology course or consent of instructor
- **Offering:** Alternate years
- Instructor: Aguilar

SOC 331 (QA*) Applied Quantitative Modeling and Analysis in Social Research (1)

This course trains the student in the logic and procedures of descriptive and inferential statistical analysis as these are applied in social science research. Topics examined include scales of measurement; frequency distributions; data graphing; measures of central tendency and dispersion; sampling distributions; confidence intervals and estimation; hypothesis testing; measures of association; and quantitative modeling using Chi-square, analysis of variance, and linear regression. Students are required to carry out an analysis of sociological data using appropriate methods learned during the term, to organize statistical results appropriately, and to write a summary report of their findings.

- **General Education Requirement Fulfillment:** Quantitative and Analytical Reasoning (*)
- **Prerequisite:** [SOC 201](#)
- **Offering:** Annually
- **Instructor:** Niño, Strawn

SOC 334 Inequality in Society (1)

Social stratification, the hierarchical arrangement of groups of people, creates and maintains inequalities in society based upon status and differential access of legitimized power. The course examines how this core concept in sociology helps to explain empirical questions about the structuring of inequality, its social and political consequences, and its maintenance and transformation. Consideration will be given to how the social systems of gender, sexuality, social class, race, age and disability shape individual life opportunities, institutions, and the cultural norms and values of society.

- **Prerequisite:** [SOC 201](#) or any 100-level Sociology course
- **Offering:** Annually
- **Instructor:** Staff

SOC 341 (QA*) Methods of Social Survey Design, Sampling, and Data Analysis (1)

This research methodology course teaches students in sociology and related disciplines the core practices of survey and questionnaire design, sampling, and data analysis. In the first unit of the class, students will develop the ability to design and critique appropriate survey questions; will learn to recognize strategic tradeoffs in survey response options, the organization of questions on a survey, and the visual presentation of survey questions; and they will develop a survey of their own on a topic of their choosing. The second unit of the course will examine the basic principles of representative sampling, as well as the challenges and payoffs of various sampling implementation strategies. During this unit, students will determine an appropriate method and generate sample data of their own using the survey they designed in the first unit. In the final unit of the course, students will learn basic strategies for data organization, summarization, and analysis, including both the generation of statistics and graphical representations appropriate to their data. A written report based on their own survey data will be the final project for the course.

- **General Education Requirement Fulfillment:** Quantitative and Analytical Reasoning (*)
- **Prerequisite:** [SOC 201](#)
- **Offering:** Annually
- **Instructor:** Niño, Strawn

SOC 355 Health and Society (1)

Drawing from a diverse range of theoretical and methodological resources, this course examines contemporary topics in the sociology of health and illness. Topics include the role of sociological theory in understanding health and illness; social meanings and experiences of illness; patient-professional relations in medicine; health inequalities across and between race, class, and gender; health and the life course; healthcare delivery systems and patient outcomes; the Affordable Care Act; and other key developments in the field such as medical ethics and health movements.

- **Prerequisite:** [SOC 201](#) or any 100-level Sociology course
- **Offering:** Annually
- **Instructor:** Niño

SOC 356 Race/Class/Gender/Sexuality & the Media (1)

Through the study of the media, sociologists ask significant questions about the content, consumption and production of cultural discourse, as well as the social context in which it emerges. Sociological study of the media attends to the significance of this social institution, its relationship with other major societal systems, and the consequences of how and what the media presents in the daily lives and interactions of individuals. As a primary agent of socialization, media have an unprecedented role in shaping group relations and social identity, conditioning consumers into society's dominant ideologies of racism, classism, sexism & heterosexism. Therefore, transforming these systems to promote social justice necessitates a critical examination of the media's relationship to race/class/gender/sexuality, as well as how consumers both perpetuate and challenge media-constructed "reality."

- **Prerequisite:** [SOC 201](#) or any 100-level Sociology course
- **Offering:** Annually
- **Instructor:** Drew

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

This course offers timely exposure to a variety of relevant topics in sociology. Topics might include the study of homelessness, poverty, death and dying, or cultural diversity.

- **Prerequisite:** [SOC 201](#) or any 100-level Sociology course or consent of instructor
- **Offering:** Every semester
- **Instructor:** Staff

SOC 361 Sociology of Education (1)

This course analyzes education as a major social institution that influences individuals, groups, and society. It considers both classic and contemporary theoretical formulations of education and schooling and methodological approaches to the sociological study of education. This course will examine the historical, social, political, and economic forces that shape educational experiences. It will explore separate and intersecting effects of race, class, gender, and immigrant status on educational attainment and achievement.

- **Prerequisite:** [SOC 201](#) or any 100-level Sociology course or consent of instructor
- **Offering:** Annually
- Instructor: Staff

SOC 362 Sexualities (1)

This course will examine and challenge essentialist and biologically determinist perspectives regarding sexual identity, desire, and expression. It will use a sociological perspective to analyze social influences on sexuality and the consequences of the sexual stratification system in place in U.S. society. Particular attention will be placed on examining techniques of social control, sites of sexual injustice and oppression, and how sexual inequality is built into and stems from the structure of social institutions. Consideration will be given to how sexuality intersects and interacts with other social categories, such as race, class, ethnicity, age, ability, and gender.

- **Prerequisite:** [SOC 201](#) or any 100-level Sociology course or consent of instructor
- **Offering:** Alternate years
- Instructor: Aguilar

SOC 402W Qualitative Methods of Social Research (1)

This course will introduce students to qualitative research methods in sociology and cover the major forms of qualitative inquiry including research design, data collection, data coding and analysis, and research ethics through the study of a specific research topic in sociology. The relationship between theory and research will also be considered as it pertains to the topic under analysis. Students will be required to conduct original research, write a literature review, and produce a research report of their findings.

- **Prerequisite:** [SOC 201](#) and [SOC 303](#)
- General Education Requirement Fulfillment: Writing-centered
- **Offering:** Every Semester
- Instructor: Staff

SOC 490 Research and Independent Study (.5 or 1)

This course is intended only for the qualified advanced student with a solid preparation in the theory and methods of sociology who wishes to do an intensive research analysis or advanced independent study in an area not covered by an existing course in the department.

- **Prerequisite:** [SOC 201](#), [SOC 331](#), [SOC 303](#), and [SOC 402W](#)
- **Offering:** Every semester
- Instructor: Staff

SOC 495W Internship in Sociology (1)

This course provides an opportunity for students to work in selected social service and other organizations supervised by on-site professionals. Opportunity to observe the operation of agencies and develop some skills in working with people. Students spend 12 to 15 hours a week interning and attend a weekly seminar.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** [SOC 201](#), and [SOC 331](#) or [SOC 341](#), and [SOC 303](#), and [SOC 402W](#)
- **Offering:** Every Semester
- Instructor: Staff

SOC 499W Senior Seminar in Sociology (1)

Through an original research project, students will apply the theoretical and methodological knowledge gained in the major to a concrete research question (or issue) studied throughout the semester. This research project, as well as weekly seminar discussion around a selected topic, will allow students to consider the range of sociological sub-specialties composing the discipline, collect and analyze relevant data to enhance sociological knowledge, and effectively communicate research and the research process.

- **Prerequisite:** [SOC 201](#), and [SOC 331](#) or [SOC 341](#), [SOC 303](#), and [SOC 402W](#)
- **Offering:** Every Semester
- Instructor: Staff

Spanish

The goals of the Spanish Department are to contribute to the liberal education of students by providing courses designed to develop an appreciation of the Spanish language and the Hispanic literature as essential elements of culture, and to promote the sensitivity to human values and the critical thinking that is inherent in the study of cultures other than one's own. The department is committed to the concept of foreign study and strongly encourages students to participate in overseas programs in Granada, Spain; Quito, Ecuador; or Valparaiso and Osorno, Chile; or Oaxaca, Mexico.

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

Requirements for the Spanish Major (8 Credits)

Spanish majors are required to complete eight credits of course work beyond the intermediate-level language courses, including Composition and Discussion, at least one credit in Civilization, three

credits in Literature and a Senior Year Experience. Of the credits listed above, at least four must be earned in residence at Willamette University, to include at least one 400 level Spanish Literature course and the Spanish Senior Experience: [SPAN 497W](#) Research and Discussion of Selected Topics in Literature. For honors in the Spanish major, graduating seniors must have a minimum gpa of 3.85 in the Spanish major and a minimum 3.80 cumulative gpa.

Core courses

- [SPAN 331W](#) Spanish Composition and Discussion (1)
- [SPAN 333](#) (TH) Hispanic Civilization (1) **or**
- [SPAN 335](#) (TH) Cultural Institutions of Spain (1)
- [SPAN 497W](#) Research and Discussion of Selected Topics in Literature (1)

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

To include at least one 400 level Spanish Literature course to be taken at Willamette University

- [SPAN 340](#) (IT) Introduction to Spanish Literature (1)
- [SPAN 352](#) (IT) Peninsular Literature I: Medieval and Early Modern (1)
- [SPAN 353](#) (IT) Peninsular Literature II: Modern and Contemporary (1)
- [SPAN 355](#) (IT) Latin American Literature I: Conquest to Independence (1)
- [SPAN 356](#) (IT) Latin American Literature II: Modernismo to the Present (1)
- [SPAN 380](#) Latin American Cinema [Crosslisted with [LAS 380](#)] (1)
- [SPAN 391](#) Reading and Conference (.5 or 1)
- [SPAN 427](#) Topics in Latin American Literature (1)
- [SPAN 428](#) Contemporary Mexican Literature (1)
- [SPAN 430](#) History of Hispanic Thought (1)
- [SPAN 431](#) Contemporary Novel and Short Story of Latin America (1)
- [SPAN 435](#) Contemporary Latin American Women Writers (1)
- [SPAN 438](#) Contemporary Spanish Women Writers (1)
- [SPAN 445](#) Topics in Medieval and Early Modern Spanish Literature (1)
- [SPAN 446](#) Topics in Modern and Contemporary Peninsular Literature (1)

Two additional credits in Spanish (2)

Numbered 300 or above

Requirements for the Spanish Minor (5 Credits)

- [SPAN 331W](#) Spanish Composition and Discussion (1)
- [SPAN 333](#) (TH) Hispanic Civilization (1) **or**
- [SPAN 335](#) (TH) Cultural Institutions of Spain (1)
- Two credits in Spanish numbered 300 or above (2)
- One credit in Spanish at the 400 level to be taken at Willamette University (1)

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

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

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

Indicators of Achievement

Student Learning Outcomes for the Spanish Major

1. The ability to read, write, comprehend and speak Spanish at an Advanced level
 - The ability to sustain and defend in written and oral form an argument in Spanish
 - The ability to engage primary and/or secondary texts in Spanish
2. The ability to use appropriate critical terminology and to understand theories of interpretation, and apply them in their own writing
 - The ability to frame and pursue a research question
 - The ability to identify and integrate into their analysis relevant primary and secondary sources
3. The ability to analyze texts from the Spanish, Latin American and Latino traditions within their cultural, political, social and historical contexts
 - The ability to synthesize knowledge
 - The ability to think critically in order to reach conclusions that go beyond re-stating the current state of research
 - The ability to place and evaluate the text within its cultural, political, social and historical contexts

Faculty

- [Patricia Varas](#), Professor of Spanish, Spanish Department Chair
- [Maria Blanco-Arnejo](#), Professor of Spanish,
- [Gustavo Fonseca](#), Continuing Instructor of Spanish
- [Ana Montero](#), Professor of Spanish
- [April Overstreet](#), Associate Professor of Spanish
- [Michael Woods](#), Continuing Instructor of Spanish

Part-Time and Visiting Faculty

- [Erica Duncan](#), ,

- [Marya Hunsinger](#), Visiting Instructor of Spanish
- [Austin Vander Wel](#), Visiting Assistant Professor of Spanish

Course Listings

SPAN 131 Elementary Spanish I (1)

Development of basic skills: comprehension, speaking, reading and writing. Introduction to the present indicative and other elementary grammatical components. Laboratory work.

- Offering: Fall
- Instructor: Staff

SPAN 132 Elementary Spanish II (1)

Continued development of basic skills: comprehension, speaking, reading and writing. Introduction to more indicative tenses and other elementary grammatical components. Laboratory work.

- **Prerequisite:** [SPAN 131](#)
- **Offering:** Every semester
- Instructor: Staff

SPAN 231 Intermediate Spanish I (1)

Development of language skills: comprehension, speaking, reading and writing with classroom and laboratory exercises. Introduction to the subjunctive and more grammatical components. Laboratory work.

- **Prerequisite:** Elementary Spanish or two years of high school Spanish, or equivalent with satisfactory AP scores
- **Offering:** Every semester
- Instructor: Staff

SPAN 232 Intermediate Spanish II (1)

Continued development of language skills. Comprehension, speaking, reading and writing with short reading and compositions assignments. Introduction to more tenses and applications of the subjunctive and more grammatical components. Laboratory work.

- **Prerequisite:** [SPAN 231](#)
- **Offering:** Every semester
- Instructor: Staff

SPAN 253 Oral and Written Exploration of Latin American Culture (1)

Taught in Quito, this course will have a dual focus on written and spoken Spanish structures and Latin American cosmivision, culture and realities (with a particular focus on Ecuador). Course

themes include: Ecuadoran politics, health, education, food, migration, diversity of population and geography, cultural stereotypes and natural resources. The course will explore ways in which Ecuador is a part of a unified Latin American culture and experience and ways in which Ecuador is unique.

- **Prerequisite:** [SPAN 231](#) or consent of instructor.
- **Offering:** Summer program in Ecuador
- Instructor: Staff

SPAN 260 (4th Sem Lang Req) Hispanic Literature in Translation (1)

This course will focus on English translations of major literary works originally written in Spanish and their literary, cultural, social, and historic impact. Specific topics will vary. Taught in English. Does not count towards major or minor.

- General Education Requirement Fulfillment: Fourth Semester Language Requirement
- **Prerequisite:** [SPAN 231](#) or consent of instructor.
- **Offering:** Every semester
- Instructor: Staff

SPAN 261 (4th Sem Lang Req) Hispanic Cinema in Translation (1)

This course will focus on major cinematic works originally produced in Spanish and subtitled in English and their cinematic, cultural, social, and historic impact. Specific topics will vary. Taught in English. Does not count toward the Spanish major or minor. Does count toward the Film Studies major.

- General Education Requirement Fulfillment: Fourth Semester Language Requirement
- **Offering:** Annually, Spring semester
- Instructor: Cox

SPAN 331W Spanish Composition and Discussion (1)

Oral and written compositions based upon readings of texts emphasizing Spanish culture and literary vocabulary needed in more advanced letters courses. Exercises in syntax and introductory phonetics. Conducted in Spanish.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** [SPAN 232](#) or completion of language proficiency or consent of instructor
- Designated as a Service Learning Course
- **Offering:** Every semester
- Instructor: Staff

SPAN 332 Spanish Conversation and Culture (1)

Classroom discussion and conversation in Spanish about selected topics of Spanish and Latin American culture. Emphasis on vocabulary-building and acquisition of oral communication skills. Classroom presentations and participation required. Conducted in Spanish.

- **Prerequisite:** [SPAN 331W](#) or consent of instructor
- Offering: Spring
- Instructor: Staff

SPAN 333 (TH) Hispanic Civilization (1)

Studies in the geography, history and chronological development of culture and ideas in Hispanic America from 1492 to the present. Class discussion, oral and written reports. Oral and written exams. Conducted in Spanish.

- General Education Requirement Fulfillment: Thinking Historically
- **Prerequisite:** [SPAN 331W](#) or consent of instructor
- Offering: Fall
- Instructor: Uggen

SPAN 335 (TH) Cultural Institutions of Spain (1)

Study of how the political, social, and cultural structures of the Spanish Iberian Peninsula changed from Golden Age to modern times. By analyzing historical, literary, artistic, and film texts, the course will examine the changing institutions of Church and State from 15th Century Castile to 21st Century Spain. Conducted in Spanish.

- General Education Requirement Fulfillment: Thinking Historically
- **Prerequisite:** [SPAN 331W](#) or consent of instructor
- Offering: Spring
- Instructor: Staff

SPAN 340 (IT) Introduction to Spanish Literature (1)

Close textual analysis of representative Spanish and Latin American works of narrative, poetry, and drama. Emphasis on acquiring tools and methodology of literary analysis. One term paper, three midterm exams. Class participation mandatory. Conducted in Spanish.

- General Education Requirement Fulfillment: Interpreting Texts
- **Prerequisite:** [SPAN 331W](#) or consent of instructor
- **Offering:** Every semester
- Instructor: Staff

SPAN 352 (IT) Peninsular Literature I: Medieval and Early Modern (1)

A survey of pre-18th century Spanish literary, including narrative, lyric poetry, and drama. The historical, anthropological, and political backgrounds of the period, as well as other artistic representations, such as painting, and architecture, will also be analyzed. Primary texts include *El Cid*, *El Lazarillo de Tormes*, *La Vida es Sueño*, as well as works by Góngora, María de Zayas, Calderón, Cervantes. Conducted in Spanish.

- General Education Requirement Fulfillment: Interpreting Texts
- **Prerequisite:** [SPAN 331W](#) or consent of instructor
- Offering: Fall
- Instructor: Montero

SPAN 353 (IT) Peninsular Literature II: Modern and Contemporary (1)

A detailed study of representative works by Spanish authors from the 18th century to the present, or Neoclassicism and Romanticism to Post-Franco feminism. Literary criticism and theory will be applied to several genres including narrative, poetry, and drama with reference to their historical, literary and social contexts. Primary texts include works by Bécquer, Galdós, Pardo Bazán, Valle-Inclán, Unamuno, A. Machado, García Lorca, Sánchez Ferlosio, Martín Gaité, and others. Conducted in Spanish.

- General Education Requirement Fulfillment: Interpreting Texts
- **Prerequisite:** [SPAN 331W](#) or consent of instructor
- Offering: Spring
- **Instructor:** Overstreet

SPAN 355 (IT) Latin American Literature I: Conquest to Independence (1)

A study of representative works of Latin American literature from 1492 to 1900, including Inca Garcilaso, Sor Juana Inés de la Cruz, Fernández de Lizardi, Heredia, Gertrudis Gómez de Avellaneda, Echeverría, and Sarmiento. Conducted in Spanish.

- General Education Requirement Fulfillment: Interpreting Texts
- **Prerequisite:** [SPAN 331W](#) or consent of instructor
- **Offering:** Fall semester
- Instructor: Varas

SPAN 356 (IT) Latin American Literature II: Modernismo to the Present (1)

A study of representative works of Latin American literature from 1900 to today, including José Martí, Rubén Darío, Vicente Huidobro, Delmira Agustini, César Vallejo, Jorge Luis Borges, Pablo Neruda, Rosario Ferré, Rosario Castellanos and Gabriel García Márquez. Conducted in Spanish.

- General Education Requirement Fulfillment: Interpreting Texts
- **Prerequisite:** [SPAN 331W](#) or consent of instructor

- **Offering:** Spring semester
- **Instructor:** Staff

SPAN 365 Spanish Translation (1)

Study of theory and practice of translation. The course includes in-depth study of certain aspects of the Spanish language: slang, idioms, syntax, etc. Through the translation of different genres (poetry, literary prose, newspapers, etc.) the following issues will be addressed: importance of context and situation, relationship between language and culture, relationship between English and Spanish. Conducted in Spanish.

- **Prerequisite:** [SPAN 331W](#) or consent of instructor
- **Offering:** Alternate years in fall
- **Instructor:** Blanco-Arrejo

SPAN 380 (CA) Latin American Cinema (1)

[Crosslisted with [LAS 380](#)]

This course examines films, features and documentaries, by and about Latin Americans. It focuses on the political, economic, social, and aesthetic tensions that characterize the region and contextualize cinematic production. It explores the constitution of Latin American cultural identity through film. Conducted in English. Students wishing to receive credit in Spanish must produce all written work in this language.

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** [SPAN 340](#) or [SPAN 352](#) or [SPAN 353](#) or [SPAN 355](#) or [SPAN 356](#) or consent of instructor.
- **Offering:** Alternate years in spring
- **Instructor:** Varas

SPAN 390 Reading and Conference (1 or .5)

Designed to enable a student to acquire the necessary knowledge and experience of literary genres or periods and of topics which are not covered by courses offered at Willamette University. Conducted in Spanish. Papers or exams may be required.

- **Prerequisite:** [SPAN 331](#)
- **Offering:** Every semester
- **Instructor:** Staff

SPAN 391 Reading and Conference (1 or .5)

Designed to enable a student to acquire the necessary knowledge and experience of literary genres or periods and of topics which are not covered by courses offered at Willamette University. Conducted in Spanish. Papers or exams may be required.

- **Prerequisite:** [SPAN 331](#)
- **Offering:** On demand
- **Instructor:** Staff

SPAN 427 Topics in Latin American Literature (1)

Changing topics in Latin American literature will be discussed in a seminar-style course. Topics such as post-colonial thought, indigenismo, testimony and exile literature will set the discussion for the exploration of Latin American culture and society through its literature. Conducted in Spanish.

- **Prerequisite:** [SPAN 340](#) or [SPAN 352](#) or [SPAN 353](#) or [SPAN 355](#) or [SPAN 356](#) or consent of instructor
- **Offering:** Spring
- **Instructor:** Varas

SPAN 428 Contemporary Mexican Literature (1)

Study of different aspects of Mexican literature. The changing topics will include literature on the Mexican revolution; women writers; contemporary writers; and marginal voices in literature. Conducted in Spanish.

- **Prerequisite:** [SPAN 340](#) or [SPAN 352](#) or [SPAN 353](#) or [SPAN 355](#) or [SPAN 356](#) or consent of instructor
- **Offering:** Alternate years
- **Instructor:** Uggen

SPAN 430 History of Hispanic Thought (1)

Writings dealing with the Spanish mind, its influence on Latin America and the relationship of both to the United States. Representatives from art history, mysticism, philosophy, politics, sociology and psychology. Conducted in Spanish.

- **Prerequisite:** [SPAN 331W](#) and [SPAN 340](#) or [SPAN 352](#) or [SPAN 353](#) or [SPAN 356](#)
- **Offering:** Alternate years, Spring
- **Instructor:** Blanco-Arrejo

SPAN 431 Contemporary Latin American Novel and Short Story (1)

A study of representative prose fiction writers of Latin America, including Gallegos, Alegría, García Márquez, Carpentier, Asturias, Borges, Quiroga and Cortázar. Conducted in Spanish.

- **Prerequisite:** [SPAN 340](#) or [SPAN 352](#) or [SPAN 353](#) or [SPAN 355](#) or [SPAN 356](#) or consent of instructor
- **Offering:** Alternate years in fall
- **Instructor:** Blanco-Arrejo

SPAN 435 Contemporary Latin American Women Writers (1)

This course will examine the changing role of the Latin American woman in political and social life as reflected in the literary works of such authors as Valenzuela, Ferré, Burgos, Castellanos, Alegría and Mastretta. Conducted in Spanish.

- **Prerequisite:** [SPAN 340](#) or [SPAN 352](#) or [SPAN 353](#) or [SPAN 355](#) or [SPAN 356](#) or consent of instructor
- **Offering:** Alternate years in fall
- **Instructor:** Varas

SPAN 438 Contemporary Spanish Women Writers (1)

This course will study contemporary narrative texts by Spanish women. We will examine the texts in their socio-historical context, focusing on the impact of the civil war, the fascist dictatorship and the unleashing (destape) of cultural and political energies, including the development of Spanish feminism in the post-French period in women's lives. Conducted in Spanish.

- **Prerequisite:** [SPAN 340](#) or [SPAN 352](#) or [SPAN 353](#) or [SPAN 355](#) or [SPAN 356](#) or consent of instructor
- **Offering:** Alternate years in spring
- **Instructor:** Overstreet

SPAN 445 Topics in Medieval and Early Modern Spanish Literature (1)

This seminar focuses on various aspects of medieval and early modern Spanish literature promoting an interdisciplinary approach that combines the in-depth analysis of literary texts, with the study of visual texts and other artistic manifestations. Emphasis is placed on the historical and anthropological background, and gender issues. Conducted in Spanish.

- **Prerequisite:** [SPAN 340](#) or [SPAN 352](#) or [SPAN 353](#) or [SPAN 355](#) or [SPAN 356](#) or consent of instructor
- **Offering:** Alternate years
- **Instructor:** Montero

SPAN 446 Topics in Modern and Contemporary Peninsular Literature (1)

This course offers advanced study of selected literary texts within their socio-historical context. Topics will vary but may include literature of the Generation of '98, the Postwar, Francoism and censorship, the "destape" or unleashing of cultural and political energies after Franco, as well as emerging feminist trends in contemporary Spanish literature and film. Conducted in Spanish.

- **Prerequisite:** [SPAN 340](#) or [SPAN 352](#) or [SPAN 353](#) or [SPAN 355](#) or [SPAN 356](#) or consent of instructor
- **Offering:** Alternate years

- **Instructor:** Overstreet

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

This seminar course will serve to integrate the linguistic, cultural, historical and literary experiences of seniors in the language. The class will be taught in a flexible manner in order to allow students to highlight their varying individual backgrounds in Spanish and Hispanic cultures. Students must write a thesis and conduct a presentation at the end of the semester. Conducted in Spanish.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** Senior standing and Spanish major or minor
- **Offering:** Every semester
- Instructor: Staff

Theatre

The theatre program at Willamette University offers a Theatre major with the flexibility to craft an individual emphasis. A foundational theatre core allows students to build their own emphases and pursue coursework in their area of interest.

A faculty, staff and guest artists with extensive academic and professional experience teach a wide-ranging curriculum, providing the student with a rich variety of perspectives from which to learn. Theatre is a vital part of the liberal arts experience at the University through the public performances of three to four plays and a dance concert per year, as well as student-created projects and a wide array of classes available to majors and non-majors alike.

Students majoring in Theatre are provided with a range of experiences within all areas of the theatre: acting, directing, stagecraft, costume construction, design, dramaturgy, lighting, voice, movement, theatre history, and dramatic literature. It is the department's intent to train Theatre majors in all aspects of the discipline during their four years at Willamette, thereby creating a well-rounded theatre artist. Just as the liberal arts environment provides the student with insight into and an understanding of a variety of subjects, the Theatre department strives to create an environment conducive to the individual growth of the student within the context of the most collaborative of the arts disciplines.

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

In addition to the permanent faculty, there is a guest artist program, providing students the opportunity to learn from and work closely with theatre artists currently working in the profession. Two or three guest artists each year, in the capacity of actors, directors, designers or choreographers, are invited to take up residency for the duration of a production. During that six week period, the guest artists are also involved in the teaching of classes and workshops. Members of the Theatre faculty approach their work with a high level of professionalism and the expectation that the type of student Willamette University attracts will embrace the demanding yet rewarding opportunities that lie ahead, and rise to meet and learn from those myriad challenges.

Mainstage productions are selected with care to provide the students with experience in a wide range of theatrical styles. From the Greeks to Shakespeare to the most recent works by contemporary playwrights, the emphasis is on producing exciting interpretations of well-written texts. The department reaches out to the school community through matinee performances offered specifically for high school audiences. The Theatre at Willamette is a vibrant, exciting, challenging department filled with faculty and students striving to continue the journey of discovery and interaction with our fellow humans that leads to greater understanding of ourselves, our neighbors and our world.

The Willamette Playhouse is the home of Willamette Theatre classes, workshops and productions. The building, newly renovated and re-opened in 2010, includes a movement studio, directing and lighting studio, acting studio, costume shop, prop storage, makeup room, scene shop, light and sound production facilities, dressing rooms, classrooms, and faculty offices. There are two performance areas: the mainstage black box theatre, which offers flexible seating of up to 250, and a small laboratory theatre, which features flexible seating of up to 50.

Requirements for the Theatre Major

Students majoring in Theatre are required to take the Core Courses (6.5 - 7 credits Core Courses plus 4 - 4.5 additional credits within the THTR designation).

Core courses

- [THTR 140](#) Acting I (1)
- [THTR 150](#) Voice for the Stage (.5)
- [THTR 155](#) (CA) Stagecraft I (1)
- [THTR 182](#) (CA) Fundamentals of Modern Dance (.5)
- [THTR 217W](#) (TH) Theatre History I (1)
- [THTR 219](#) (IT) Theatre History II (1)
- [THTR 355](#) Fundamentals of Scene Design (1)
- [THTR 499W](#) Senior Thesis (.5-1)

Acting Emphasis (5.5 additional credits; 12 or 12.5 credits total)

- [ENGL 135](#) (CA) Introduction to Creative Writing; Dramatic Form (1)
OR Equivalent substitute approved by Acting Professor
- [ENGL 341](#) Shakespeare (1)

- [THTR 141](#) Acting II (1)
- [THTR 151](#) Voice and Speech (.5)
- [THTR 340](#) Acting Studio I (1)
- [THTR 341](#) Acting Studio II (1)

Design Emphasis (5 additional credits; 11.5 to 12 credits total)

- [THTR 233](#) (CA) Fundamentals of Costume Design (1)
- [THTR 356](#) (CA) Fundamentals of Stage Lighting (1)

Two credits from the following or substitute approved by design faculty (2)

- [THTR 165](#) Stagecraft II (.5)
- [THTR 240](#) Stage Makeup (.5)
- [THTR 251](#) (CA) Introduction to Computer Aided Design/Drafting (1)
- [THTR 357](#) Design/Production Studio I (1)
- [THTR 358](#) Design/Production Studio II (1)

One credit in music or art history as approved by advisor (1)

Stage Manager Emphasis (6 additional credits; 12.5 - 13 credits total)

- [THTR 233](#) (CA) Fundamentals of Costume Design (1)
- [THTR 251](#) (CA) Introduction to Computer Aided Design/Drafting (1)
- [THTR 318W](#) Performance in the 20th Century (1)
- [THTR 356](#) (CA) Fundamentals of Stage Lighting (1)
- [THTR 479](#) Directing (1)
- [RHET 242](#) (EV) Leadership and Group Communications
OR [PSYC 341](#) Personal and Industrial Psychology (prerequisite [PSYC 210](#) or consent)
OR Equivalent (1)
- [MUSC 121](#) (CA) Creating Music Technology OR Equivalent (1)

Performance Studies Emphasis (6 additional credits; 12.5 - 13 credits total)

- [THTR 213](#) (IT) Intro to Dance or Approved aesthetics class (.5)
- [THTR 318W](#) Performance in the 20th Century (1)
- [THTR 479](#) Directing (1)
- [ARTH 243](#) (TH) contemporary Art: 1970-Present (performance art is included in this class
Or [ENGL 135](#) (CA) Introduction to Creative Writing: Dramatic Form (1)
- [ENGL 202W](#) (IT) Introduction to Literary Theory (prerequisite [ENGL 201](#) Close Reading) (1)
Or [HIST 393](#) Oral History; Theory, Methods, Practice (1)
- [WGS 353W](#) Feminist Theory
Or [ENGL 339](#) Special Topics in Creative Writing (approved instances)
Or [THTR 320W](#) (CA) Playwriting (1)

Requirements for the Theatre Minor (5.5 Credits)

- [THTR 140](#) Acting I (1)
- [THTR 150](#) Voice for the Stage (.5)
- [THTR 155](#) (CA) Stagecraft I (1)
- [THTR 217W](#) (TH) Theatre History I (1)
- [THTR 219](#) (IT) Theatre History II (1)
- [THTR 355](#) Fundamentals of Scene Design (1)

Indicators of Achievement

Student Learning Outcomes for the Theatre Major

1. Theatre students will demonstrate skills in the in-depth analysis of dominant and secondary themes in dramatic literature through the reading and written/verbal analysis of the works of a variety of key playwrights from the 5th century BC to the beginning of the 21st century
2. Theatre students will demonstrate knowledge of the major presentational performance & movement styles demonstrated in “period” productions from ancient times to the beginning of the 21st century through both class and public performance
3. Theatre students will demonstrate knowledge of the major presentational performance styles and issues in 20th century and contemporary performance through both class and public performance
4. Acting/directing students will demonstrate an understanding of individual character motivations & action choices through the public presentation of effectively interactive performance dynamics between characters
5. Theatre students will demonstrate responsible and effective critical response skills through the presentation of both written and verbal critiques of the performance and design work of others as well as themselves
6. Theatre students will exhibit a consistent respect for and commitment to the profession and to fellow artists by arriving on time and being appropriately prepared for rehearsal sessions, performances, design conferences and work calls
7. Theatre students will actively display a commitment to ongoing development as an artist beyond graduation and the protected environment of the classroom studio by assembling a professional resume, a headshot, a portfolio of accomplished performance experiences, & the public performance of a minimum of four scenes representing a broad range of performances periods and styles plus a minimum of four appropriately memorized and staged audition selections which will be performed for an audience as a capstone presentation. Design students will prepare a professional resume and a portfolio of accomplished work, plus two (2) three dimensional renderings (set, costume, lighting: models, cloth renderings, sound tracks, lighting renderings) with supporting materials (plans, elevations, patterns, collages, cue sheets, cut sheets, source materials, etc) in main area of focus and two (2-3) additional production materials (3D renderings and support materials) in other areas of design interest

Faculty

- [Bobby Brewer-Wallin](#), Professor of Theatre, Department Chair
- [Jonathan Cole](#), Associate Professor of Theatre
- [Susan Coromel](#), Professor of Theatre
- [Christopher L. Harris](#), Professor of Theatre
- [Kevin Otos](#), Guest Director, SERVANT OF TWO MASTERS; Visiting Professor
- [EJ Reinagel](#), Continuing Instructor of Theatre, Technical Director
- [Rachel Kinsman Steck](#), Associate Professor of Theatre

Dance Faculty

- [Michele Ainza](#), Instructor of Dance
- [Annie Joslin](#), Instructor of Dance

Theatre Manager

- [Stephen Alexander](#), Theatre Manager

Course Listings

THTR 010X (CA) Theatre Practicum (.25-1)

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

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** Consent of instructor
- **Offering:** Every semester
- Instructor: Harris

THTR 011X (CA) Theatre Practicum - Atypical Performance (Variable credit .5 - 1)

Any student who is making a significant contribution (either technical or performance) to an independent, atypical performance or production not covered by the standing Theatre Practicum may apply to receive credit for this activity. The project can be faculty or student directed or coordinated but it must involve significant faculty supervision. This application must be submitted to the appropriate faculty member prior to the production schedule (not after) and will be evaluated by the faculty member involved who will determine the amount of credit to be granted.

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** Consent of instructor

- **Offering:** Every semester
- Instructor: Staff

THTR 020X (CA) Dance Practicum (.25-1)

This practicum course places emphasis on deepening and broadening understanding of the various elements associated with dance performance and concert production. Attention is given to theatrical and creative elements needed to support dance presentations and productions, including but not exclusive to performance, choreography, technology, and design.

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** Fall audition
- **Offering:** Annually
- Instructor: Staff

THTR 110 (CA) The Theatre: A Contemporary Introduction (1)

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

- General Education Requirement Fulfillment: Creating in the Arts
- **Offering:** Every semester
- Instructor: Staff

THTR 140 Acting I (1)

Course work in fundamental techniques of acting. The students will do intensive personal and social investigation through exercises in movement, voice training and improvisation as methods of making contact with themselves and others as they explore an actor's training and ensemble work.

- **Corequisite:** [THTR 150](#)
- Offering: Fall
- Instructor: Coromel

THTR 141 Acting II (1)

Study of major realistic/naturalistic acting theory. In-depth exploration of play and character analysis, scene and monologue work.

- **Prerequisite:** [THTR 140](#)
- Offering: Spring
- Instructor: Coromel

THTR 145 (CA) Introduction to Acting (1)

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

- General Education Requirement Fulfillment: Creating in the Arts
- Offering: Fall
- Instructor: Staff

THTR 150 Voice for the Stage (.5)

This course is an introduction to the voice for the stage. Students will learn how their voice works, through a variety of exercises, both technically and imaginatively. Emphasis is on self-awareness exercises, relaxation techniques, physical/vocal stretches and the development of a personal warm-up.

- **Corequisite:** [THTR 140](#)
- Offering: Fall
- Instructor: Coromel

THTR 151 Voice and Speech (.5)

A course aimed at (1) improving natural, clear, unaffected speech and (2) eliminating negative habits and regional accents; and an introduction to the International Phonetic Alphabet for the purposes of exploring stage dialect.

- **Prerequisite:** [THTR 140](#), [THTR 150](#)
- **Corequisite:** [THTR 141](#)
- Offering: Spring
- Instructor: Coromel

THTR 155 (CA) Stagecraft I (1)

An introduction to the physical aspects of theatre production. This course provides students with the basic knowledge and skills used in backstage production support. Areas of study include drafting, scenic design, construction, and lighting. Required of all theatre majors, but also intended for the interested non-major who would like to explore the performing arts from a technical perspective. This course requires the student to work 3 hours per week in the Scenic Studio.

- General Education Requirement Fulfillment: Creating in the Arts
- **Offering:** Annually
- Instructor: Reinagel

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

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

- General Education Requirement Fulfillment: Creating in the Arts
- Offering: Spring
- Instructor: Harris

THTR 165 Stagecraft II (.5)

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

- **Prerequisite:** [THTR 155](#)
- Offering: Fall
- Instructor: Staff

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

This movement-based introductory course is designed for students with little or no previous dance experience who wish to develop a basic understanding of the principles and histories of various dance techniques through physical exploration and discussion. Dance forms explored in this course may include ballet, jazz, hip-hop, modern, contemporary, improvisation, social dance, and world dances.

- **General Education Requirement Fulfillment:** Creating in the Arts (To complete the Creating in the Arts credit in dance classes, students must satisfactorily complete two of THTR 175, THTR 181, 182, and 284 OR a student may repeat any one of these classes in order to fulfill the CA requirement.)
- Offering: Fall
- Instructor: Staff

THTR 181 (*CA) Ballet I (.5)

In this movement-based course, students are introduced to the historical significances and foundational principles of ballet technique. This course aims to help students develop an appreciation for ballet as an art form and physical practice, and is designed for students with little or no previous dance experience.

- **General Education Requirement Fulfillment:** Creating in the Arts (To complete the Creating in the Arts credit in dance classes, students must satisfactorily complete two of THTR 181,

182, and 284 OR a student may repeat any one of these classes in order to fulfill the CA requirement.)

- **Offering:** Every Semester
- Instructor: Staff

THTR 182 (*CA) Contemporary Dance I (.5)

In this movement-based course, students are introduced to the foundational principles and cultural significances of contemporary dance techniques from various historical and theoretical perspectives. This course aims to help students develop an appreciation for contemporary dance as an artistic expression and physical practice, and is designed for students with little or no previous dance experience.

- **General Education Requirement Fulfillment:** Creating in the Arts (To complete the Creating in the Arts credit in dance classes, students must satisfactorily complete two of THTR 181, 182, and 284 OR a student may repeat any one of these classes in order to fulfill the CA requirement.)
- **Offering:** Annually
- Instructor: Staff

THTR 212 (TH) Costumes History (1)

A survey of historic costume from the Ancient Middle East to contemporary Western dress. Issues of society, culture, gender, politics, economy, and technology will be explored as they relate to the history of Western clothing. Aesthetic aspects are discussed through study of extant artwork and artifacts.

- General Education Requirement Fulfillment: Thinking Historically
- Offering: Fall
- **Instructor:** Brewer-Wallin

THTR 213 (CA) Intro & Appreciation to Dance Studies (1)

This introductory survey course examines the ways in which dance functions as human communication, artistic expression, cultural tradition, and embodied knowledge. Students will develop an understanding of how dance performs social and cultural knowledge, and how dance artists and scholars respond to historical events and cultural situations. Targeted to 1st and 2nd year students, this experiential-lecture course addresses issues of identity, politics, power, and ethics through both physical movement exploration, analysis of masterworks from notable dance artists, interdisciplinary projects, and ethnographic research methods. Topics explored in this course will mostly relate to U.S. and Western dance forms; however, dance practices, forms, and traditions of other regions may be included.

- General Education Requirement Fulfillment: Creating in the Arts
- **Offering:** Alternate Years

- Instructor: Staff

THTR 217W (TH) Theatre History I (1)

Study of evolution of religious ritual into structured performance practice and the origins of theatre in various parts of the world. Special attention to how dramatic text, cultural values, political structures, and performance spaces and styles interact to create performance phenomena from shamanistic times through the 18th century.

- General Education Requirement Fulfillment: Writing-centered; Thinking Historically
- Offering: Fall
- Instructor: Cole

THTR 219 (IT) Theatre History II (1)

Study of dramatic texts and performance practice and theory from the late 18th century through the present day. Emphasis on the connections between theatre and culture.

- General Education Requirement Fulfillment: Interpreting Texts
- Offering: Spring
- Instructor: Cole

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

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

- General Education Requirement Fulfillment: Creating in the Arts
- Offering: Fall
- **Instructor:** Brewer-Wallin

THTR 234 (CA) Choreography I (.5)

This course offers an introduction to the principles of choreographic composition, analysis, and design. In this experiential course, various methods of movement creation and organization will be explored through dance making and analyzation.

- General Education Requirement Fulfillment: Creating in the Arts
- **Offering:** Alternate Years
- Instructor: Staff

THTR 240 Stage Makeup (.5)

This course will help students learn the basics of character makeup application and design. We will begin with the basic elements of design, learn how to manipulate those elements, and apply that knowledge through hands-on application and careful visual research; a basic understanding of

professional makeup application will be achieved. Purchase of makeup kit is required for practical application of the techniques studied.

- Offering: Fall
- **Instructor:** Brewer-Wallin

THTR 251 (CA) Introduction to Computer Aided Design/Drafting (1)

This course is intended to introduce the student to Computer Aided Design (CAD). This course will teach basic and advanced 2-D drawing and editing, allowing the student to draw, dimension, and plot their work. We will be using AutoCAD for Windows or/and Vectorworks for our work environments. The fundamentals of CAD will be covered with a focus on their use in the theatrical world.

- General Education Requirement Fulfillment: Creating in the Arts
- **Offering:** Alternate years
- Instructor: Reinagel

THTR 260 (CA) Stage Combat (1)

Stage Combat is a course designed to introduce students to the fundamentals of stage combat. Students will explore basic principles of movement, safety practices, and will learn the history and application of three Western stage combat forms: unarmed combat and two others drawn from the following list: rapier and dagger, single sword, broadsword, or quarterstaff.

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** [THTR 140](#), [THTR 145](#) or Consent of instructor
- **Offering:** Alternate years
- Instructor: Cole

THTR 282 (CA) Contemporary Dance II (0.5)

This is an intermediate level movement-based course that builds upon the principles and techniques gained through [THTR 182](#) (Contemporary Dance I) or previous movement experience. Progressive knowledge and proficiency of contemporary dance technique will be pursued. This course is designed for students with previous dance experience.

- General Education Requirement Fulfillment: Creating in the Arts
- **Prerequisite:** Previous modern dance training
- **Offering:** Alternate Years
- Instructor: Staff

THTR 284 (*CA) Ballet II (.5)

This is an intermediate level ballet course that builds upon the principles, terminology, and techniques gained through Ballet I or previous ballet experience. Progressive knowledge and proficiency of ballet

techniques will be pursued through this course. This course is designed for students with previous ballet experience.

- **General Education Requirement Fulfillment:** Creating in the Arts (To complete the Creating in the Arts credit in dance classes, students must satisfactorily complete two of THTR 181, 182, and 284 OR a student may repeat any one of these classes in order to fulfill the CA requirement.)
- **Prerequisite:** Previous ballet training
- Offering: Spring
- Instructor: Staff

THTR 318W (CA) Theatre and Culture (1)

Study of major movements in the theatre as they embody significant new approaches to the writing and staging of plays and performance events, and express change in social values and intellectual discourse.

- General Education Requirement Fulfillment: Writing-centered; Creating in the Arts
- **Offering:** Alternate Years
- Instructor: Cole

THTR 320W (CA) Playwriting Workshop (1)

This course focuses on crafting short plays by learning about plot, theme, character, dialogue, and theatricality in a theatrical space.

- General Education Requirement Fulfillment: Writing-centered; Creating in the Arts
- **Prerequisite:** [ENGL 135](#) or consent of instructor
- **Offering:** Annually
- Instructor: Staff

THTR 340 Acting Studio I (1)

Advanced actor training designed to allow individual in-depth exploration of the realistic acting process, play and character analysis and ensemble work, through the study of the works of Shaw, Ibsen, Chekhov, Miller, Williams and contemporary playwrights. Intended for upper-division theatre majors. May be repeated once for credit.

- **Prerequisite:** [THTR 140](#), [THTR 141](#), [THTR 150](#), and [THTR 151](#) (may be taken concurrently) or consent of instructor
- Offering: Fall
- Instructor: Coromel

THTR 341 Acting Studio II (1)

Advanced actor training designed to allow individual in-depth exploration of style through the study of the works of Shakespeare and other Elizabethan/Jacobean dramatists. Intended for upper-division theatre majors. May be repeated once for credit.

- **Prerequisite:** [THTR 140](#), [THTR 141](#), [THTR 150](#), and [THTR 151](#) (may be taken concurrently) or consent of instructor
- Offering: Spring
- Instructor: Coromel

THTR 355 Fundamentals of Scene Design (1)

A course to promote an understanding of the process of creating scenic designs. Through project assignments, class work will focus upon the reading and analysis of texts, the discovery and selection of dramatic images and their translation into a three-dimensional scenic form.

- Offering: Fall
- Instructor: Harris

THTR 356 (CA) Fundamentals of Stage Lighting (1)

The study of lighting design theory and its application to performance and performance spaces. The course will cover electricity, uses of instruments and control equipment, the principles and theory of light and color, textual analysis, enhancement of dramatic atmosphere and image.

- General Education Requirement Fulfillment: Creating in the Arts
- **Offering:** Alternate Fall
- Instructor: Steck

THTR 357 Design/Production Studio I (1)

Advanced course allowing individual in-depth exploration of various aspects of the theatrical design process. Incorporates through both theoretical and practical projects: text and performance analysis, development of scenic, costume and/or lighting concepts, problems of technical execution.

- **Prerequisite:** [THTR 233](#), [THTR 355](#), [THTR 356](#), **OR** equivalent.
- Offering: Spring
- **Instructor:** Harris, Brewer-Wallin, Steck, Reinagel

THTR 358 Design/Production Studio II (1)

Advanced design projects incorporating the skills developed in Design Studio I, with special emphasis on production period and style. The class will include production design work and assignments geared toward portfolio presentation.

- **Prerequisite:** [THTR 233](#), [THTR 355](#), [THTR 356](#), **OR** Equivalent.

- **Offering:** Alternate Years
- **Instructor:** Harris, Brewer-Wallin, Steck, Reinagel

THTR 430 Special Topics in Performance Studies (1)

This course provides the flexibility to offer topics of special interest in the various areas of theatre studies. Among the courses that will be offered are: Cultural Diversity in the American Theatre; The History, Function and Role of the Dramaturg; Metatheatre — Its Social, Political and Cultural Implications; Theatre Design in the 20th Century. May be repeated once for credit.

- **Offering:** On demand
- Instructor: Staff

THTR 441 (CA) Special Topics in Dance (1)

Special Topics in Dance is designed to allow students the opportunity to undertake study of specific topics in dance which are not offered in the regular curriculum.

- General Education Requirement Fulfillment: Creating in the Arts
- **Offering:** Annually
- Instructor: Staff

THTR 444 Arts Management (1)

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

- **Offering:** On demand
- Instructor: Staff

THTR 479 Directing I (1)

Fundamental historical, theoretical and practical aspects of play direction. Analysis of directorial approaches, scripts and conditions of presentation in various performance circumstances. Practical application of script analysis and rehearsal techniques.

- **Prerequisite:** Theatre Core, [THTR 217W](#), [THTR 219](#), or consent of instructor
- Offering: Fall
- Instructor: Cole

THTR 491 (CA) Special Topics in Theatre (0.5 or 1)

Special Studies in Theatre is designed to allow advanced students an opportunity to undertake a study of specific topics in theatre which are not offered in the regular curriculum.

- **Prerequisite:** Consent of instructor

- General Education Requirement Fulfillment: Creating in the Arts
- **Offering:** Every semester
- Instructor: Staff

THTR 499W Senior Thesis (.5 to 1)

Required for senior Theatre majors. Research, create and perform solo performance in addition to written thesis.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** [THTR 140](#), [THTR 150](#), [THTR 155](#), [THTR 182](#), [THTR 217W](#), [THTR 219](#), **AND** [THTR 355](#). Theatre Majors only or Consent of Instructor.
- Offering: Fall
- Instructor: Cole

Women's and Gender Studies

Feminist scholarship, which arose in the late twentieth century in response to the historically masculine bias of the academy, explores the important but often hidden ways that gender and gender inequality have shaped, and been shaped by, our cultural, social, and personal worlds. In recent years, scholars in the field have increasingly recognized that gender and gender inequality cannot be understood in abstraction from other axes of social identity and power, especially those of race, class, sexual orientation, and nation. Thus, the program in Women's and Gender Studies offers students the opportunity to examine, from both disciplinary and interdisciplinary perspectives, gender's intersections with other dimensions of social power and identity. In addition to addressing these intersections, courses may focus on developments within feminist thought, on applications of feminist scholarship to a particular field of study, or on selected topics concerning gender and gender inequality. All Women's and Gender Studies classes encourage students to think systematically and critically about gender and to confront the challenges of moving toward a more equitable world.

Requirements for the Women's and Gender Studies Program Major (9 Credits)

There are 9 credits required for the WGS major [prerequisites are listed in brackets behind each course]

1. Students must take at least one of the following courses: (1)

- [WGS 134](#) (EV) Thinking Sex (1)
- [WGS 245](#) Feminism, Gender, and Society (1)

2. Students must take the following three required courses: (3)

- [WGS 353W](#) Feminist Theory (1) [[WGS 134](#) or [WGS 245](#)]

- One disciplinary methods/theory course (should be chosen in consultation with an advisor and dependent on WGS interests and proposed senior thesis) [[WGS 134](#) or [WGS 245](#)--NOTE: Some courses also require [WGS 353W](#)]
 - Courses that will count (additional courses considered by petition):
 - [AES 330](#) Theory and Methods of American Ethnic Studies (1) [[AES 150](#); junior or senior standing; and at least one elective course in AES]
 - [ARTH 362W](#) Theories and Methodologies of Art History (1) [A 200-level art history course]
 - [CCM 220W](#) Analyzing Public Discourse (1) [no prerequisites]
 - [ENGL 202W](#) (IT) Introduction to Literary Theory (1) [[ENGL 201](#)]
 - [HIST 306](#) History through Biography: Women in World History (1) [no prerequisites]
 - [HIST 393](#) Oral History: Theory, Methods, Practice (1) [junior or senior status, or consent of instructor]
 - [PHIL 335](#) (EV) History, Sexuality, and Power (1) [One Philosophy course or consent of instructor; closed to first year students]
 - [PSYC 252W](#) (QA) Research Methods and Analysis I (1) [[PSYC 210](#) or consent of instructor]
 - [SOC 402W](#) Qualitative Methods in Social Research (1) [[SOC 303](#) or [WGS 353W](#)]
 - NOTE: Departments whose method courses will count in the WGS major have all been contacted, and all courses listed above have been approved for use in the WGS major by their respective departments.
- [WGS 499W](#) Senior Thesis [[WGS 353W](#) and at least one disciplinary methods course plus senior standing]

3. Five additional courses of the following: (5)

- [ANTH 345](#) Sex and Gender in Anthropological Perspective (1) [no prerequisites, though [ANTH 150](#) or courses in Women's Studies are recommended]
- [CCM 265](#) (US) Rhetorics of Sex and Gender (1) [[CCM 220W](#), [CCM 221](#), or WGS course]
- [CCM 341](#) US Women's Rights Activism Before 1920 (1)
- [CCM 342](#) US Women's Rights Activism Since 1920 (1)
- [CCM 360](#) Topics in Public Discourse (topic depending) (1) [[CCM 220W](#) or [CCM 221](#) or consent of instructor]
- [CCM 361](#) Citizenship and the Public Sphere (1) [[CCM 220W](#), [CCM 221](#), [WGS 245](#) or [WGS 353W](#) or consent of instructor]
- [CHNSE 258](#) (US) Gender and Mass Media in Asia (1)
- [CLAS 247](#) (IT; 4th Sem) Women in Roman Literature and Life (1) [no prerequisites]
- [CLAS 260](#) (IT; 4th Sem) Gender and Sexuality in Greek Society (1) [no prerequisites]
- [ENGL 116W](#) (IT) Topics in American Literature (topic dependent) (1) [no prerequisites]
- [ENGL 355W](#) Feminist Film Criticism (1) [Previous course in ENGL, FILM, or WGS, or consent of instructor]

- [ENGL 373](#) Contemporary Literature: Post-Slavery Fiction (topic dependent-only Post-Slavery Fiction) (1) [A 100- or 200-level English course in literature]
- [ENGL 381](#) Latina/o Literature and Culture (1) [[ENGL 201](#) or [AES 150](#)]
- [ENGL 438](#) Literature and Sexuality [[ENGL 201](#) or [ENGL 202W](#), or consent of instructor]
- [FREN 437](#) (IT) Female Voices in African Literature and Film (1) [[FREN 340](#)]
- [HIST 131](#) (TH) Historical Inquiry: Gender and Society in East Asia (topic dependent) (1) [freshmen and sophomores only]
- [HIST 131](#) (TH) Historical Inquiry (topic dependent) (1) [freshmen and sophomores only]
- [HIST 262](#) American Women's History (1) [no prerequisites]
- [HIST 306](#) History through Biography: Women in World History (1) (may count as methods/theory course instead) [no prerequisites]
- [HIST 375](#) (EV) Women and Gender in Medieval Europe (1) [no prerequisites]
- [HUM 497W](#) Humanities Senior Seminar: Our Bodies Ourselves (topic dependent) (1) [no prerequisites]
- [PHIL 335](#) (EV) History, Sexuality and Power (1) (may count as methods/theory course instead) [One philosophy course or consent of instructor; closed to first-year students]
- [POLI 384](#) Transnational Feminist Politics (1) [Any WGS course or [POLI 214](#), [POLI 216](#), [POLI 218](#) or consent of instructor]
- [PPLE 351W](#) Women in American Politics (1) [[PPLE 210](#) or consent of instructor]
- [PSYC 354](#) (US) Psychology of Women and Gender (1) [[PSYC 210](#) or consent of instructor]
- [REL 256](#) (EV, IT) Goddesses and Ghosts: Images of Women in Chinese Traditions (1) [no prerequisites]
- [REL 336](#) (EV) Women in World Religion (1) [no prerequisites]
- [RUSS 245W](#) (IT) From Russia with Love: Family and Sexuality in Twentieth-Century Russian Literature (1) [no prerequisites]
- [SOC 121](#) (US) Gender in Society (1) [freshmen and sophomores only]
- [SOC 328](#) Families (1) [[SOC 201](#) or any 100-level Sociology course or consent of instructor]
- [SOC 334](#) Inequality in Society (1) [[SOC 201](#) or any 100-level Sociology course]
- [SOC 358](#) Special Topics in Sociology: (topic depending) (.5-1) [[SOC 201](#) or any 100-level Sociology course]
- [SOC 362](#) Sexualities (1) [[SOC 201](#) or any 100-level Sociology course]
- [SPAN 435](#) Contemporary Latin American Women Writers (1)
- [SPAN 438](#) Contemporary Spanish Women Writers (1) [[SPAN 340](#), [SPAN 352](#), [SPAN 353](#), [SPAN 355](#), [SPAN 356](#), or consent of instructor]
- [SPAN 445](#) Topics in Medieval and Early Modern Spanish Literature (topic dependent) (1) [[SPAN 340](#), [SPAN 352](#), [SPAN 353](#), [SPAN 355](#), [SPAN 356](#), or consent of instructor]
- [WGS 390](#) Independent Study in Women's and Gender Studies (1) [WGS major or minor and consent of instructor]
- [WGS 394](#) Internship in Women's and Gender Studies (.5-1) [[WGS 353W](#), junior or senior standing, or consent of department chair]
- No more than 4 total courses at the 100-200 level and no more than 3 courses with same departmental prefix (other than WGS) can count toward the WGS major.

Requirements for the Women's and Gender Studies Program Minor (5 Credits)

There are 5 credits required for the WGS minor [prerequisites are listed in brackets behind each course]

1. Students must take at least one of the following courses: (1)

- [WGS 134](#) (EV) Thinking Sex (1)
- [WGS 245](#) Feminism, Gender, and Society (1)

2. Students must take the following required course: (1)

- [WGS 353W](#) Feminist Theory (1) [[WGS 134](#) or [WGS 245](#)]

3. Three additional courses of the following, at least one of which must be at the 300 level or higher: (3)

- [ANTH 345](#) Sex and Gender in Anthropological Perspective (1) [no prerequisites, though [ANTH 150](#) or courses in Women's Studies are recommended]
- [CCM 265](#) (US) Rhetorics of Sex and Gender (1) [[CCM 220W](#), [CCM 221](#), or WGS course]
- [CCM 341](#) US Women's Rights Activism Before 1920 (1)
- [CCM 342](#) US Women's Rights Activism Since 1920 (1)
- [CCM 360](#) Topics in Public Discourse (topic depending) (1) [[CCM 220W](#) or [CCM 221](#) or consent of instructor]
- [CCM 361](#) Citizenship and the Public Sphere (1) [[CCM 220W](#), [CCM 221](#), [WGS 245](#) or [WGS 353W](#) or consent of instructor]
- [CHNSE 258](#) (US) Gender and Mass Media in Asia (1)
- [CLAS 247](#) (IT; 4th Sem) Women in Roman Literature and Life (1) [no prerequisites]
- [CLAS 260](#) (IT; 4th Sem) Gender and Sexuality in Greek Society (1) [no prerequisites]
- [ENGL 116W](#) (IT) Topics in American Literature (topic dependent) (1) [no prerequisites]
- [ENGL 355W](#) Feminist Film Criticism (1) [Previous course in ENGL, FILM, or WGS, or consent of instructor]
- [ENGL 373](#) Contemporary Literature: Post-Slavery Fiction (topic dependent-only Post-Slavery Fiction) (1) [A 100- or 200-level English course in literature]
- [ENGL 381](#) Latina/o Literature and Culture (1) [[ENGL 201](#) or [AES 150](#)]
- [ENGL 438](#) Literature and Sexuality [[ENGL 201](#) or [ENGL 202W](#), or consent of instructor]
- [FREN 437](#) (IT) Female Voices in African Literature and Film (1) [[FREN 340](#)]
- [HIST 131](#) (TH) Historical Inquiry: Gender and Society in East Asia (topic dependent) (1) [freshmen and sophomores only]
- [HIST 131](#) (TH) Historical Inquiry (topic dependent) (1) [freshmen and sophomores only]
- [HIST 262](#) American Women's History (1) [no prerequisites]
- [HIST 306](#) History through Biography: Women in World History (1) (may count as methods/theory course instead) [no prerequisites]
- [HIST 375](#) (EV) Women and Gender in Medieval Europe (1) [no prerequisites]

- [HUM 497W](#) Humanities Senior Seminar: Our Bodies Ourselves (topic dependent) (1) [no prerequisites]
- [PHIL 335](#) (EV) History, Sexuality and Power (1) (may count as methods/theory course instead) [One philosophy course or consent of instructor; closed to first-year students]
- [POLI 384](#) Transnational Feminist Politics (1) [Any WGS course or [POLI 214](#), [POLI 216](#), [POLI 218](#) or consent of instructor]
- [PPL 351W](#) Women in American Politics (1) [[PPL 210](#) or consent of instructor]
- [PSYC 354](#) (US) Psychology of Women and Gender (1) [[PSYC 210](#) or consent of instructor]
- [REL 256](#) (EV, IT) Goddesses and Ghosts: Images of Women in Chinese Traditions (1) [no prerequisites]
- [REL 336](#) (EV) Women in World Religion (1) [no prerequisites]
- [RUSS 245W](#) (IT) From Russia with Love: Family and Sexuality in Twentieth-Century Russian Literature (1) [no prerequisites]
- [SOC 121](#) (US) Gender in Society (1) [freshmen and sophomores only]
- [SOC 328](#) Families (1) [[SOC 201](#) or any 100-level Sociology course or consent of instructor]
- [SOC 334](#) Inequality in Society (1) [[SOC 201](#) or any 100-level Sociology course]
- [SOC 358](#) Special Topics in Sociology: (topic depending) (.5-1) [[SOC 201](#) or any 100-level Sociology course]
- [SOC 362](#) Sexualities (1) [[SOC 201](#) or any 100-level Sociology course]
- [SPAN 435](#) Contemporary Latin American Women Writers (1)
- [SPAN 438](#) Contemporary Spanish Women Writers (1) [[SPAN 340](#), [SPAN 352](#), [SPAN 353](#), [SPAN 355](#), [SPAN 356](#), or consent of instructor]
- [SPAN 445](#) Topics in Medieval and Early Modern Spanish Literature (topic dependent) (1) [[SPAN 340](#), [SPAN 352](#), [SPAN 353](#), [SPAN 355](#), [SPAN 356](#), or consent of instructor]
- [WGS 390](#) Independent Study in Women's and Gender Studies (1) [WGS major or minor and consent of instructor]
- [WGS 394](#) Internship in Women's and Gender Studies (.5-1) [[WGS 353W](#), junior or senior standing, or consent of department chair]

Indicators of Achievement

Student Learning Outcomes for the Women's and Gender Studies Major

1. Identify and analyze a diverse range of historical and contemporary feminisms
2. Articulate and apply theories of feminism and gender to a variety of social, political, and cultural issues
3. Recognize and analyze intersections between gender and other axes of social identity and power such as race, class, or nation
4. Integrate knowledge, perspectives, and/or methods from multiple academic disciplines
5. Experience community engagement on behalf of gender equity

Faculty

- [Jonneke Koomen](#), Associate Professor of Politics
- [Aili Zheng](#), Associate Professor of German
- [Jade Aguilar](#), Vice President for Equity, Diversity, & Inclusion, Associate Professor of Sociology
- [Mary R. Bachvarova](#), Professor of Classics
- [Sarah Clovis Bishop](#), Associate Professor of Russian; German & Russian Department Chair
- [Wendy Petersen Boring](#), Associate Professor of History
- [Emma Coddington](#), Associate Professor of Biology
- [Stephanie DeGooyer](#), Assistant Professor of English, 2018-2019 Frieda L. Miller Fellow, Radcliffe Institute for Advanced Study, Harvard University
- [Rebecca J. Dobkins](#), Professor of Anthropology
- [Emily Drew](#), Associate Professor of Sociology, Department Chair
- [Marva Duerksen](#), Associate Professor of Music, Women's and Gender Studies; Coordinator, Musicianship
- [Meredyth Goldberg Edelson](#), Professor of Psychology
- [Amadou Fofana](#), Professor of French and Francophone Studies; French Department Chair,
- [David Gutterman](#), Professor of Politics, Policy, Law and Ethics
- [Allison Hobgood](#), Associate Professor of English
- [Ortwin Knorr](#), Associate Professor of Classics, Director, Center for Ancient Studies and Archaeology (CASA), Chair, Comparative Literature and History of Ideas
- [Sally Markowitz](#), Professor of Philosophy
- [Cecily McCaffrey](#), Associate Professor of History
- [Melissa Buis Michaux](#), Associate Professor of Politics
- [Frann Michel](#), Professor of English
- [Ana Montero](#), Professor of Spanish
- [Pamela A. Moro, Ph.D.](#), Professor of Anthropology
- [April Overstreet](#), Associate Professor of Spanish
- [Roy Pérez](#), Associate Professor of English and American Ethnic Studies
- [Cindy Koenig Richards](#), Associate Professor, Department Chair, Ringe Media Lab Director
- [Rachel Kinsman Steck](#), Associate Professor of Theatre
- [Abigail Susik](#), Associate Professor of Art History
- [Patricia Varas](#), Professor of Spanish, Spanish Department Chair
- [Huike Wen](#), Associate Professor of Chinese
- [Xijuan Zhou](#), Associate Professor of Religious Studies

Part-Time and Visiting Faculty

- [Leslie Dunlap](#)

Course Listings

WGS 134 (EV) Thinking Sex (1)

This course examines assumptions, arguments, evidence and underlying values about biological sex differences, sexuality and gender construction and asks: Who is a woman? Is sex a stable category? What is the future of sex and why does it matter? Drawing on interdisciplinary perspectives and approaches, we further analyze the packaging of sex by consumer culture, global markets and social movements with the goal of exposing some of the varied uses of sex and the implications of what we view as sex differences.

- **Prerequisite:** Open to 1st and 2nd year students only.
- General Education Requirement: Examining Values
- **Offering:** Annually
- Instructor: Staff

WGS 245 Feminism, Gender and Society (1)

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

- Offering: Fall
- **Instructor:** Michel, Markowitz, Dunlap

WGS 353W Feminist Theory (1)

This interdisciplinary course will examine such basic issues as gender difference and its relationship to women's subordination; the intersections of gender with other dimensions of social identity and power (e.g., class, race/ethnicity, sexuality, nation); the way gendered discourse shapes social reality. These issues will be discussed from a variety of feminist theoretical perspective (e.g., those influenced by liberalism, Marxism/socialism, psychoanalysis, radical feminism, post-modernism, and post-colonialism). Closed to freshmen.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** [WGS 134](#) or [WGS 245](#)
- Offering: Spring
- Instructor: Staff

WGS 358 Topics in Women's and Gender Studies (1)

This course enables faculty and students to focus on a specific topic in Women's and Gender Studies within an interdisciplinary framework. Topics will involve an exploration of some combination of sex, gender, sexuality. Designation of specific topics and relevant cases and theories will be made at the time of course offering.

- **Prerequisite:** One credit in Women's and Gender Studies or consent of instructor.
- **Offering:** Alternate years
- Instructor: Staff

WGS 390 Independent Study in Women's and Gender Studies (1)

Qualified students will undertake a program of independent research with a Women's and Gender Studies faculty member. Closed to freshmen.

- **Prerequisite:** WGS major or minor and consent of instructor
- **Offering:** Every semester
- Instructor: Staff

WGS 394 Internship in Women's and Gender Studies (.5-1)

The Internship in Women's and Gender Studies course allows students the opportunity to obtain applied experience at an agency or in a social setting where women's or gender issues are prominent. This will allow WGS students the opportunity to go beyond the classroom, thus enabling students to translate and apply knowledge gained in WGS courses into social world experiences.

- **Prerequisite:** [WGS 353W](#) and junior or senior standing, or consent of Department Chair
- **Offering:** Every semester
- Instructor: Staff

WGS 499W Senior Thesis (1)

Senior Women's and Gender Studies major will research and write senior papers on topics of their choice.

- General Education Requirement Fulfillment: Writing-centered
- **Prerequisite:** [WGS 353W](#) and at least one disciplinary methods course plus senior standing
- **Offering:** Every Fall
- Instructor: Staff

Other Academic Opportunities

- [International Education](#)
- [Combined Degree Programs](#)
- [Healthcare Career Preparation](#)
- [Carson Undergraduate Research Grant](#)
- [Science Collaborative Research Program](#)
- [Shuchat Arts Fellowship Program](#)
- [Presidential Scholarships](#)
- [Webber Scholarships/Science Outreach Program](#)
- [Tokyo International University of America \(TIUA\)](#)

International Education

Providing opportunities to engage in global learning.

The OIE offers semester, year long, and summer programs abroad and in the U.S. We also provide advising, programming, advocacy and other services to international students, visiting professors, language assistants, and faculty.

Joint Degree Programs

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

Management

The Willamette University College of Liberal Arts (CLA) and Atkinson Graduate School of Management (AGSM) offer a combined degree program (B.A./M.B.A.) which allows eligible Willamette University CLA students to complete the Bachelor of Arts degree and Master of Business Administration degree in five years. The B.A./M.B.A. program gives students the opportunity to pursue their interest in business, government and not-for-profit management while obtaining a liberal arts education, and provides a fast track for completion of the master's degree.

The Master of Business Administration degree of the B.A./M.B.A. program is one of only two M.B.A. degrees in the United States accredited for business and public management by the two most prestigious organizations evaluating management education: AACSB International - The Associate of Advance Collegiate Schools of Business and NASPAA - the National Association for Schools in Public Affairs and Admission.

Students preparing for the B.A./M.B.A. program are enrolled in the CLA during their first three years of study at Willamette University, completing at least 23 credits and most courses required for their major. CLA students who transferred to Willamette University are required to complete at least 15 credits of undergraduate work at Willamette as well as most courses required for their major. The specific courses and number of CLA credits a student must complete during the first three years are determined by the student's CLA major department.

During the fourth year of study, B.A./M.B.A. students complete their senior experience courses at the CLA and at least eight (8) of the ten (10) courses of the first year M.B.A. curriculum. The first year M.B.A. curriculum is comprised of eight M.B.A. required courses and two M.B.A. elective courses. At the end of the fourth year of study, B.A./M.B.A. students who have met all CLA graduation requirements are awarded the Bachelor of Arts degree.

During the fifth year of the program, B.A./M.B.A. students complete the second year curriculum of the M.B.A. program. The second year curriculum is comprised of seven M.B.A. elective courses and three M.B.A. required courses. At the end of the fifth year, B.A./M.B.A. students who have met all graduation requirements for the M.B.A. program are awarded the Master of Business Administration (M.B.A.) degree.

Application for admission to the Atkinson Graduate School M.B.A. segment of the B.A./M.B.A. should be completed by May 1 of the junior year. Students from all CLA major programs may apply for admission to the B.A./M.B.A. program. The application process includes submission of the Atkinson Graduate School application for admission, official transcripts of all college coursework, official GMAT or GRE scores, two letters of reference, the written consent of the student's CLA major department or program concerned, a personal statement of experience and goals, and an interview.

Law

Willamette University, through its College of Liberal Arts and College of Law, offers an accelerated B.A./J.D. program for academically qualified students. The B.A./J.D. program offers students the opportunity to earn a J.D. degree in Law and a liberal arts education with a B.A. degree in six years.

Located across the street from the College of Liberal Arts and the Oregon Capitol, the College of Law is situated in the epicenter of state law, government and business. Like the College of Liberal Arts, the Law School emphasizes small enrollment, excellence in teaching and a high level of faculty-student interaction.

Students may be admitted to the B.A./J.D. program anytime during their first two years of undergraduate enrollment. Because the program requires very careful scheduling, early enrollment is often helpful. Admission to the program does not guarantee admission to the College of Law.

Requirements for admission to the B.A./J.D. program are:

- Minimum combined SAT score of 1950 or a composite ACT score of 29.
- Minimum high school GPA of 3.5.
- A submitted essay describing the student's reason for applying to the program and the capacities that will enable the student's success in an accelerated program.
- An in-person interview with the B.A./J.D. Admission Committee demonstrating the qualities of maturity, focus and discipline required of program participants.
- Participation in a B.A./J.D. orientation session.

Students in the program apply for admission to the College of Law during the junior year of their undergraduate work. Students who are admitted to the College of Law receive a bachelor's degree after successfully completing their first year of study at the College of Law.

By the end of their junior undergraduate year, B.A./J.D. students must:

- Complete all requirements for a major in the College of Liberal Arts.
- Complete all requirements of the general education program of the College of Liberal Arts.
- Maintain a cumulative GPA of 3.4 or higher.
- Complete a total of 24 or more credits of undergraduate coursework.
- Achieve a Law School Admission Test (LSAT) score in their junior year that is no lower than the median LSAT score for the prior year's entering class of the College of Law.
- Complete all required College of Law application materials and comply with all other College of Law admission requirements.

Students selected to the B.A./J.D. program may replace the first-year law elective with the B.A. program's senior capstone course, in which case the student can graduate without taking the first-year law elective. A student in the B.A./J.D. program is required to take 87 hours of credits to graduate from the College of Law, rather than the usual 90, 72 of which must be graded hours.

Engineering

To offer the advantages of a combined liberal arts and engineering program, Willamette University has arrangements with Columbia University, New York; the University of Southern California, California; and Washington University, Missouri, whereby a student may receive both a Bachelor of Arts from Willamette and a Bachelor of Science from the participating engineering school.

After three years in residence at Willamette University, the student may qualify for transfer to Columbia University, University of Southern California, or Washington University. To qualify for the program students must, at a minimum, complete the following courses: mathematics through differential equations, two semester sequence of introductory chemistry, two semester sequence of introductory physics, and computer programming. Other courses for a particular engineering field or school may be required or recommended. The student must complete the general education requirements: six Modes of Inquiry courses, two quantitative courses, foreign language, and four writing-centered courses. The student must also make progress towards completing a major. At any of our affiliated 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, USC, or Washington and the Bachelor of Arts degree from Willamette University. Information concerning the engineering program may be obtained by consulting [Dr. Richard Watkins](#) of the Physics Department.

Forestry

Willamette University has partnered with the Nicholas School of the Environment at Duke University in North Carolina to offer a five-year program resulting in a B.A. from Willamette and a masters of Forestry or Masters of Environmental Management from Duke. Students take three years of undergraduate liberal arts courses at Willamette and two years of graduate courses at Duke. The program is also available over four and two years.

Program Prerequisites include:

- Natural or Social Science courses related to the student's area of interest
- College level course in Calculus (required)
- College level course in Statistics* (required)
- Students must earn a grade of B- or better in each prerequisite course and earn college credit in order for it to count towards the prerequisite. Pass/Fail courses are not acceptable. Self-paced courses are also not acceptable.
- Undergraduate experience and training in professional Writing
- Each program requires additional courses or recommends additional preparation, for details visit <https://nicholas.duke.edu/programs/masters/3-2>.

Interested students should contact Dr. Karen Arabas (karabas@willamette.edu) 503-370-6666.

Pre-Health Program

Compassion. Curiosity. Dedication. These values have driven generations of researchers, doctors, pharmacists, dentists, vets, therapists and other [healthcare professionals](#) to choose Willamette as the place where they begin diverse careers in health and medicine.

Here, students have unmatched opportunities to work on [undergraduate research](#) with leading scholars and teachers who are committed to undergraduate education. As part of Willamette's liberal arts curriculum, students develop communication skills, cultural competencies and the broad perspective needed to be effective practitioners.

Whether seeking to treat the sick and injured directly or to advance medical science through research, participants in Willamette's Pre-Health program complete [prerequisite courses](#), gain practical experience, and access to [advising](#) and [support resources](#) that successfully prepare them for their chosen health field.

Carson Undergraduate Research Grant

Willamette University offers competitive research grants to interested and deserving undergraduates who wish to pursue specific topics beyond those generally encountered in the regular course offerings. These projects, which may be scholarly, creative or professional in nature, can be pursued as independent study or in collaboration with faculty research. They are intended to help prepare students for graduate and professional study. In recent years, projects have included creating illuminated manuscript pages using medieval materials and techniques, investigating the effects of common pesticides on the reproductive cycle of frogs, collaborating to write and produce two short films, traveling to Okinawa to investigate Japanese attitudes towards the U.S. military presence, and composing music for wind ensemble. Carson grant recipients have gone on to present the results of their research at professional academic conferences, such as the National Conference on Undergraduate Research and the Conference of the Northwest Speech Communications Association, and some have had their work published in scholarly journals, including the Proceedings of the Annual Meeting of the Ecological Society of America and Willamette's Journal of Undergraduate Research. The Carson Research Grants draw on an endowed fund and are named for a former dean, Dr. Julie Ann Carson, of the College of Liberal Arts.

General Guidelines

The guidelines for the Carson Undergraduate Research Grants are to be used by students, faculty, and the committee that awards grants. In developing a proposal, a student should use the guidelines as a basis for project design and then continue asking questions of faculty members, past grant recipients, and former sponsors. A much more detailed set of guidelines and timetables can be found on the [Student Academic Grants and Awards website](#). Sample proposals are available in the SAGA office.

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

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

Grants are most likely to be awarded for proposals that meet the following criteria: (a) the applicant has the necessary ability and academic background to carry out the project; (b) the project is sufficiently significant so that carrying it out will enhance the student's intellectual development; (c) the project is well-conceived, well-planned and likely to be completed within the period of the grant; (d) the project should result in a product, whether scholarly or creative (in addition to any performance or exhibit involved); (e) the project is not part of coursework carrying academic credit or otherwise required for graduation; (f) the faculty or professional sponsor has an appropriate role in the student's carrying out the project, and has the necessary training and knowledge to supervise the student.

The maximum amount awarded is \$3,000 to cover stipend, supplies, travel expenses, per diem, or expenses related to attending conventions, festivals, etc. Expenses relating to coursework will not be funded.

The sponsoring faculty member or other professional is required to supervise the student throughout the project and/or see that the student is adequately supervised by someone at an approved institution. The sponsor must submit a one-page summary evaluation of the research project to the Office of Student Academic Grants and Awards within 30 days of completion of the project.

Proposals should be submitted to the Office of Student Academic Grants and Awards (Putnam University Center, 3rd floor). The deadline for submission of proposals and the sponsor's recommendation is typically mid-February. Announcements of awards are made prior to spring break.

It is strongly recommended that students who are interested in applying for grants attend information sessions sponsored by the Undergraduate Grants and Awards Committee. Information sessions, led by the Director of Student Academic Grants and Awards and past grant recipients, are designed to explain the research program, answer questions, and encourage participation in the Carson program. Questions about the Carson Summer Undergraduate Research Grant Program should be directed to the Office of Student Academic Grants and Awards.

Science Collaborative Research Program

Willamette University offers research grants to undergraduates who are interested in working collaboratively with faculty on projects in the sciences: Biology, Chemistry, Environmental and Earth Sciences, Exercise Science, and Physics. The intent of this program is to provide an opportunity for science students and faculty to go beyond the classroom by collaborating on a wide variety of research projects. Faculty share with students the excitement of doing basic research, presenting papers at professional meetings, and publishing results in peer-reviewed professional journals. Most students in the program choose to focus on some aspect of a faculty member's established research,

but the exceptionally mature student with separate but related research interests has a place as well. Student participants have published in refereed journals, and have presented their work at national and local professional meetings including the Murdock College Science Research Program Regional Conference. The Science Collaborative Research Program began in 1996 with funding from the M.J. Murdock Charitable Trust and since 1999 has been funded by an endowment from the Mary Stuart Rogers Foundation.

General Information

[View application guidelines](#). The guidelines for the Science Collaborative Research Program are to be used by students, faculty, and the committee that awards grants. In developing a proposal, a student should use the guidelines as a basis for project design and then continue asking questions of faculty members, past grant recipients, and former sponsors.

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

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

The maximum amount awarded is a \$4,000 stipend, plus support for room and board.

The deadline for submission of proposals is typically the second week in February, and awards are announced by the first week in March.

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

Shuchat Arts Fellowship Program

The objective of the Shuchat Arts Fellowship Program (SAFP) is to provide students in the arts an opportunity to develop their expertise through significant independent summer projects, working under the guidance of close faculty mentors.

Fellowships are available for students majoring in art, music, or theatre. While first and second year students are not excluded from consideration, recipients of the Shuchat Fellowship should be sufficiently advanced in their craft to do high-level, independent work. Fellows are expected to use this opportunity to build their portfolios, have professional experiences, or otherwise prepare for career or graduate school success in the arts.

The SAFP will provide six annual student awards of \$5,500. Funding is made possible through a generous, multi-year pledge from Mr. Terry N. Shuchat.

Presidential Scholarships

General Guidelines

Presidential Scholars will be among the top young scholars in the College of Liberal Arts. The Grants and Awards committee will not consider disciplinary distribution in selecting scholars. Scholars may be from any discipline or department. The Undergraduate Awards Committee may select two Presidential Scholars per year. The application deadline is usually in mid-March. The awards include a \$2,500 stipend for research expenses for the summer preceding the student's senior year; and a semester's tuition waiver to be applied to the student's senior year OR a \$5,000 grant toward graduate school expenses. A maximum of 4 credits may be given for the project (no more than three credits in one semester). Students who have received a Carson Undergraduate Research Grant or Summer Collaborative Research Program Science Grant MAY NOT be a Presidential Scholar in the same year. Students who received a Carson Undergraduate Research Grant or an SCRP Science Grant in their sophomore year ARE ELIGIBLE for the Presidential Scholarship in their junior year.

Selection Criteria

The principal criteria for evaluation are research design, originality, and contribution to the discipline. Projects should extend beyond the average thesis in both scope and design. Applicants should consult with their advisors and departments regarding their projects' feasibility, departmental thesis requirements, and course credit. Specific criteria include: strength of the proposed project; applicant's academic record of achievement; and applicant's intellectual caliber and independence of character. Applications that propose projects that build on but extend from a student's major may present the most compelling cases for selection.

Application Requirements

An application consists of:

1. A project proposal that is no more than four pages, typed in a font no smaller than 11 point, and includes the following: description of the project including rationale, research design and its relationship to contemporary scholarship; statement on the importance of the project for the student's long-term goals; and outline for completion of project.
2. Current transcript
3. Appendices: The applicant may attach additional supporting documents such as photographs, artwork, letters of cooperation from agencies or persons necessary to the research.
4. Letters of support: The applicant's principal advisor must submit a letter to the Undergraduate Grants & Awards Committee under separate cover in support of the project. The letter will discuss the project's merit and feasibility within the time frame specified in the application.

Questions about the Presidential Scholars program should be directed to the Office of Student Academic Grants and Awards, where reports on past Presidential Scholars' projects are available for review. Application information is available on the [SAGA website](#).

Webber Scholarships/Science Outreach Program

Four Webber scholarships are awarded on an annual basis to women majoring in Chemistry, Biology, Environmental Science, and/or Physics. The \$4,000 per-year stipend requires that the Webber scholars participate in the Willamette Science Outreach Program, a community service project in which the scholars serve as role models to elementary school girls, encouraging them to continue their studies in math and science. The goal of the Science Outreach Program is to provide young children with female role models in the sciences while exposing them to the different scientific fields with hands-on projects and experiments. The Webber scholars perform their outreach service by visiting a chosen elementary school classroom for an hour per week for twelve consecutive weeks. To apply for a Webber scholarship, the Willamette student must be a sophomore or junior woman with a declared major in chemistry, biology, environmental science, and/or physics and a minimum GPA of 3.0.

Willamette University and Tokyo International University of America (TIUA)

In 1965, Japanese educator Taizo Kaneko wrote to 50 colleges and universities throughout the United States, offering to send the eager young minds of his culture to live and learn with American students. Of the 35 responses he received, only one reply - from Willamette University's President G. Herbert Smith - constituted an unconditional and immediate acceptance of his offer. Out of the shared vision of these two men, a mutually enriching relationship was born.

After a quarter century of successful exchange programs between Tokyo International University and Willamette University, that visionary relationship was further strengthened and solidified by the establishment of Tokyo International University of America (TIUA) in 1989. Every year, about 100-150 students endeavor to acquire English communication skills and specialized knowledge through the program at Willamette. Students not only study English but also other subjects including sociology, politics, economics, intercultural management, literature, history, and many more.

WU and TIUA students study together in "joint" and "linked" courses. TIUA students can take selected WU courses (fall semester). Students are integrated in the residential system and in all aspects of co-curricular programming and activities. WU faculty members teach elective subject area courses during a six-week summer session and in Fall Semester.

The relationship between Willamette and TIU extends beyond the TIUA programs. Willamette students can take courses in Japanese language, culture, and society at TIU for one semester or one year during which they are placed in homestays in the Kawagoe area. Willamette faculty members can also teach or do research at TIU for 3-6 weeks from mid-May to mid-July and TIU faculty visit WU/TIUA, in the fall or spring semester to do research, offer guest lectures, or to teach WU courses.

Career, Graduate, and Professional Development

- [Career Development](#)
- [Student Academic Grants and Awards](#)
- [Healthcare Career Preparation](#)

- [Atkinson Graduate School of Management](#)
- [College of Law](#)

Career Development

We strive to ensure that all students are able to define their professional goals, obtain career-related experiences, and enhance their strategies for networking and the job/internship search. We help students connect with potential employers, prepare them for success in graduate school, or help them pursue other meaningful post-graduate opportunities. We are also proud to collaborate with [Employers](#), [Faculty](#), [Parents](#), and [Alumni](#). Our services for students include:

- Individual career advising
- Resume and cover letter review
- Job and Internship search
- Graduate School applications/advising
- Interviewing preparation
- Overall career planning and exploration

Student Academic Grants and Awards

The [Office of Student Academic Grants and Awards](#) works with students interested in applying for nationally competitive scholarships, fellowships, and awards. The office provides assistance to students as they compete for honors and make plans for their academic careers beyond Willamette, and administers the College Colloquium Student Research Grants, the Carson Summer Undergraduate Research Grants, and the Presidential Scholars Program (sponsored by Willamette). This office also works with the CLA Undergraduate Grants and Awards committee, which selects institutional nominees for many of the competitive scholarship programs, such as the Rhodes Scholarship, Truman Scholarship, British Marshall Scholarship, Goldwater Scholarship, and Fulbright Grant programs.

Pre-Health Program

Compassion. Curiosity. Dedication. These values have driven generations of researchers, doctors, pharmacists, dentists, vets, therapists and other [healthcare professionals](#) to choose Willamette as the place where they begin diverse careers in health and medicine.

Here, students have unmatched opportunities to work on [undergraduate research](#) with leading scholars and teachers who are committed to undergraduate education. As part of Willamette's liberal arts curriculum, students develop communication skills, cultural competencies and the broad perspective needed to be effective practitioners.

Whether seeking to treat the sick and injured directly or to advance medical science through research, participants in Willamette's Pre-Health program complete [prerequisite courses](#), gain practical experience, and access to [advising](#) and [support resources](#) that successfully prepare them for their chosen health field.

Atkinson Graduate School of Management

Willamette University's George H. Atkinson Graduate School of Management is a professional school that prepares students for careers in business, consulting, government, public service and not-for-profit organizations. It shares with the College of Liberal Arts the recognition that the best preparation for any career is the ability to think critically and to develop an understanding of the world around us.

The Atkinson School learning environment emphasizes excellent teaching, teamwork and the practical application of management theory to real organizations. The school develops managers who know how to get things done; who recognize the importance of understanding the interrelationships between business, government and not-for-profit organizations; and who are adaptive and innovative.

MBA programs include the Early Career MBA, the MBA for Career Change and the MBA for Professionals. All Willamette MBA programs are accredited by AACSB — the global hallmark of excellence in business education.

Early Career MBA and MBA for Career Change:

The full-time Early Career and Career Change MBA program prepares students for their first professional position and career change. In just 21 months, students learn the core principles of management, refine their career interests, develop an in-depth understanding of one or more curricular areas of interest, and build the portfolio or work experience needed to succeed in a competitive job market.

From the first day of class, students apply what they learn to real organizations. Class consulting projects with real clients, internships, in-depth case studies, innovative hands-on elective courses, and a complete program of career services offer powerful opportunities for professional development.

Elective areas of interest include accounting, finance, general management, human resources, information systems, international management, marketing, organizational analysis, public and not-for-profit management, and quantitative analysis/management science.

The Early Career and Career Change program is one of only two MBA programs in the U.S. dually accredited for business (AACSB) and public administration (NASPAA).

The distinct design of the Early Career MBA and MBA for Career Change program makes it an excellent choice for students seeking an MBA through a 3-2 program, directly after completion of their bachelor degree or after one or more years of work experience..

Although Willamette University does not offer undergraduate degrees in business or public administration, the University offers a BA/MBA program which combines a Willamette Bachelor of Arts degree with the Willamette Early Career MBA. The BA/MBA allows eligible Willamette University undergraduate students the opportunity to begin MBA study in their senior year and earn their bachelor of arts degree and their MBA degree in just 5 years. Additional information can be obtained by writing directly to the Office of Admission. Atkinson Graduate School of Management, Willamette University, Salem, OR 97301, or visiting the Atkinson Schools' website.

The MBA for Professionals:

The MBA for Professionals program provides individuals who have a bachelor degree and three or more years of professional work experience the opportunity to complete their MBA while employed. The MBA for Professionals is cohort based and can be completed in 24 months of evening study in Portland or Salem.

The curriculum emphasizes the practical application of knowledge and a cross-functional view of management decision-making. The structure of the program helps students immediately apply what they learn to their job and accelerate their career in their organizations.

College of Law

The first law school in the Northwest, Willamette University College of Law was established in 1883. Housed in the Truman Wesley Collins Legal Center, the College of Law has been accredited by the American Bar Association since 1938 and has been a member of the Association of American Law Schools since 1946. Graduates receive a Doctor of Jurisprudence degree (J.D.) and are eligible to take the bar examination in any of the 50 states and in the District of Columbia. The College of Law also offers an advanced LL.M. (Master of Law) degree in transnational law.

Many Willamette undergraduates are interested in the possibility of law as a career and plan to attend a law school after completion of their baccalaureate program. For these students there is no preferred undergraduate degree program, but the development of certain skills is strongly advised. Specifically, students interested in the study and practice of law will benefit from extensive training and knowledge of English composition, politics, and history. Also recommended are courses in all subject disciplines that require analytical thinking and the application of theory to new situations. The Department of Politics offers several courses directly concerned with the law, such as Law and Public Policy ([PPLE 334](#)) and Constitutional Law ([PPLE 337](#)). The Department of History also offers American Legal History ([HIST 308](#)). A limited number of undergraduate students have obtained internships in the College of Law's Clinical Law Program.

In the College of Liberal Arts, there is a pre-law society through which students examine different facets of law, meet with current law students, and invite guests speakers to the campus to discuss legal developments. The pre-law advisor, Professor Sammy Basu of the Politics Department, has pre-law materials (explaining admission standards at various law schools) and information about the Law School Admission Test (LSAT).

Prospective students are encouraged to visit law classes, speak with law faculty, tour the award-winning Truman Wesley Collins Legal Center and meet with Admission representatives at the College of Law. For information about the application process, programs, or scheduling a visit, please feel free to write to the Office of Admission, College of Law, Willamette University, 245 Winter Street SE, Salem, Oregon 97301, send an email to law-admission@willamette.edu, call 503-370-6282 or visit the College of Law Web site, www.willamette.edu/wucl/.

2018-19 Calendar

Fall Semester

August

AUGUST 22

Opening Days Begins
College of Liberal Arts

AUGUST 23

University Convocation

AUGUST 27

First Day of Full-Semester and First Half-Semester Classes
College of Liberal Arts

September

SEPTEMBER 3

Labor Day
No Classes
College of Liberal Arts

SEPTEMBER 10

Last day to Add/Drop or choose Audit (AUD) grading for Full Semester and First Half-Semester classes
College of Liberal Arts

SEPTEMBER 17

Last Day to Choose Credit/No Credit (CR/NC) Grading for First Half-Semester Classes
College of Liberal Arts

SEPTEMBER 25

Last Day to Withdraw from First Half-Semester Classes
College of Liberal Arts

SEPTEMBER 28

Last day for students to submit work to faculty for grading to replace grades of Incomplete (I) from the spring 2018 semester.

College of Liberal Arts

October

OCTOBER 8

Last Day to Choose Credit/No Credit (CR/NC) Grading for Full Semester Classes

College of Liberal Arts

OCTOBER 15

Last Day of First Half-Semester Classes

Final exams administered in class

College of Liberal Arts

OCTOBER 16

First Day of Second Half-Semester Classes

College of Liberal Arts

OCTOBER 19

Mid-Semester Day

No Classes

College of Liberal Arts

OCTOBER 22

Advising for Spring 2019 Registration Begins

College of Liberal Arts

OCTOBER 26

Last Day to Withdraw from Full Semester Classes

College of Liberal Arts

OCTOBER 30

Last Day to Add/Drop or choose Audit (AUD) grading for Second Half-Semester Classes

College of Liberal Arts

November

NOVEMBER 1

Graduation Applications Due for January 15, 2019 Graduation

Use WebAdvisor

College of Liberal Arts

NOVEMBER 6

Last Day to Choose Credit/No Credit (CR/NC) Grading for Second Half-Semester Classes

College of Liberal Arts

NOVEMBER 7

Registration begins for students with 23 or more earned credits

College of Liberal Arts

NOVEMBER 8

Registration begins for students with 15-22.75 earned credits

College of Liberal Arts

NOVEMBER 12

Registration begins for students with 7-14.75 earned credits

College of Liberal Arts

NOVEMBER 13

Registration begins for students with 6.75 or fewer earned credits

Students may enroll in up to 2 credits.

College of Liberal Arts

NOVEMBER 14

Last Day to Withdraw from Second Half-Semester Classes

College of Liberal Arts

NOVEMBER 15

Registration continues for students with 6.75 or fewer earned credits
Students may enroll in up to 4.5 credits.

College of Liberal Arts

NOVEMBER 19 – NOVEMBER 23

Thanksgiving Break

College of Liberal Arts

NOVEMBER 26

Open Registration Begins at 9:00 AM

College of Liberal Arts

December**DECEMBER 3**

Graduation Applications Due for May 2019 Graduation

Use WebAdvisor

College of Liberal Arts

DECEMBER 7

Last Day of classes (full semester and second half-semester)

College of Liberal Arts

DECEMBER 8

Study Day

College of Liberal Arts

DECEMBER 10

Study Day

College of Liberal Arts

DECEMBER 11 – DECEMBER 15

Final Examinations
College of Liberal Arts

DECEMBER 19

Fall 2018 Semester Final Grades Due in Registrar's Office at 8:00 AM
College of Liberal Arts

Spring Semester

January

JANUARY 22

First Day of Full-Semester and First Half-Semester Classes
College of Liberal Arts

JANUARY 25

Martin Luther King, Jr. Day Celebration
No classes after 12:30pm
College of Liberal Arts

February

FEBRUARY 1

Willamette Day
177 Years
College of Liberal Arts

FEBRUARY 4

Last day to Add/Drop or choose Audit (AUD) grading for Full Semester and First Half-Semester classes
College of Liberal Arts

FEBRUARY 11

Last Day to Choose Credit/No Credit (CR/NC) Grading for First Half-Semester Classes
College of Liberal Arts

FEBRUARY 19

Last Day to Withdraw from First Half-Semester Classes

College of Liberal Arts

FEBRUARY 22

Last day for students to submit work to faculty for grading to replace grades of Incomplete (I) from the fall 2018 semester.

College of Liberal Arts

March**MARCH 4**

Last Day to Choose Credit/No Credit (CR/NC) Grading for Full Semester Classes

College of Liberal Arts

MARCH 11

Last Day of First Half-Semester Classes

Final exams administered in class

College of Liberal Arts

MARCH 12

First Day of Second Half-Semester Classes

College of Liberal Arts

MARCH 18

Advising for Fall 2019 Registration Begins

College of Liberal Arts

MARCH 25 – MARCH 29

Spring Break -- Corresponds with Salem-Keizer School District

College of Liberal Arts

April

APRIL 1

Last Day to Add/Drop or choose Audit (AUD) grading for Second Half-Semester Classes
College of Liberal Arts

APRIL 1

Last Day to Withdraw from Full Semester Classes
College of Liberal Arts

APRIL 8

Last Day to Choose Credit/No Credit (CR/NC) Grading for Second Half-Semester Classes
College of Liberal Arts

APRIL 8

Registration begins for students with 19 or more earned credits
College of Liberal Arts

APRIL 9

Registration begins for students with 11-18.75 earned credits
College of Liberal Arts

APRIL 11

Registration begins for students with 10.75 or fewer earned credits
College of Liberal Arts

APRIL 15

Open Registration Begins at 9:00 AM
College of Liberal Arts

APRIL 16

Last Day to Withdraw from Second Half-Semester Classes
College of Liberal Arts

APRIL 24

Student Scholarship Recognition Day

No classes so all students can attend student research presentations

College of Liberal Arts

May**MAY 6**

Last Day of classes (full semester and second half-semester)

College of Liberal Arts

MAY 7 – MAY 8

Study Days

College of Liberal Arts

MAY 9 – MAY 11

Final Examinations

College of Liberal Arts

MAY 12

Study Day

College of Liberal Arts

MAY 13 – MAY 14

Final Examinations

College of Liberal Arts

MAY 16

Spring 2019 Semester Final Grades for Graduating Students Due in Registrar's Office at 10:00 AM

College of Liberal Arts

MAY 19

Commencement

For more information, go to the Commencement website.

College of Liberal Arts

MAY 21

Spring 2019 Semester Final Grades for All Other Students Due in Registrar's Office at 5:00 PM

College of Liberal Arts

MAY 28 – JULY 31

New Freshman and Transfer Student Registration

Online registration system closed. New student registration appointments scheduled by Advising Office. New students may email advising@willamette.edu for assistance.

College of Liberal Arts

July

JULY 1

Graduation Applications Due for August 31, 2019 Graduation

Use WebAdvisor

College of Liberal Arts

August

AUGUST 1

Open Registration for Continuing Students Begins at 9:00 AM

New freshman and transfer students may contact advising@willamette.edu to inquire about schedule changes.

College of Liberal Arts

Directory of Trustees, Faculty, and Administrators

Trustees

Members

- **James F. Albaugh '72**, President, American Institute of Aeronautics and Astronautics
Elected: 2007
- **Matt Benjamin '02 MBA'05**
Elected: 2018

- **Bryn A. Berglund '01**, Senior Vice President of Human Resources, CBS Corporation
Elected: 2016
- **Robin O. Brena JD'83 MBA'83**, Attorney/Partner, Brena Bell & Clarkson PC
Elected: 2015
- **Katherine S. Cahill P'13**, Managing Director (retired), BlackRock, Inc.
Elected: 2017
- **Charlotte Carpenter P'14**, Director of Admissions and Marketing Strategy, Sage Ridge School
Elected: 2018
- **Truman Collins '86**, President, The Collins Foundation
Elected: 2011
- **James B. Cuno, Ph.D., '73**, President and CEO, The J. Paul Getty Trust
Elected: 2012
- **Julie Filizetti, Ed. D.**, Partner, Isaacson, Miller, Elected: 2018
- **James A. Fitzhenry JD'81 MBA'81**, Owner, Roy Manufacturing
Elected: 2006
- **Eric M. Friedenwald-Fishman '88**, Creative Director/Founder, Metropolitan Group, LLC
Elected: 1999
- **Melvin Henderson-Rubio '74**, Elected: 1996
- **Joseph Hoffman '71**, Retired Partner and Board Member, KPMG LLP
Elected: 2011
- **Brian Hufft '01**, Principal, Upward Partners
Elected: 2012
- **Colleen L. Kawahara**, Chief of Staff to the President, Willamette University
Administrative Secretary of the Board
- **Eva M. (Connelly) Kripalani JD'86**, Co-Founder, Office of General Counsel Network LLC
Elected: 2010
- **Konrad Konrad "Chip" Kruger**, Managing Member, Five Mile Capital Partners LLC
Elected: 2013
- **Liz Large JD'96**, Cofounder, Office of General Counsel Network
Elected: 2016
- **Mike Martinez '00 MBA'11**, CEO, Natural Plant Products, Inc.
Elected: 2018
- **Sean O'Hollaren '83**, Senior Vice President, Government and Public Affairs, NIKE, Inc.
Secretary of the Board
Elected: 2014
- **Heidi Patterson '75**, Retired, American Red Cross- Biomedical Services
Elected: 2010
- **Craig Pesti-Strobel, Ph.D., '80**, Pastor, Junction City United Methodist Church and Coburg
United Methodist Church
UMC Conference Clergy Representative
Elected: 2010

- **Lynn Ristig JD'85 MBA'85**, Chief Counsel - Shared Services Group, The Boeing Company
Elected: 2013
- **Dale C. Sause '74**, CEO & Chairman of the Board, Sause Brothers, Inc.
Chairman of the Board, Ex-Officio All Committees
Elected: 2008
- **Lynne H. Saxton '76**, Vice Chairman of the Board
Elected: 2011
- **Kevin R. Smith '79**, Retired, Head of Americas, PGIM Real Estate
Elected: 2010
- **Melissa L. Smith, PhD, '79**, Principal, Arktos Organizational Design and Development
Elected: 2012
- **Patricia Smullin**, President & Owner, California Oregon Broadcasting, Inc.
Elected: 1990
- **Bishop Elaine J W Stanovsky**, Bishop, Greater Northwest Episcopal Area, The United Methodist Church
Methodist Representative
- **Stephen E. Thorsett**, President, Willamette University
Ex-Officio All Committees
- **Kerry R. Tymchuk '81 JD'84**, Executive Director, Oregon Historical Society
Assistant Secretary of the Board
Elected: 2005
- **Dan Valles**, Vice President for Finance and Treasurer, Willamette University
Treasurer
- **Patrick J. Waite MM'84**, Elected: 2010
- **Roderick C. Wendt JD'80**, Vice Chairman, JELD-WEN Holdings Inc.
Elected: 2002
- **BJ Wright, Ph.D., '03**, Partner, ghSMART & Company
Elected: 2018
- **Steven E. Wynne '74 JD'77**, Private Investor, Immediate Past Chair
Elected: 1999

Lifetime Members

- **Ralph W. Bolliger '53 JD'55**, Retired Trustee, The Collins Foundation
- **Julie E. Branford '67**, Retired Global Director, Human Resources and Facilities, InFocus Corporation
- **Donald G. Brown '68**, Dean Emeritus, Trinity Episcopal Cathedral, Sacramento, CA
- **Stewart M. Butler '61**, Retired, Jonathan T. Carder '68
Jonathan T. Carder '68
Investor
- **Wallace P. Carson Jr. JD'62**, **Gerald W. Frank**, President, Gerry's Frankly Speaking
- **Allan Brian Gard '68**, Senior Partner, Gard Communications
- **Alan C. Goudy '51**

- **William R. Haden**
- **Stuart A. Hall '62 JD'65**
- **Susan M. Hammer JD'76**, Attorney/Mediator, Susan M. Hammer, Dispute Resolution Services
- **Dale C. Harris '55**, United Methodist clergy, Retired
- **Dale M. Hermann '65 JD'69**, Director, CorSource Technology Group, Inc.
- **Henry H. Hewitt JD'69**, Senior Counsel, Stoel Rives, LLP
- **Douglas G. Houser '57**, Attorney/Partner, Bullivant Houser Bailey PC
- **George W. Hoyt '58**
- **Mary K. Hughes JD'74**, President, John C. Hughes Foundation
- **William H. Kilkenny '41**, Retired, W.H. Kilkenny Company
- **Peter C. Kremer '62**, President, The Kremer Company
- **Eric B. Lindauer JD'66**, Arbitrator/Mediator, The Law Office of Eric Lindauer
- **William D. Long '59**, Chairman and CEO, Devco Properties, Inc.
- **Joan H. (Sherrill) McNamara '59**, Retired, Bonneville Power Administration
- **Thomas E. Neilsen MBA'86**, Retired
- **Robert W. Nunn '72**, Owner, Robert Nunn, Business Counselor at Law
- **Robert G. Packard '73**, Partner, ZGF Architects LLP
- **Norma (Petersen) Paulus '62**
- **Claris C. Poppert '57**
- **Sandy Rowe**, Retired Editor, The Oregonian
- **Robert F. Smith '53**, President/Owner/Rancher, Smith West Company
- **Guy C. Stephenson '73**, President, Westwood Shipping Lines Incorporated
- **William Swindells**, Ann & Bill Swindells Charitable Trust

Faculty

Full-Time Faculty

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

- **Jade Aguilar**, 2008. B.A., Colorado State University. Assistant Professor of Sociology, 2008.
- **David Altman**, 2009. B.A., University of Chicago; Ph.D., Stanford University. Assistant Professor of Physics, 2009.
- **Laura I. Appleman**, 2006. B.A., M.A., University of Pennsylvania; J.D., Yale University. Assistant Professor of Law, 2006.
- **Karen B. Arabas**, 1996. B.A., Wesleyan University; M.A., George Washington University; Ph.D., Pennsylvania State University. Professor of Geography and Environmental Science, 2008.
- **Mary R. Bachvarova**, 2003. A. B., Harvard University/Radcliffe College; M.A., Ph.D., University of Chicago. Associate Professor of Classics, 2009.

- **Sammy Basu**, 1993. B.A., M.A., University of Calgary, Canada; Ph.D., Princeton University. Associate Professor of Politics, 1999.
- **Alisa J. Bates**, 2007. B.A., The College of William and Mary; M.A., Virginia Polytechnic Institute and State University; Ph.D., Michigan State University. Assistant Professor of Education, 2007.
- **Roberta A. Bigelow**, 1986. B.A., Macalester College; Ph.D., University of Wisconsin. Associate Professor of Physics, 1992 and Associate Dean for the College of Liberal Arts, 2009.
- **W. Warren H. Binford**, 2005. B.A., Ed.M., Boston University; J.D., Harvard University. Assistant Professor of Law and Director of the Clinical Law Program, 2005.
- **Richard Birke**, 1994. B.A., Tulane University; J.D., New England School of Law; LL.M., Harvard University. Associate Professor of Law and Director, Center for Dispute Resolution, 1999.
- **Sarah Clovis Bishop**, 2009. B.A., Williams College; Ph.D., Princeton University. Assistant Professor of Russian, 2009.
- **Maria D. Blanco-Arnejo**, 1992. B.A., University of Santiago de Compostela, Spain; Ph.D., University of Colorado. Professor of Spanish, 2003.
- **Joseph W. Bowersox III**, 1993. B.A., Oregon State University; M.A., Ph.D., University of Wisconsin. Dempsey Chair in Environmental Policy and Politics. Professor of Environmental and Earth Science, 2007.
- **Richard F. Breen Jr**, 1976. A.B., Dartmouth College; LL.B., University of Maine; M.L.S., University of Oregon. Professor of Law and Director of the J. W. Long Library, 1980.
- **Bobby Brewer-Wallin**, 2000. B.A., Lewis and Clark College; MFA, California Institute of the Arts. Associate Professor of Theatre, Costume Design, 2009.
- **Jill Bryant**, 2000. B.A., Principia College; M.A.T., Webster University; Ph.D., University of Missouri-Columbia. Associate Professor of Education, 2005.
- **Gilbert P. Carrasco**, 2001. B.A., University of San Diego; J.D., Santa Clara University; LL.M., Georgetown University. Professor of Law, 2001.
- **Michael Chasar**, 2009. B.A., Valparaiso University; M.A., Miami University (Ohio); M.A., Ph.D., University of Iowa. Assistant Professor of English, 2009.
- **Robert Chenault**, 2008. B.A., University of Chicago and University of Oxford; Ph.D., University of Michigan. Assistant Professor of Classics/History, 2008.
- **Haiyan Cheng**, 2009. B.S., Inner Mongolia University; M.A., Michigan Technological University; M.S., University of Windsor; Ph.D., Virginia Polytechnic Institute and State University. Assistant Professor of Computer Science, 2009.
- **Vincent F. Chiappetta**, 1997. B.S.E.E., Massachusetts Institute of Technology; J.D., University of Michigan. Professor of Law, 2002.
- **David S. Clark**, 2001. A.B., J.D., J.S.M., Stanford University. Maynard and Bertha Wilson Professor of Law, 2001.
- **Jeanne E. Clark**, 1986. B.A., Wheaton College; M.A., Ph.D., University of Arizona. Associate Professor of Rhetoric, 1992.

- **Lisbeth Claus**, 2003. B.A., M.A., K.U. Leuven (Belgium); M.B.A., University of San Francisco; Ph.D., Saint Louis University; S.P.H.R (Senior Professional in Human Resource Management). Interim Associate Dean and Associate Professor of Global Human Resources, 2006.
- **Emma Coddington**, 2009. B. Sc.hons., University of Otago, New Zealand; M.A., University of Ohio; Ph.D., Oregon State University. Assistant Professor of Biology, 2009.
- **Jean-David Coen**, 1986. B.M., Juilliard School of Music; M.M., Yale University; D.M.A., University of Southern California. Professor of Music, 2000.
- **Jonathan Cole**, 2003. B.A., Dickinson State University; M.S., Ph.D., University of Oregon. Associate Professor of Theatre, 2008.
- **Anthony Coleman**, 2006. B.S., Massachusetts Institute of Technology; Ph.D., Harvard. Associate Professor of Philosophy, 2006.
- **Catherine A. Collins**, 1981. B.F.A., Pacific Lutheran University; M.A., University of Arizona; Ph.D., University of Minnesota. Professor of Rhetoric, 1991.
- **Mark Conliffe**, 2000. B.A., University of Toronto; M.A., McGill University; Ph.D., University of Toronto. Associate Professor of Russian, 2006.
- **Susan L. Coromel**, 2000. B.A., Theatre, Keene State College; M.F.A., Professional Actor Training Program, Southern Methodist University. Professor of Theatre, 2003.
- **Seth A. Cotlar**, 2000. B.A., Brown University; Ph.D., Northwestern University. Professor of History, 2006.
- **David P. Craig**, 2001. B.S., Lewis and Clark College; Ph.D., University of Colorado, Boulder. Associate Professor of Biology, 2006.
- **Shelaswau Bushnell Crier**, 2009. B.A., Rice University; J.D., Yale University. Assistant Professor of Law, 2009.
- **Keith Cunningham-Parmeter**, 2006. B.A., University of Oregon; J.D., Stanford University. Assistant Professor of Law, 2006.
- **Deborah B. Dancik**, 2005. B.A., M.L.S., University of Michigan; M.Ed., University of Alberta. University Librarian, 2005.
- **Caroline Davidson**, 2008. B.A., Princeton University; J.D., Harvard Law School. Assistant Professor of Law, 2008.
- **Gaetano DeLeonibus**, 1993. B.A., City University of New York, Hunter College; M.A., Ph.D., Princeton University. Professor of French and Francophone Studies, 2007.
- **Ricardo De Mambro Santos**, 2008. B.A., M.A., Universita di Roma "La Sapienza" (Italy), Ph.D., Universita degli di Bologna (Italy), Post-Doctoral, Istituto Italiano di Scienze Umane - Palazzo Strozzi, Firenze (Italy). Associate Professor of Art and Art History, 2008.
- **Paul A. Diller**, 2005. B.S., B.A.S., University of Pennsylvania; J.D., University of Michigan. Assistant Professor of Law, 2005.
- **Jeffrey C. Dobbins**, 2006. A.B., Harvard University; M.E.M., J.D., Duke University. Assistant Professor of Law, 2006 and Executive Director, Oregon Law Commission, 2007.
- **Rebecca J. Dobkins**, 1996. B.A., University of Massachusetts; M.A., Ph.D., University of California, Berkeley. Professor of Anthropology, 2008.
- **Michael U. Dothan**, 1997. B.SC., M.SC., Israel Institute of Technology; Ph.D., Harvard University. Guy F. Atkinson Professor of Economics and Finance, 1997.

- **David A. Douglass**, 1990. B.A., M.A., California State University, Fresno; Ph.D., Pennsylvania State University. Professor of Civic Communication and Media, 2010.
- **Emily M. Drew**, 2005. B.A., M.A., Ph.D., Loyola University. Associate Professor of Sociology and American Ethnic Studies, 2011.
- **Carol A. Drost**, 1984. B.A., Kalamazoo College; A.M.L.S., University of Michigan. Associate University Librarian for Technical Services, 1993.
- **Marva G. Duerksen**, 2001. M.M, The University of Alberta; B.M., Brandon University; Ph.D., The Graduate School and University Center of the City University of New York. Associate Professor of Theory and Music History, 2008.
- **Andrew P. Duncan**, 2006. B.A., Middlebury College; Ph.D., University of California, Berkeley. Associate Professor of Chemistry, 2006.
- **Jason E. Duncan**, 2008. B.Sc., M.S., University of Manitoba; Ph.D., University of Southern California. Assistant Professor of Biology, 2008.
- **William E. Duvall**, 1971. B.A., Whitworth College; M.A., University of Pennsylvania; Ph.D., University of California, Santa Barbara. E. Jerry Whipple Professor of History, 1984.
- **Paul Dwyer**, 2009. B.S.C.E., University of South Florida; M.B.A., Ph.D., Texas A&M University. Assistant Professor of Marketing, 2009.
- **Meredyth Goldberg Edelson**, 1991. B.A., Macalester College; M.A., Ph.D., University of Illinois. Professor of Psychology, 2003.
- **H. Peter Eilers**, 1982. B.A., M.A., San Jose State University; Ph.D., Oregon State University. Professor of Earth and Environmental Science, 1990.
- **Ellen M. Eisenberg**, 1990. B.A., Carleton College; Ph.D., University of Pennsylvania. Professor of History, 2001. Dwight and Margaret Lear Professor of American History, 2003.
- **Richard J. Ellis**, 1990. B.A., University of California, Santa Cruz; M.A., Ph.D., University of California, Berkeley. Mark O. Hatfield Professor of Politics, 1999.
- **Larry Ettner**, 2009. B.A., Willamette University; M.U.P, University of Oregon; EDM, Case Western Reserve University. Professor of Management Practice, 2009.
- **Greg Felker**, 2005. B.A., Boston University; M.P.A., Ph.D., Princeton University. Associate Professor of Politics, 2009.
- **Amadou Fofana**, 2005. Ma[^]itrise and License, Universite' Cheikh Anta Diop, Dakar, Se'Ne'gal; M.A., Michigan State University. Associate Professor of French and Francophone Studies, 2011.
- **Andries P. Fourie**, 2006. B.A., M.A., California State University, Sacramento; M.F.A., University of California, Davis. Associate Professor of Art, 2011.
- **James R. Frew**, 1984. B.S., Oakland University; M.S., Ph.D., Purdue University. Professor of Economics, 2007.
- **David A. Friedman**, 2008. B.A., Yale College; J.D., Yale University. Assistant Professor of Law, 2008.
- **James R. Friedrich**, 1992. B.A., Oberlin College; M.A., Ph.D., University of Michigan. Professor of Psychology, 1998.
- **Robin W. Fromherz**, 1997. B.S., Cleveland State University; M.S., Western Oregon University; Ph.D., Oregon State University. Assistant Professor of Education, 1997.

- **Miho Fujiwara**, 2000. B.Ed., Hiroshima University, Hiroshima, Japan; M.S., Ph.D., Georgetown University. Professor of Japanese, 2006.
- **Bruce L. Gates**, 1974. B.S.E., Princeton University; Ph.D., University of Pittsburgh. Professor of Quantitative Methods and Public Management, 1981.
- **David E. Goodney**, 1977. B.A., Austin College; Ph.D., University of Hawaii. Professor of Chemistry, 1988.
- **Kathy T. Graham**, 1977. B.A., University of California, Berkeley; J.D., University of California, Davis. Associate Dean for Academic Affairs and Professor of Law, 1987.
- **Jerry D. Gray**, 1990. B.S., Santa Clara University; Ph.D., University of Utah. The Peter C. and Bonnie Kremer Professor of Economics, 2010.
- **Steven K. Green**, 2001. B.A., Texas Christian University; M.A., Ph.D., University of North Carolina; J.D., University of Texas. Professor of Law, 2006 and Director, Center for the Study of Religion, Law and Democracy, 2007.
- **Geoff Guilfooy**, 2000. M.B.A., Willamette University. Executive Professor, 2000.
- **David Gutterman**, 2007. B.A., M.A., Duke University; Ph.D., Rutgers, The State University of New Jersey. Associate Professor of Politics, 2010.
- **Richard B. Hagedorn**, 1987. B.S., Oregon State University; J.D., Willamette University. Rosalind Van Winkle Melton Professor of Law, 2003.
- **Elysabeth J. Hall**, 1976. B.A., Humboldt State University; M.L.S., University of Oregon. College of Law Cataloging Librarian, 1976.
- **Karen D. Hamlin**, 1991. B.A., Willamette University; M.Ed., Ph.D., Oregon State University. Professor of Education, 2002.
- **Michael L. Hand**, 1979. B.S., Oregon State University; M.S., Ph.D., Iowa State University. Professor of Applied Statistics and Information Systems, 1988.
- **Peter A. Harmer**, 1990. B.S., M.S., M.Ed., Ph.D., University of Oregon; M.P.H., Oregon Health & Science University. Professor of Exercise Science, 2001.
- **Edward J. Harri**, 1986. B.A., Walla Walla College; M.S.A.S., Montana State University; J.D., Willamette University. College of Law Legal Research and Writing Instructor, 1986 and Assistant Dean for Student Affairs, 1998.
- **Christopher L. Harris**, 1984. B.Ed., Leeds University, England; M.F.A., University of Wisconsin. Professor of Theatre, 1995.
- **Randall E. Havas**, 1996. B.A., University of California, Berkeley; Ph.D., Harvard University. Professor of Philosophy, 2006.
- **Linda S. Heuser**, 1990. B.A., Willamette University; M.A., Ph.D., University of Oregon. Professor of Sociology, 2001.
- **Allison Hobgood**, B.A., Davidson College; MAT, Emory University; Ph.D., Emory University. Assistant Professor of English, 2008.
- **Karen M. Holman**, 2001. B.A., Willamette University; Ph.D., University of California, Santa Barbara. Professor of Chemistry, 2011.
- **M.H. Sam Jacobson**, 1989. B.S., University of Oregon; J.D., University of Iowa. College of Law Legal Research and Writing Instructor, 1989.

- **Mark R. Janeba**, 1986. B.S., California Lutheran University; M.A., Ph.D., University of California, Santa Barbara. Associate Professor of Mathematics, 1994.
- **Inga Johnson**, 2004. B.S., Stockton State College of New Jersey; M.A., University of Oregon; Ph.D., University of Oregon. Associate Professor of Mathematics, 2009.
- **Susan R. Kephart**, 1981. B.A., Ohio Wesleyan University; Ph.D., Indiana University. Professor of Biology, 1990.
- **Anita S. King**, 1981. B.M., Oberlin College; M.F.A., D.M.A., University of Iowa. Professor of Music, 1995.
- **Sarah R. Kirk**, 2002. B.A., Whitman College; M.S., Ph.D., University of California, San Diego. Associate Professor of Chemistry, 2008.
- **Gary M. Klein**, 1995. B.A., M.L.S., State University of New York, Buffalo. Management and Business Economics Librarian, 1995.
- **Michaela Kleinert**, 2008. B.S., University of Heidelberg; Ph.D., University of Rochester; Ph.D., University of Rochester. Assistant Professor of Physics, 2008.
- **Ortwin Knorr**, 2001. Ph.D., University of Gottingen. Associate Professor of Classics, 2005.
- **Cindy Koenig Richard**, 2008. B.S., Willamette University; M.A., Ph.D., Northwestern University. Assistant Professor of Civic Communication and Media, 2008.
- **Susan M. Koger**, 1993. B.A., Kean College; M.A., Ph.D., University of New Hampshire. Professor of Psychology, 2005.
- **Jonneke Kooman**, 2009. Assistant Professor of Politics, 2009.
- **Joshua D. Laison**, 2007. B.A., Oberlin College; A.M., Ph.D., Dartmouth College. Associate Professor of Mathematics, 2011.
- **Peter V. Letsou**, 2002. B.A., Harvard College; J.D., University of Chicago. Rosalind Van Winkle Melton Professor of Law and Director, Law and Business Program, 2002, and Professor and Roderick and Carol Wendt Chair in Business Law, 2003, and Associate Dean, 2006.
- **James R. Levenick**, 1985. B.S., Ph.D., University of Michigan. Associate Professor of Computer Science, 1991.
- **Yan Liang**, 2009. Assistant Professor of Economics, 2009.
- **Michael Lockard**, 2007. B.S., Springfield College; M.A., University of Maryland. Assistant Professor of Exercise Science, 2007.
- **Ronald P. Loftus**, 1983. B.A., George Washington University; M.A., Johns Hopkins University; Ph.D., Claremont University Center Graduate School. Professor of Japanese Language and Asian History, 1993.
- **Wallace H. Long**, 1983. B.M., M.M., D.M.A., University of Arizona. Professor of Music, 1994.
- **Elliot N. Maltz**, 1999. B.A., Trinity University; M.B.A., University of California, Davis; Ph.D., University of Texas. Professor of Marketing, 1999.
- **Sally J. Markowitz**, 1983. B.A., University of Pennsylvania; M.A., Ph.D., University of Michigan. Professor of Philosophy, 1997.
- **Michael P. Marks**, 1994. B.A., Stanford University; M.A., Ph.D., Cornell University. Professor of Politics, 2005.
- **Raechelle Mascarenhas**, 2009. Assistant Professor of Economics, 2009.

- **Steven M. Maser**, 1978. S.B., Massachusetts Institute of Technology; M.A., Ph.D., University of Rochester. Professor of Public Management and Public Policy, 1988.
- **Helen L. Mazur-Hart**, 1992. B.A., Mills College; J.D., Willamette University. College of Law Legal Research and Writing Instructor, 1992.
- **Cecily McCaffrey**, 2003. B.A., Tufts University; M.A., University of California, Berkeley; Ph.D., University of California, San Diego. Associate Professor of History, 2010.
- **David W. McCreery**, 1988. B.A., Sterling College; M.Div., Pittsburgh Theological Seminary; Ph.D., University of Pittsburgh. Professor of Religious Studies, 1995.
- **Douglas R. McGaughey**, 1988. B.A., Boston University; M.Div., Chicago Theological Seminary; Ph.D., University of Chicago. Professor of Religious Studies, 1997.
- **Erin M. McNicholas**, 2006. B.A., Willamette University; M.S., Ph.D., University of Arizona. Associate Professor of Mathematics, 2006.
- **Melissa Buis Michaux**, 2000. B.A., Boston College; Ph.D., Brandeis University. Associate Professor of Politics, 2007.
- **Frann Michel**, 1990. A.B., Barnard College; Ph.D., University of California, Berkeley. Professor of English, 2009.
- **James Miley**, 2009. B.A., Occidental College; M. Mus.; University of Arizona; D.M.A., University of Oregon. Assistant Professor of Music, 2009.
- **Joyce V. Millen**, 2005. B.A., Tulane University; M.P.H., University of Connecticut Medical Center; Ph.D., University of Connecticut. Associate Professor of Anthropology, 2009.
- **Jeremy K. Miller**, 2005. B.A., Millersville State University; M.S., SUNY Binghamton; Ph.D., State University of New York at Binghamton. Associate Professor of Psychology, 2011.
- **Ana Montero**, 2005. B.A., University of the Basque Country, Spain; J.D., University of Deusto, Spain; Ph.D., Emory University. Associate Professor of Spanish, 2011.
- **Gretchen Moon**, 1999. B.A., University of Oregon; Ph.D., University of California, Los Angeles. Professor of English, 2006 and Writing Center Director, 1999, and Associate Dean for the College of Liberal Arts, 2012.
- **Rita Moore**, 2007. B.S., Missouri Southern State University; M.S., Missouri State University; Ph.D., University of Missouri - Columbus. Associate Professor and Interim Dean of Graduate School of Education. 2009
- **Pamela A. Moro**, 1996. B.A., M.A., Ph.D., University of California, Berkeley. Professor of Anthropology, 2006.
- **Robin Morris-Collin**, 2004. B.A., Colorado College; J.D., Arizona State University. Professor of Law, 2004.
- **Kenneth E. Murphy**, 2003. B.A., Reed College; M.S., Oregon State University; M.S., Ph.D., Carnegie Mellon University. Associate Professor of Information Systems, 2003.
- **James A.R. Nafziger**, 1977. B.A., M.A., University of Wisconsin; J.D., Harvard University. Thomas B. Stoel Professor of Law, 1995.
- **Donald H. Negri**, 1990. B.A., University of California, Berkeley; M.A., Ph.D., University of Michigan. Professor of Economics, 2005.
- **Ann M. Nicgorski**, 1995. B.A., University of Notre Dame; M.A., Ph.D., University of North Carolina, Chapel Hill. Professor of Art History, 2007.

- **Kenneth S. Nolley**, 1967. B.A., Westmont College; M.A., University of Virginia; D.A., Ph.D., University of Oregon. Professor of English, 1983.
- **Michael B. Nord**, 2000. B.A., State University of New York at Buffalo; M.M., Manhattan School of Music; Ed.M., Ed.D., Columbia University. Associate Professor of Music Technology and Music Education, 2006.
- **Kathryn Nyman**, 2009. B.A., Carthage College; M.S., Ph.D., Cornell University. Assistant Professor of Mathematics, 2009.
- **Alexandra Opie**, 2007. B.A., Southern Oregon University; MFA, Boston & Tufts University. Assistant Professor of Art, 2007.
- **Terrance O'Reilly**, 2003. B.A., Williams College; Ph.D., Stanford University; J.D., Yale University. Associate Professor of Law, 2009.
- **Genevieve B. Orr**, 1995. B.A., Grinnell College; M.S., University of Wisconsin; M.S., Drexel University; Ph.D., Oregon Graduate Institute of Science and Technology. Professor of Computer Science, 2008.
- **Peter T. Otto**, 2007. B.A., Hamilton College; M.A., Ph.D., University of Massachusetts, Amherst. Associate Professor of Mathematics, 2011.
- **April Overstreet**, 2001. B.A., Pacific Lutheran University; M.A., Ph.D., University of Michigan. Associate Professor of Spanish, 2006.
- **Stephen J. Patterson**. 2010. B.A., Yankton College; M.T.S., Harvard University; M.A., Ph.D., The Claremont Graduate School. George H. Atkinson Professor of Religious and Ethical Studies, 2010.
- **John M. Peel**, 1990. B.A., University of Texas; M.F.A., Ph.D., Princeton University. Irene Gerlinger Swindells Professor of Music and Composer-in-Residence, 1993.
- **Wendy S. Petersen Boring**, 2002. B.A., Willamette University; M.A., Yale Divinity School; Ph.D., Yale University. Associate Professor in History, 2006.
- **Scott H. Pike**, 2005. B.A., Oberlin College; Ph.D., University of Georgia. Associate Professor of Environmental and Earth Sciences, 2009.
- **John M. Replinger**, 2000. B.S., Western Oregon University; M.L.I.S., University of Illinois at Urbana-Champaign. Science Librarian, 2002.
- **Steven M. Rhine**, 1995. B.A., University of California, Los Angeles; M.A., Loyola Marymount University; Ed.D., University of California, Los Angeles. Professor of Education, 1995.
- **Dean M. Richardson**, 1974. B.A., University of Rochester; J.D., Syracuse University. Professor of Law, 1979.
- **Debra J. Ringold**, 1994. B.A., Texas Tech University; M.B.A., Southern Illinois University; Ph.D., University of Maryland. Interim Dean, 2007 and Professor of Marketing, 1997.
- **Polly Rizova**
- **Joni R. Roberts**, 1989. B.A., Willamette University; M.L.S., San Jose State University. Associate University Librarian for Public Services and Collection, 1993.
- **Jennifer Roney**, 2006. Ph.D., University of Utah. Visiting Assistant Professor of Management, 2006.
- **Sharon L. Rose**, 1988. B.A., California State University, Long Beach; M.A., Humboldt State University; Ph.D., Oregon State University. Professor of Biology, 1998.

- **Daniel S. Rouslin**, 1986. B.M., Oberlin College; D.M.A., University of Iowa. Professor of Music, 1995.
- **Brandi Row**, 1996. B.A., Willamette University; M.S., University of Oregon; Ph.D., Pennsylvania State University. Assistant Professor of Exercise Science, 2012.
- **K. Fritz Ruehr**, 1997. B.S., M.S., Ph.D., University of Michigan. Associate Professor of Computer Science, 2003.
- **Ford C. Schmidt**, 1989. B.A., University of California, Irvine; M.L.I.S., University of California, Berkeley. Head of Library Reference Services, 1993.
- **Todd P. Silverstein**, 1989. B.A., M.S., Brandeis University; Ph.D., University of California, Berkeley. Professor of Chemistry, 1999.
- **J. Doreen Simonsen**, 2001. B.A., M.A., University of Oregon; M.L.I.S., University of Michigan. Humanities and Fine Arts Librarian, 2001.
- **Manohar Singh**, 2005. B.A., M.A., Punjab University; M.A., University of Waterloo; Ph.D., Southern Illinois University. Associate Professor of Finance, 2005.
- **Sukhsimranjit Singh**, 2008. B.A., LL.B., National Academy of Legal Studies and Research; LL.M., University of Columbia-Missouri. Associate Director, Center for Dispute Resolution, 2008.
- **Nathan Sivers Boyce**, 2002. B.A., Earlham College; M.S., Ph.D., Stanford University. Associate Professor of Economics, 2008.
- **Gwynne L. Skinner**, 2008. B.A., University of Northern Iowa; M.A., J.D., University of Iowa, M.St., Oxford University. Associate Professor of Clinical Law, 2008.
- **William T. Smaldone**, 1991. B.S., M.A., State University of New York College, Brockport; Ph.D., State University of New York, Binghamton. Professor of History, 2001.
- **Christopher Smith**, 2008. B.S., University of Arizona; Ph.D., Harvard University. Assistant Professor of Biology, 2008.
- **Kenneth A. Smith**, 2004. B.A., Anderson University; M.B.A., Ball State University; Ph.D., University of Missouri. Certified Public Accountant (California). Assistant Professor of Accounting, 2004.
- **Susan L. Smith**, 1989. B.A., Reed College; M.P.P., J.D., Harvard University. Professor of Law, 1995.
- **Michael W. Spalti**, 1995. B.A., Central College; M.L.S., Syracuse University. Associate University Librarian for Systems, 2005.
- **Jeffrey Standen**, 1990. A.B., Georgetown University; J.D., University of Virginia. Professor of Law, 1997.
- **Colin L. Starr**, 2003. B.S., Linfield College; M.S., Ph.D., University of Kentucky. Associate Professor of Mathematics, 2008.
- **Stasinios Stavrianeas**, 1999. B.S., University of Athens; M.S., Ph.D., University of Oregon. Professor of Exercise Science, 2005.
- **Barbara Stebbins-Boaz**, 1998. B.A., Mount Holyoke College; Ph.D., Brown University. Associate Professor of Biology, 2010.
- **Courtney Stevens**, 2008. B.S., Reed College; M.S., Ph.D., University of Oregon. Assistant Professor of Psychology, 2008.

- **Mark T. Stewart**, 1998. B.A., University of California, Santa Barbara; M.A., Humboldt State University; Ph.D., University of Nevada. Professor of Psychology, 2009.
- **Kelley D. Strawn**, 2005. B.A., Whitworth College; M.A., Boston University; M.S., Ph.D., University of Wisconsin-Madison. Associate Professor of Sociology, 2011.
- **Michael H. Strelow**, 1980. B.A., M.A., Miami University of Ohio; Ph.D., University of Oregon. Professor of English, 1992.
- **Symeon C. Symeonides**, 1999. LL.B., Private Law, University of Thessaloniki, Greece; LL.B., Public Law and Political Science, University of Thessaloniki, Greece; LL.M., S.J.D., Harvard University. Professor of Law, 1999, and Alex L. Parks Distinguished Chair, 2009.
- **J. Gary Tallman**, 1996. A.B., West Liberty State College; Ph.D., West Virginia University. Taul Watanabe Professor of Biology, 1996.
- **Yvonne A. Tamayo**, 1998. B.S., Louisiana State University; J.D., Loyola University. Professor of Law, 2005.
- **Linda G. Tamura**, 1994. B.S., Western Oregon University; M.Ed., Ed.D., Oregon State University. Professor of Education, 1994.
- **Laura J. Taylor**, 2005. B.A., Goucher College; M.A., DePaul University; Ph.D., Colorado State University. Associate Professor of Economics, 2005.
- **Nicole Thibodeau**, 2009. B.B.A., Universite Laval (Quebec); Ph.D., University of Pittsburgh. Assistant Professor of Accounting, 2009.
- **James B. Thompson**, 1986. A.B., Ripon College; M.F.A., Washington University. Professor of Art, 1997.
- **Jennifer B. Todd**, 2003. B.A., Whitman College; J.D., Willamette University. College of Law Legal Research and Writing Instructor, 2003.
- **Leroy J. Tornquist**, 1978. B.S., J.D., Northwestern University. Professor of Law, 1978.
- **Robert Trapp**, 1990. B.A., M.S., Texas Tech University; Ph.D., University of Denver. Professor of Civic Communication and Media and Director of Willamette University Debate Union, 1994.
- **John F. Uggan**, 1980. B.A., University of Oregon; M.A., Ph.D., University of Miami. Professor of Spanish, 1998.
- **Patricia E. Varas**, 1992. B.A., M.A., Ph.D., University of Toronto, Canada. Professor of Spanish, 2003.
- **Ilan Vertinsky**, 2005. B.A., Hebrew University, Jerusalem; Ph.D., University of California, Berkeley. Affiliated Professor of International Business Studies, 2005.
- **Valerie J. Vollmar**, 1985. B.A., University of Oregon; J.D., Willamette University. Professor of Law, 1993.
- **Charles I. Wallace Jr**, 1985. B.A., Bowdoin College; B.D., Yale University; Ph.D., Duke University. Associate Professor of Religious Studies and University Chaplain, 1985.
- **David Ward**, 2008. B.A., Trinity Western University; M.Ed., BED, University of British Columbia. Assistant Professor of Education, 2008.
- **Richard W. Watkins**, 1999. B.A., Cornell University; Ph.D., University of California, Santa Barbara. Professor of Physics, 2008.

- **Dyan Watson**, 2007. B.A., M.A.T., Willamette University; EdD., Harvard University Graduate School of Education. Assistant Professor of Education, 2007.
- **Ivan P. Welty**, 2006. B.A., Ph.D., Columbia University. Associate Professor in Philosophy, 2006.
- **Huike Wen**, 2009. M.A., Sichuan University, China; M.A., Ph.D., University of Iowa. Assistant Professor of Chinese, 2009.
- **Cathleen L. Whiting**, 1986. B.A., California State University, Sacramento; Ph.D., University of Washington. Associate Professor of Economics, 1992.
- **Norman R. Williams**, 2001. B.A., Harvard; J.D., New York University. Associate Professor of Law and Director, Center for Law and Government, 2006, and Professor of Law, 2009.
- **J. Charles Williamson**, 1999. B.S., Harvey Mudd College; Ph.D., California Institute of Technology. Professor of Chemistry, 2011.
- **Robert E. Wiltbank**, 2004. B.S., Oregon State University; Ph.D., University of Washington. Assistant Professor of Strategic Management, 2004.
- **Michael B. Wise**, 1981. B.A., Yale University; J.D., Stanford University. Professor of Law, 1985.
- **Melissa R. Witkow**, 2007. B.A., Pomona College; M.A., Ph.D., University of California at Los Angeles. Assistant Professor of Psychology, 2007.
- **Peter M. Wogan**, 1999. B.A., Vassar College; M.A., University of Chicago; Ph.D., Brandeis University. Professor of Anthropology, 2005.
- **Wei Wu**, 2009. B.A., University of Colorado; M.B.A., Ph.D., Rutgers University. Assistant Professor of Finance, 2009.
- **Juwen Zhang**, 2002. B.A., Liaoning University; M.A., Ph.D., The University of Pennsylvania. Associate Professor of Japanese and Chinese, 2008. Luce Junior Professor of Chinese Language and Culture, 2002.
- **Aili Zheng**, 2008. B.A., M.A., University of Delaware; Ph.D., The Johns Hopkins University of Delaware. Assistant Professor of German/Russian, 2008.
- **Xijuan Joanna Zhou**, 1997. B.A., Shandong University, China; M.A., Ph.D., Columbia University. Associate Professor of Religious Studies, 2003.

Emeriti Faculty

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

- **Stephen H. Archer**, 1973, Professor Emeritus of Economics and Finance & Founding Dean, Atkinson, 1996.
- **Suresht R. Bald**, 1981, Professor Emerita of Politics, 2004.
- **C. Russell Beaton**, 1971, Professor Emeritus of Economics, 2003.
- **Martin K. Behnke**, 1979, Professor Emeritus of Music, 2005.
- **Roberta A. Bigelow**, 1986, Associate Professor Emerita of Physics, 2015.
- **James B. Bjorkquist**, 1968, Professor Emeritus of Sociology, 1999.
- **Virginia E. Bothun**, 1968, Professor Emerita of English, 1994.

- **Richard F. Breen**, 1976, Professor & Law Library Director Emeritus, College of Law, 2012.
- **Claudia E. Burton**, 1971, Professor Emerita of Law, 2001.
- **Russ J. Cagle**, 1985, Professor Emeritus of Exercise Science, 2008.
- **Jeremiah W. Canning**, 1963, Professor Emeritus of Philosophy, 1989.
- **Thelma Carroll**, 1960 Associate Registrar Emerita, 1994.
- **Frances H. Chapple**, 1966 Professor Emerita of Chemistry, 1999.
- **G. Marc Choate**, 1974, Professor Emeritus of Finance and Business Economics, Atkinson, 2004.
- **Patrick E. Connor**, 1982 Professor Emeritus of Organizational Analysis, Atkinson, 2006.
- **William J. Devery**, 1970, Professor Emeritus of Psychology, 1992.
- **Carol J. I. Doolittle**, 1977, Professor Emerita of Sociology, 2008.
- **Paule Drayton**, 1960, Professor Emerita of French and Francophone Studies, 1993.
- **William Duvall**, 1971, Professor Emeritus of History, 2016.
- **Rosalyn Edelson**, 1991, Associate Professor Emerita of Education, 2003.
- **Peter H. Eilers**, 1983, Professor Emeritus of Environmental and Earth Sciences, 2013.
- **Ludwig M. Fischer**, 1980, Professor Emeritus of Germany, 2012.
- **James R. Frew**, 1984, Professor Emeritus of Economics, 2014.
- **Louis F. Goble**, 1986, Professor Emeritus of Philosophy, 2008.
- **David E. Goodney**, 1977, Professor Emeritus of Chemistry, 2014.
- **Kathy T. Graham**, 1977, Professor Emerita of Law, 2013.
- **Richard B. Hagedorn**, 1984, Professor Emeritus of Law, 2013.
- **R. Samuel Hall**, 1972, Professor Emeritus of Mathematics, 2005.
- **James A. Hand**, 1964, Professor Emeritus of Religion, 1988.
- **James S. Hanson**, 1976, Professor Emeritus of Economics, 2009.
- **Scott D. Hawke**, 1971, Professor Emeritus of Biology, 2008.
- **Linda S. Heuser**, 1990, Professor Emerita of Sociology, 2014.
- **Robert H. Hess**, 1972, Professor Emeritus of Art, 2006.
- **Stephen C. Hey**, 1982, Professor Emeritus of Sociology, 2008.
- **Thomas H. Hibbard**, 1973, Professor Emeritus of Economics, 2003.
- **Norman J. Hudak**, 1961, Professor Emeritus of Chemistry, 1998.
- **Jerry E. Hudson**, 1980, University President Emeritus, 1997.
- **Roger P. Hull**, 1970. Professor Emeritus of Art History, 2010.
- **D. Richard Iltis**, 1972, Professor Emeritus of Mathematics, 2003.
- **Dallas W. Isom**, 1968, Professor Emeritus of Law, 1998.
- **Mary Ann Johns**, 1976, Professor Emerita of Art, 2000.
- **Anita S. King**, 1981, Professor Emerita of Music, 2014.
- **Gilbert F. LaFreniere**, Professor Emeritus of Geology and Environmental Science, 2005.
- **Jack Leonard**, 1960, Professor Emeritus of Economics, 1987.
- **Robert H. Lucas**, 1973. Professor Emeritus of History, 2004.
- **Steven M. Maser**, 1978, Professor Emeritus of Public Management and Public Policy, 2013.
- **Helen Mazur-Hart**, 1987, Professor Emerita of Legal Writing, 2015.
- **Loren McBride**, 1971, Professor Emeritus of Psychology, 2007.

- **George S. McCowen**, 1967, Professor Emeritus of History, 2000.
- **David McCreery**, 1988, Professor Emeritus of Religious Studies, 2016.
- **Douglas A. McGaughey**, 1988, Professor Emeritus of Religious Studies, 2015.
- **Lane C. McGaughey**, 1981, Professor Emeritus of Religious Studies, 2007.
- **Bruce M. McIntosh**, 1969, Professor Emeritus of Music, 2005.
- **Franklin D. Meyer**, 1967, Vice President Emeritus for Student Affairs, 1994.
- **Daniel G. Montague**, 1969, Professor Emeritus of Physics, 2000.
- **Kenneth S. Nolley**, 1967, Professor Emeritus of English, 2014.
- **Judy O'Neill**, 1990, Associate Dean Emeritus, 2015.
- **Larry R. Oberg**, 1992. University Librarian Emeritus, 2003.
- **Theodore Y. Ozawa**, 1972, Professor Emeritus of Education, 1994.
- **Dean M. Richardson**, 1974, Professor Emeritus of Law, 2013.
- **Sharon L. Rose**, 1988, Professor Emerita of Biology, 2013.
- **Ross R. Runkel**, 1969, Professor Emeritus of Law, 1999.
- **Magda Schay**, 1974, Professor Emerita of Russian, 2000.
- **Junpei Sekino**, 1978, Professor Emeritus of Mathematics, 2006.
- **Maurice B. Stewart**, 1958 Professor Emeritus of Physics, 1999.
- **Michael H. Strelow**, 1980, Professor Emeritus of English, 2014.
- **George W. Struble**, 1982, Professor Emeritus of Computer Science, 1997.
- **James M. Sumner**, 1986, University Admissions Emeritus, 2013.
- **Richard A. Sutliff**, 1967, Professor Emeritus of English, 2000.
- **Thomas B. Talbott**, 1972, Professor Emeritus of Philosophy, 2006.
- **John L. Tenny**, 1979, Professor Emeritus of Education, 2000.
- **Fred Thompson**, 1985, Grace and Elmer Goudy Professor Emeritus of Public Management and Policy Analysis, 2015.
- **Grant O. Thorsett**, 1967, Professor Emeritus of Biology, 2008.
- **Leroy Tornquist**, 1978, Professor Emeritus of Law, 2014.
- **J. Frederick Truitt**, 1991, Professor Emeritus of International Management, Atkinson, 2004.
- **John F. Uggen**, 1980, Professor Emeritus of Spanish, 2015.
- **Valerie Vollmar**, 1984, Professor Emerita of Law, 2015.
- **Charles I. Wallace Jr.**, 1985, Chaplain Emeritus; Professor Emeritus of Religious Studies, 2014.
- **Jean Williams**, 1953, Professor Emerita of Physical Education, 1980.
- **Mary Ann Youngren**, 1979, Professor Emerita of Psychology, 2002.

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- **Stephen Patterson**, George H. Atkinson Professor of Religious and Ethical Studies
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- **Symeon C. Symeonides**, Alex L. Parks Distinguished Chair for the College of Law
- **J. Gary Tallman**, Taul Watanabe Professor of Sciences
- **G. Frederick Thompson Jr.**, Elmer and Grace Goudy Professor of Public Management and Policy Analysis
- **Juwen Zhang**, 2002. Luce Junior Professor of Chinese Language and Culture

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