

# Willamette University

## The College of Arts & Sciences Catalog Archive

2020-2021



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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.

# Table of Contents

<b>Introduction to the College</b> .....	<b>12</b>
<b>The College and its Mission</b> .....	<b>12</b>
Willamette University Mission Statement.....	12
Values .....	12
<b>University Core Themes</b> .....	<b>13</b>
Accreditation.....	13
<b>Statement of Non-Discrimination</b> .....	<b>14</b>
Statement of Title IX Compliance.....	14
<b>Admission, Costs and Financial Aid</b> .....	<b>14</b>
Admission.....	14
Financial Aid .....	15
Admission.....	15
<b>Applying for Admission</b> .....	<b>16</b>
Application for Admission Postmark Deadline Dates .....	17
Financial Aid Application (FAFSA) Due Dates.....	17
Regular Admission .....	17
Enrollment Deposit.....	17
Transfer Students .....	18
Home-Schooled Students.....	18
International Students .....	19
Early Admission.....	19
Special, Non-degree and Part-time Students .....	20
Veteran Students .....	20
General Education Diploma (G.E.D.) .....	20
Readmission.....	20
Transfer Credit.....	20
Information for First Year Students.....	21
Information for Transfer Students.....	21
Information for Students Receiving GI Bill Benefits .....	21
<b>Financial Aid</b> .....	<b>22</b>
Determining Financial Need .....	22
Need-Based Financial Aid Awards .....	22
Renewal .....	23
<b>Tuition and Fees</b> .....	<b>24</b>
Undergraduate Tuition & Fees (2020-21) .....	24
<b>Room and Meal Rates</b> .....	<b>25</b>
Room Rates.....	26
Apartments.....	27
<b>Dining Plan Rates</b> .....	<b>27</b>
<b>E-Bills and Payment Information</b> .....	<b>28</b>
Withdrawals.....	28
<b>Student Affairs</b> .....	<b>29</b>
Athletics .....	29
<b>Bishop Wellness Center</b> .....	<b>30</b>

Counseling Services.....	30
Health Services .....	30
Insurance.....	30
<b>Campus Recreation .....</b>	<b>31</b>
<b>Campus Safety .....</b>	<b>31</b>
<b>Community Service Learning.....</b>	<b>32</b>
<b>Greek Organizations .....</b>	<b>32</b>
<b>Multicultural Student Affairs .....</b>	<b>32</b>
<b>Religious Life .....</b>	<b>33</b>
<b>Housing .....</b>	<b>33</b>
<b>Student Activities.....</b>	<b>34</b>
The Associated Students of Willamette University .....	34
Student Organizations .....	34
<b>Alumni Association.....</b>	<b>34</b>
<b>Standards of Conduct.....</b>	<b>35</b>
<b>Academic Offices &amp; Facilities .....</b>	<b>36</b>
<b>Advising and Student Success.....</b>	<b>36</b>
<b>Student Success Hub .....</b>	<b>37</b>
<b>The Learning Commons .....</b>	<b>37</b>
<b>Academic Support .....</b>	<b>37</b>
<b>Language Learning Center.....</b>	<b>37</b>
<b>Writing Center .....</b>	<b>37</b>
Other Centers and Services.....	37
Resources and Support .....	38
<b>Quick Links .....</b>	<b>38</b>
<b>Academic Support Services.....</b>	<b>38</b>
The Mark O. Hatfield Library .....	38
University Registrar.....	39
Institutional Research and Planning Support.....	39
Willamette Integrated Technology Services (WITS) .....	40
Accessible Education Services .....	41
<b>Academic Policies .....</b>	<b>41</b>
<b>Policy on Academic Achievement .....</b>	<b>42</b>
<b>Academic Dismissal .....</b>	<b>42</b>
<b>Academic Petitions .....</b>	<b>42</b>
Students should note that certain basic requirements for baccalaureate degrees are never waived or modified, including:.....	43
<b>Academic Probation .....</b>	<b>43</b>
<b>Academic Progress Policy .....</b>	<b>43</b>
<b>Academic Suspension.....</b>	<b>44</b>

<b>Auditing Courses .....</b>	<b>44</b>
<b>Catalog of Study Policy .....</b>	<b>44</b>
<b>Class Attendance Policy .....</b>	<b>44</b>
<b>Course Listings and Numbering.....</b>	<b>45</b>
<b>Credit Hour Policy.....</b>	<b>46</b>
Introduction .....	46
Credit Hour at Willamette .....	46
Periodic Compliance Review .....	46
Guidance for Meeting the Credit Hour Requirement.....	46
Definition of Hour .....	47
<b>Credit/No Credit .....</b>	<b>47</b>
<b>Excused Absences Policy.....</b>	<b>48</b>
<b>Final Examination Policy .....</b>	<b>49</b>
Preamble .....	49
Policy.....	49
<b>Full-Time Enrollment .....</b>	<b>49</b>
<b>Grade Appeals.....</b>	<b>50</b>
<b>Grade Changes .....</b>	<b>51</b>
<b>Grading Policy.....</b>	<b>51</b>
<b>Computing the Grade Point Average (G.P.A.).....</b>	<b>53</b>
<b>Honors Policies .....</b>	<b>53</b>
<b>Leave of Absence or Withdrawal .....</b>	<b>53</b>
<b>Medical Withdrawal Policy .....</b>	<b>53</b>
Purpose .....	53
Policy.....	54
<b>Phi Beta Kappa.....</b>	<b>55</b>
<b>Plagiarism and Cheating Policy.....</b>	<b>55</b>
Academic Dishonest Policy.....	55
<b>Registration.....</b>	<b>58</b>
<b>Religious Holiday Policy .....</b>	<b>59</b>
<b>Retaking Courses .....</b>	<b>59</b>
<b>Time to Degree Policy.....</b>	<b>59</b>
<b>Transcripts .....</b>	<b>59</b>
<b>Transfer Credit .....</b>	<b>60</b>
<b>Information for First Year Students .....</b>	<b>60</b>
<b>Information for Transfer Students .....</b>	<b>60</b>
<b>Information for Students Receiving GI Bill Benefits .....</b>	<b>61</b>
<b>Graduation Requirements .....</b>	<b>61</b>
<b>Regalia Guidelines.....</b>	<b>64</b>

<b>Marching at Graduation</b> .....	<b>64</b>
<b>Second Degree</b> .....	<b>65</b>
<b>General Education</b> .....	<b>65</b>
General Education Requirements .....	65
<b>The College Colloquium</b> .....	<b>65</b>
<b>The Distribution</b> .....	<b>66</b>
<b>Writing Program</b> .....	<b>66</b>
<b>World Engagement</b> .....	<b>67</b>
<b>Academic Disciplines</b> .....	<b>67</b>
<b>American Ethnic Studies</b> .....	<b>68</b>
Requirements for the American Ethnic Studies Minor (5 Credits) Core courses (2 credits) .....	69
Indicators of Achievement .....	70
Student Learning Outcomes for the American Ethnic Studies Major .....	70
Faculty .....	71
Part-Time and Visiting Faculty .....	71
Administrative Assistant .....	71
Course Listings .....	71
<b>Anthropology</b> .....	<b>73</b>
Career Opportunities in Anthropology .....	73
Requirements for the Anthropology Major (9 Credits) .....	73
Requirements for the Anthropology Minor (5 Credits) Core courses .....	75
Indicators of Achievement .....	76
The Student Learning Outcomes of the Anthropology Department Include .....	76
Faculty .....	76
Professors Emeriti .....	77
Administrative Assistant .....	77
Course Listings .....	77
<b>Archaeology Program</b> .....	<b>82</b>
Requirements for the Archaeology Major (12 credits) .....	83
Requirements for the Archaeology Minor (6 credits) .....	84
Indicators of Achievement .....	84
The Student Learning Outcomes of the Archaeology Program include: .....	85
Faculty .....	85
Faculty Emeriti .....	85
Staff .....	85
Course Listings .....	85
<b>Art History</b> .....	<b>88</b>
Requirements for Art History Major (10 credits in Art History) .....	89
Requirements for Art History Minor (5 Credits) .....	90
Indicators of Achievement .....	90
Student Learning Outcomes for the Art History Major .....	90
Faculty .....	91
Part-Time and Visiting Faculty .....	91
Course Listings .....	91
<b>Art</b> .....	<b>102</b>
Requirements for the Studio Art Major (11 Credits) .....	102

Requirements for Studio Art Minor (5 Credits).....	104
Indicators of Achievement.....	104
Course Listings.....	105
<b>Asian Studies .....</b>	<b>111</b>
Requirements for the Asian Studies Minor (5 Credits).....	111
Indicators of Achievement.....	112
Student Learning Outcomes for the Asian Studies Minor .....	112
Faculty.....	113
Professors Emeriti.....	113
Administrative Support .....	113
Course Listings.....	113
<b>Arts, Technology and Multimedia.....</b>	<b>116</b>
Requirements for the Arts, Technology and Multimedia Minor (5 Credits) .....	116
Faculty & Staff .....	117
<b>Biology.....</b>	<b>118</b>
Requirements for the Biology Major (13.5 Credits).....	118
Requirements for the Biology Minor (5 Credits).....	120
Indicators of Achievement.....	120
Student Learning Outcomes for the Biology Major .....	120
Faculty.....	121
Course Listings.....	121
<b>Business .....</b>	<b>133</b>
Requirements for the Business Minor (5 Credits).....	134
Courses .....	134
Faculty.....	135
<b>Chemistry .....</b>	<b>135</b>
Requirements for the Chemistry Major (BA: 10.5 credits; BS-Chem track: 13.5 credits; BS-Biochem track: 14 credits).....	136
Indicators of Achievement.....	138
The Student Learning Outcomes of the Chemistry Program include: .....	138
Faculty.....	139
Part-Time and Visiting Faculty .....	139
Affiliate Scholars .....	139
Professors Emeriti.....	139
Course Listings.....	139
<b>Chinese and Japanese Studies.....</b>	<b>145</b>
Japanese Studies Major.....	145
Requirements for the Japanese Studies Major (11 Credits) .....	146
Requirements for the Japanese Minor (5 Credits).....	147
Chinese Studies Major .....	147
Requirements for the Chinese Studies Major (8 credits) .....	147
Requirements for Chinese Studies Minor (5 credits) .....	149
Indicators of Achievement.....	150
Student Learning Outcomes for the Japanese and Chinese Major.....	150
Faculty.....	150
Course Listings.....	150
<b>Cinema Studies .....</b>	<b>159</b>
Requirements for the Cinema Studies Major (9 Credits) .....	159
Requirements for the Cinema Studies Minor (5 Credits) .....	161

Indicators of Achievement.....	161
Student Learning Outcomes for the Cinema Studies Major.....	161
Faculty.....	161
Course Listings.....	162
<b>Civic Communication and Media.....</b>	<b>163</b>
Willamette University Debate Union.....	163
Internships.....	164
Requirements for the Civic Communication and Media Major (8.25-9 Credits).....	164
Requirements for the Civic Communication and Media Minor (5.25-8 Credits).....	165
Indicators of Achievement.....	166
The Student Learning Outcomes for Civic Communication and Media Major:.....	166
Faculty.....	166
Course Listings.....	166
CCM 363 Technologies of Public Discourse (1).....	172
<b>Classical Studies.....</b>	<b>174</b>
Requirements for the Classical Studies Major (12 Credits).....	174
Requirements for the Classical Studies Minor (5 Credits).....	176
Indicators of Achievement.....	177
Student Learning Outcomes for the Classical Studies Major.....	177
Classical Studies Faculty.....	177
Course Listings.....	177
<b>Comparative Literature and the History of Ideas.....</b>	<b>186</b>
Requirements for the Comparative Literature and the History of Ideas Major (12 Credits).....	186
Indicators of Achievement.....	187
The Student Learning Outcomes of the Comparative Literature and the History of Ideas Program include:.....	187
Faculty.....	187
Course Listings.....	188
<b>Computer Science.....</b>	<b>189</b>
Requirements for the Computer Science Major (10 Credits).....	190
Requirements for the Computer Science Minor (5 Credits).....	190
Indicators of Achievement.....	191
Student Learning Outcomes for the Computer Science Major.....	191
Faculty.....	191
Part-Time and Visiting Faculty.....	191
Course Listings.....	191
<b>Data Science.....</b>	<b>197</b>
Program Strengths.....	197
Requirements for the Data Science Major (9 Credits).....	198
Electives (4):.....	198
Requirements for the Data Science Minor (5 Credits).....	199
Indicators of Achievement.....	200
Student Learning Outcomes for the Data Science Minor.....	200
Faculty.....	200
Course Listings.....	200
<b>Economics.....</b>	<b>201</b>
Requirements for the Economics Major (8 Credits).....	201
Requirements for the Economics Minor (5 Credits).....	202
Indicators of Achievement.....	202

The Student Learning Outcomes of the Economics Program include: .....	202
Faculty .....	203
Course Listings .....	203
<b>English Language/American Studies Program.....</b>	<b>211</b>
Course Listings .....	212
<b>English.....</b>	<b>214</b>
Requirements for the English Major (10 Credits).....	214
One course in American Ethnic or Post-Colonial Literature (1).....	215
Requirements for the Creative Writing Concentration for the English Major (10 Credits) .....	217
Requirements for the English Minor (5 Credits) .....	219
Student Learning Outcomes for the English Major .....	219
Faculty .....	220
Part-Time and Visiting Faculty .....	221
Course Listings .....	221
<b>Environmental Science.....</b>	<b>231</b>
Requirements for the Environmental Science Major (9 Credits) .....	232
Requirements for the Environmental Science Minor (5 Credits) .....	235
Indicators of Achievement.....	236
Student Learning Outcomes .....	236
Faculty .....	236
Course Listings .....	237
<b>Exercise and Health Science.....</b>	<b>245</b>
Requirements for the Exercise and Health Science Major (12.5 Credits) .....	246
Indicators of Achievement.....	247
Student Learning Objectives: In line with the Department's mission, by the end of the program, students will:.....	247
Faculty .....	247
Course Listings .....	247
<b>Fitness .....</b>	<b>252</b>
Fitness Courses (FITS).....	252
Varsity Sports (FITV) .....	252
Faculty .....	252
Course Listings .....	253
<b>French and Francophone Studies .....</b>	<b>255</b>
Requirements for the French and Francophone Studies Major (10 Credits) .....	255
Requirements for the French and Francophone Studies Minor (5 Credits) .....	256
Indicators of Achievement.....	257
Student Learning Outcomes for the French Major.....	257
Faculty .....	257
Course Listings .....	257
<b>German &amp; Russian Studies .....</b>	<b>262</b>
Requirements for the German Major (8 Credits).....	262
Requirements for the German Minor (5 Credits).....	263
Requirements for the Russian Studies Minor (5 Credits).....	263
Indicators of Achievement.....	263
Student Learning Outcomes for the German Major/Minor and Russian Studies Minor .....	263
Faculty .....	264
Part-Time and Visiting Faculty .....	264
Language Tutor.....	264



Course Listings .....	264
<b>History .....</b>	<b>273</b>
Requirements for the History Major (9 Credits) .....	273
Requirements for the History Minor (5 Credits) .....	274
Indicators of Achievement.....	274
Student Learning Outcomes for the History Major.....	274
Faculty .....	275
Part-Time and Visiting Faculty .....	275
Course Listings .....	275
<b>Humanities.....</b>	<b>292</b>
Requirements for the Humanities Major (12 Credits).....	292
Faculty .....	298
Course Listings .....	298
<b>Religious Studies.....</b>	<b>300</b>
Requirements for the Religious Studies Major (8 Credits) .....	301
Requirements for the Religious Studies Minor (5 Credits) .....	302
Indicators of Achievement.....	302
Student Learning Outcomes for the Religious Studies Major.....	302
Faculty .....	303
Part-Time and Visiting Faculty .....	303
Independent Scholar.....	303
Course Listings .....	303
<b>Rhetoric .....</b>	<b>311</b>
Willamette University Debate Union .....	311
Indicators of Achievement.....	312
Student Learning Outcomes for Rhetoric Courses .....	312
Faculty .....	312
Course Listings .....	312
<b>Sociology.....</b>	<b>315</b>
Requirements for the Sociology Major (9 Credits) .....	315
Requirements for the Sociology Minor (5 Credits) .....	316
Indicators of Achievement.....	316
Student Learning Outcomes for the Sociology Major .....	316
Faculty .....	316
Course Listings .....	316
<b>Spanish.....</b>	<b>323</b>
Requirements for the Spanish Major (8 Credits).....	323
Requirements for the Spanish Minor (5 Credits).....	324
Indicators of Achievement.....	325
Student Learning Outcomes for the Spanish Major .....	325
Faculty .....	325
Part-Time and Visiting Faculty .....	325
Professors Emeriti.....	325
Course Listings .....	325
<b>Sustainability.....</b>	<b>333</b>
Requirements for the Sustainability Minor (5 Credits).....	333
Indicators of Achievement.....	334
Student Learning Outcomes for the Sustainability Minor .....	334
CAS Faculty.....	334

AGSM Faculty.....	334
<b>Theatre.....</b>	<b>334</b>
Requirements for the Theatre Major.....	336
Core courses .....	336
Acting Emphasis (4.5 additional credits; 11.5 credits total).....	336
Tech/Design Emphasis (4 additional credits; 11 credits total).....	337
Stage Manager Emphasis (4 additional credits; 11 credits total) .....	337
Performance Studies Emphasis (4 additional credits; 11 credits total) .....	337
Directing Emphasis (4.5 additional credits; 11.5 credits total).....	337
Requirements for the Theatre Minor (5.5 Credits) .....	337
Indicators of Achievement.....	337
Student Learning Outcomes for the Theatre Major.....	337
Faculty .....	338
Dance Faculty.....	338
Theatre Manager .....	339
Course Listings .....	339
<b>Women’s and Gender Studies .....</b>	<b>349</b>
Requirements for the Women's and Gender Studies Program Major (9 Credits).....	349
Requirements for the Women's and Gender Studies Program Minor (5 Credits).....	351
Indicators of Achievement.....	353
Student Learning Outcomes for the Women's and Gender Studies Major.....	353
Faculty.....	353
Course Listings.....	354
<b>Other Academic Opportunities .....</b>	<b>356</b>
<b>Joint Degree Programs.....</b>	<b>357</b>
Management.....	357
Law .....	358
Engineering .....	359
Forestry .....	359
<b>Science Collaborative Research Program .....</b>	<b>359</b>
General Information .....	360
<b>Shuchat Arts Fellowship Program.....</b>	<b>360</b>
<b>Presidential Scholarships .....</b>	<b>361</b>
General Guidelines .....	361
Selection Criteria.....	361
Application Requirements .....	361
Webber Scholarships/Science Outreach Program .....	362
<b>Willamette University and Tokyo International University of America (TIUA) .....</b>	<b>362</b>
<b>Career, Graduate, and Professional Development .....</b>	<b>363</b>
<b>Student Academic Grants and Awards .....</b>	<b>363</b>
<b>Atkinson Graduate School of Management .....</b>	<b>363</b>
<b>College of Law.....</b>	<b>364</b>
<b>2020-2021 Calendar .....</b>	<b>366</b>
Fall Semester .....	366
August 2020 .....	366
September 2020 .....	366

October 2020 .....	366
November 2020 .....	367
December 2020 .....	368
Spring Semester .....	369
January 2021 .....	369
February 2021 .....	369
March 2021 .....	369
April 2021 .....	370
May 2021 .....	371
June 2021 .....	372
July 2021 .....	372
August 2021 .....	372
<b>Directory of Trustees, Faculty, and Administrators .....</b>	<b>373</b>
Trustees .....	373

## 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

[Website of the Northwest Commission on Colleges and Universities](#)

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.

## Statement of Non-Discrimination

Willamette University is a diverse community that provides equal opportunity in employment, activities, and its academic programs. The University shall not discriminate on the basis of race, color, religion, sex, national origin, disability, age, marital status, veteran status and sexual orientation. Willamette is firmly committed to adhere to the letter and spirit of all federal and state equal opportunity and civil rights laws, including but not limited to Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967 (ADEA), the Age Discrimination Act of 1975, the Americans with Disabilities Act (ADA) of 1990, and their implementing regulations. Willamette University complies with the Student-Right-to-Know Act, the Campus Security Act and Clery Act, the Equity in Athletics Disclosure Act (EADA), and the Family Educational Rights and Privacy Act (FERPA). For information on who to contact with questions regarding the University's compliance with these laws, contact the Office of Human Resources, Willamette University, 900 State Street, Salem, OR 97301, 503-370-6210.

## Statement of Title IX Compliance

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on gender in educational programs which receive federal financial assistance. Areas of the institution where Title IX may have application include athletics, student recruitment and admissions, financial aid, scholarships, course offerings and access, employment, and housing and residential services. Title IX also protects students and employees, both male and female, from unlawful sexual harassment in school programs and activities. Willamette has established a committee of Title IX Coordinators to respond to concerns in these areas. Questions related to this policy can be directed to the Associate Dean of Student Affairs, who serves as chair of this committee and is the University's central Title IX Coordinator.

## Admission, Costs and Financial Aid

### Admission

The [College of Arts & Sciences](#) 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 Web site](#), 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

A Willamette education provides tremendous value to students and graduates of our university. The student-centric environment helps students develop into self-directed individuals who question actively, communicate persuasively and collaborate enthusiastically. These valuable skills prepare our students for success, wherever their future paths lead.

We offer generous financial aid packages to help fill the gap between what students and their families are expected to provide (as determined by the Free Application for Federal Student Aid, or FAFSA), and what it will cost to attend the university. At Willamette, 99 percent of students receive financial aid. This aid comes in a variety of forms, including [merit-based scholarships](#) of up to \$27,000, [competitive scholarships](#) in areas of co-curricular talent or involvement, [need-based grants](#) and scholarships, [student employment](#) and low-interest [loans](#).

## Undergraduate Tuition & Fees (2020-21)

### Table 1 Undergraduate Tuition and Fees (2020-21)



Total Estimated Costs	\$35,888	\$36,204	\$72,092
DESCRIPTION	FALL SEMESTER	SPRING SEMESTER	TOTAL ANNUAL
Tuition	\$26,650	\$26,650	\$53,300
Fees 1	487	367	854
Health Insurance 2	1,461	1,897	3,358
Room and Board 3	6,740	6,740	13,480
Books and Supplies (estimated)	550	550	1,100

Full time tuition includes 3.0-4.5 credits. Additional credits may result in additional charges. Fewer than 3.0 credits could impact eligibility for financial aid.

### Additional Information

Fees break down as follows:

Student association mandatory fees of \$112 per semester

Wellness Center mandatory fees of \$155 per semester Residential

Hall Activity Fee of \$75 per semester

[Community Action Fund for Equity and Sustainability \(CAFES\)](#) fee of \$25 per semester. This fee is optional and may be declined by the student in Student Self Service (in the [WU Portal](#)).

**[The Orientation Fee](#) of \$120, a one-time-only fee charged to new students in their first semester at Willamette.**

Students are required to have health insurance. If you have comparable coverage to the Willamette Student Health Insurance, you may waive this premium. The health insurance rates for international students may differ from the rates for domestic students listed above. [Learn more here](#).

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

### ANNUAL GRADUATE SCHOOL COSTS (2020-2021) Table 2: Annual Graduate School Cost

DESCRIPTION	COST
College of Law	<a href="#">\$68,298</a>
Atkinson Graduate School of Management (Full-time MBA)	<a href="#">\$59,848</a>
Atkinson Graduate School of Management (MBA for Professionals)	<a href="#">\$12,970 per semester (two classes per semester for six semesters)</a>
	<a href="#">\$38,910 per year (for two years)</a>

### 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 through proximity to classes, university events, and activities.

These rates are the anticipated fees for the 2020-2021 academic year; our final rates will be finalized over the summer and updated below.

**Table 3: Cost of rooms in each Residence Hall per semester**

RESIDENCE HALLS	RATE PER SEMESTER
Standard Single	\$3,990
Standard Double	\$3,500
Standard Triple	\$3,440
Single with Private Bathroom	\$4,310
Double with Private Bathroom	\$3,660
Double with Private Bathroom & Kitchenette	\$4,090
Kaneko Single with Private Bathroom	\$4,520
Kaneko Single with Shared Bathroom	\$4,090
Kaneko Double with Private Bathroom	\$3,770
Kaneko 3-Bedroom Suite with Shared Bathroom	\$4,090
Kaneko Double as a Single	\$4,310

SORORITIES	RATE PER SEMESTER

Sorority Room (Double)	\$2,500
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## Apartments

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

*Table 4: Maximum Occupancy and Cost of University Apartments*

APARTMENT TYPE	MAXIMUM OCCUPANCY	RATE PER SEMESTER
Doney 1-Bedroom Apartment	1 occupant	\$6,260
Doney 1-Bedroom Apartment	2 occupants	\$3,660
Lee Studio Apartment	1 occupant	\$5,390
Kaneko 2-Bedroom Apartment	2 occupants	\$4,090
Kaneko 4-Bedroom Apartment with Small Kitchen	4 occupants	\$3,660
Kaneko 4-Bedroom Apartment with Large Kitchen	4 occupants	\$3,770
University Apt. 1-Bedroom Apartment (1st-6th Floors)	1 occupant	\$6,260
University Apt. 1-Bedroom Apartment (1st-6th Floors)	2 occupants	\$3,660
University Apt. 1-Bedroom Apartment (7th Floor)	2 occupants	\$3,810
University Apt. 1-Bedroom Apartment (7th Floor)	3 occupants	\$2,720

## Dining Plan Rates

*Table 5: Cost of Dining Plans (2020-2021)*

DINING PLAN	RATE PER SEMESTER
19-Meal Plan + \$50 Flex Dollars	\$3,240
14-Meal Plan + \$150 Flex Dollars	\$3,200
10-Meal Plan + \$250 Flex Dollars	\$2,750

*Table 6: Cost of Dining Plans for Commuters (2020-2021)*

COMMUTER PLAN	RATE PER

	SEMESTER
40-Block Plan + \$250 Flex Dollars	\$800
25-Block Plan + \$150 Flex Dollars	\$525

## 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:

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](#).*

Students withdrawing for medical reasons may petition for a medical withdrawal. The Application for Medical Withdrawal may be obtained from the Registrar's Office.

A student's withdrawal date is the date the student officially notified the Registrar's Office of their intent to withdraw.

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.

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.

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.

Withdrawing students are responsible for applicable room and meal plan charges through the date they checked out of their campus housing with Housing & Conferences. *Please review the [Housing & Conferences Handbook](#) for additional information on canceling a housing contract or apartment lease and prorated housing and meal plan charges.*

Health insurance charges and student body fees will not be refunded to withdrawing students.

1. 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 Arts & Sciences 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 Arts & Sciences 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 Arts & Sciences 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.

## **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**

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**

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

\*PLEASE NOTE: Fall '20 semester is all virtual through Zoom links on WISE, and will be drop in rather than appointment based.

The Center for Quantitative Understanding, Analysis, and Design ("QUAD") is a new initiative at Willamette University, supporting students and faculty in the College of Arts & Sciences 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.

## Quick Links

- Meet our [center assistants](#)
- [Schedule an appointment](#) (note that scheduling actually takes place through WISE).
- Fall '20 Hours under "Hours and Location" - Virtual through Zoom

## Academic Support Services

### The Mark O. Hatfield Library

Opened in 1986, the Mark O. Hatfield Library serves as the library for the College of Arts & Sciences, 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 Policies**

- [Academic Achievement](#)
- [Academic Dismissal](#)
- [Academic Petitions](#)
- [Academic Probation](#)
- [Academic Progress Policy](#)
- [Academic Suspension](#)
- [Auditing Courses](#)
- [Catalog of Study Policy](#)
- [Chemical Hygiene Plan](#)
- [Class Attendance Policy](#)
- [Course Listings and Numbering](#)
- [Credit Hour Policy](#)
- [Credit/No Credit](#)
- [Excused Absences Policy](#)
- [Final Examination Policy](#)
- [Full-Time Enrollment](#)
- [Grade Appeals](#)
- [Grade Changes](#)
- [Grading Policy](#)
- [Honors Policies](#)
- [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:

Departmental and major requirements	Department or program chair
General education requirements ( <a href="#">online</a> )	Associate Dean of Curriculum
Writing program requirements ( <a href="#">online</a> )	Associate Dean of Curriculum
Special majors ( <a href="#">online</a> )	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 Arts & Sciences 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.
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.
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.
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.
400- 499	Usually advanced seminar or methodology courses with significant prerequisites. Department and program senior experiences are designated as 400-level courses.

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

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.

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

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. 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.) The grade of credit (CR) is equivalent to grades of A through C-minus. CR grades will be granted credit toward the degree but will not be computed in the grade point average. The grade of NC (no credit), which is equivalent to grades of D-plus and below, will not be granted credit toward the degree and will not be 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.

**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.

**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.

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 Arts & Sciences 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 Arts & Sciences 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 Appeals

A student may appeal their grade for a course for one of the following reasons:

- They believe the grade assigned reflects a computational error.
- They believe they were unfairly graded in the course. The procedure for filing a grade appeal is as follows:

A student should first try to reach agreement with the faculty member who assigned the grade through informal conversation.

If the student is not satisfied with the result of the conversation, or if the faculty member does not respond to requests for such an informal conversation, the student shall submit a written statement setting forth the basis for the appeal to the chair of the faculty member's department, with a copy to the professor. Appeals must be submitted by the end of the fourth week of the following semester. The department chair will attempt to mediate the complaint as outlined in C below. \*\* (See note.)

Within 10 business days of receipt of the student's written statement, the chair will solicit the faculty member's point of view, in writing, about the grade and the criteria on which it was based. The chair may render a decision based on the written communications or may call the student and faculty member together for a meeting to discuss the issues, after which the chair will render a decision to both the student and faculty member in writing. This decision shall be delivered within 20 business days of receipt of the student's letter; or, if the letter is received over the summer and the parties are not reachable, by the end of the second week of classes in the Fall semester.

If either the student or faculty member is dissatisfied with the chair's decision, the dissatisfied party may appeal, in writing, to the Associate Dean for Student Success (ADSS). This appeal must take place within 10 days of receipt of the chair's decision, and must copy the other party. The ADSS will consult all parties concerned, and may also seek counsel from the Academic Status Committee or other parties. The ADSS will render a decision in writing to the student, faculty member, and chair, within 20 business days of receipt of the appeal.

Final authority rests with the CAS Dean in the event that either the student or faculty member is not satisfied with the conclusion reached by the ADSS. A written appeal to the Dean, which must be copied to the other parties involved, must be made within 10 business days following receipt of the ADSS's decision. The Dean will render final judgment in writing, within 10 business days of receipt of the appeal, to the student, faculty member, Chair, and ADSS.

Neither students nor faculty members may be represented or accompanied by another person at any grade appeal meeting or conference.

If a grade appeal involves alleged academic misconduct, the grade appeal should be heard after the Honor Council has reached a decision about the alleged infraction.

**\*\*Note:** In the event that the faculty member in question is the department chair, the appeal will move directly to the Associate Dean for Student Success.

## 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 60% point in the semester for full-semester courses, and the 60% point of the half-semester for half-semester courses. The withdrawal deadline is listed in the Academic Calendar. Withdrawal after the deadline will be possible only if the student successfully petitions the Academic Status Committee. A student is required to attend class until they are 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 they discontinue 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](#).

## 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. 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. Additionally, partial medical withdrawals are highly unlikely and rarely approved. 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](mailto: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](mailto: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 disenrolled 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: 8/27/2019

Last Revision Date: 8/27/2019

Next Anticipated Review: 11/1/2021

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

### Academic Dishonest Policy

**Purpose:** Independent thought, academic integrity and trust, and the honest exchange of ideas are essential to intellectual growth and at the core of the University's educational mission. The ideals of academic integrity are shared by scholars throughout time and across borders. They are held by the members of the Willamette University community and are reinforced by the Willamette Ethic, adopted by the Associated Students of Willamette University (ASWU).

Academic dishonesty, including plagiarism and cheating, violates academic integrity, undermines trust, and inhibits the honest exchange of ideas.

The Honor Council, consists of both faculty and students, is charged with upholding academic integrity and adjudicating the Plagiarism and Cheating Policy.

**Definitions:** *Plagiarism*, a form of cheating, consists of intentionally or unintentionally representing



someone else's words, ideas, or work as one's own. *Cheating* is any form of intellectual dishonesty or misrepresentation of one's individual work or knowledge in the completion of assignments, quizzes, or examinations. Knowingly helping other students cheat or plagiarize or presenting substantially similar work from other courses without authorization from the instructor are also considered academic dishonesty.

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

In accordance with Willamette University Standards of Conduct and the Willamette Ethic, students are entitled to notice of what constitutes plagiarism or cheating. [Links to examples of plagiarism: [example1](#) & [example2](#)] 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 or cheating and how to avoid them.

## **Procedures for Violations of Academic Integrity**

Procedure for a single violation:

An instructor who has reason to believe that plagiarism or cheating has occurred shall:

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 or cheating ranging from a grade reduction on an assignment or exam to failure in the course.

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. Whenever possible, the faculty member shall offer to meet with the student(s) no later than the first week of classes the following semester to complete the steps outlined above.

Within three working days of meeting with the student(s), the instructor shall turn in a [report form](#) to the Dean of the College of Arts & Sciences that details the incident and includes the documentation and penalty.

The form and documentation will be placed in a confidential file.

Upon receiving the form, the Dean's office shall arrange for a meeting with the student(s) in question and designated members of the Honor Council. Whenever possible, this meeting shall occur within five working days of receipt of the form. The meeting shall typically include the Dean (or Dean's representative) and the student co-chair of the Honor Council (or a designated student Honor Council member). If more than one student is accused of plagiarism or cheating, the Dean (or Dean's representative) and student Honor Council co-chair (or representative) shall meet separately with each student.



In the meeting, the Honor Council members and the Dean's representative shall:

- 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,
- 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,
- 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,
- inform the student of the potential consequences of a second violation of plagiarism or cheating, and
- determine if the student contests the accusation or the severity of the penalty imposed by the instructor.

If the student in question does not contest the accusation and accepts the penalty prescribed by the instructor, the process concludes. Honor Council proceedings are confidential.

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. In adjudicating an appeal, the Honor Council shall observe the following procedures.

The Honor Council hearing shall be confidential and, whenever possible, scheduled within five working days of referral by the Dean's office.

The student and instructor may address the Honor Council and present documentation. Within two working days 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.

**Appeals of the Accusation of Plagiarism or Cheating:** For adjudicating appeals of plagiarism or cheating, the Honor Council will apply a reasonable person standard. If the majority of members attending the hearing determine that a reasonable person may conclude that plagiarism or cheating occurred, then the appeal should be denied.

If the Honor Council finds a reasonable person would not have concluded that plagiarism or cheating occurred and considers the plagiarism or cheating accusation to be invalid, it will recommend that the instructor accept Honor Council's findings and reverse whatever penalty the instructor had imposed on the student. However, the instructor is not obligated to abide by the Honor Council ruling. If the instructor rescinds the charge of plagiarism or cheating based on the Honor Council's findings, the Dean's office shall expunge the student's plagiarism and cheating file. If the instructor declines to rescind the accusation, the student can appeal to the Academic Status Committee.

**Appeals of the Judgment or Penalty for Plagiarism or Cheating** shall be brought before the Dean. The ruling of the Dean shall be final.

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 confidential file.

If a student has only one violation, upon the student's graduation, the file will be expunged.

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.

### **Procedure for prior or multiple violations:**

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. Sanctions for a second violation 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 working 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 also be communicated to the President. The Honor Council shall inform the student of their right of appeal.

The accused student may appeal the Honor Council's recommendation to the Dean of the College. 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 Dean's office shall seek input from the reporting instructor(s) and the Honor Council, who may provide comments or issues to be considered in the Dean's deliberations.

Except for dismissal, the decision of the Dean of the College is final. Students can appeal dismissal to the President, or his/her designee, for final judgment.

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 working 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.

Status: Enacted

Effective Date: Currently in effect Last

Revision Date: 10-16-2018 Next

Anticipated Review:

Responsible University Office: Dean's Office

Responsible University Administrator: Associate Dean, Student Success

Primary Policy Contact: Gretchen Moon, [gmoon@willamette.edu](mailto: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 submitting requests through the online registration system. These requests require approval from the academic advisor and the professor of each affected course. Deadlines for adding, dropping, and withdrawing from 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 Accessible Education 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 with advisor registration consent may retake once any non-repeatable course taken at Willamette University. 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 Arts & Sciences, 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, or otherwise consistent with the goals and standards of Willamette's undergraduate degree programs. 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. In extraordinary situations (e.g. abrupt institutional closure) the Provost may authorize the acceptance of additional transfer credits.

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 many general education requirements, leaving the upper-division writing-centered course, the study in a language other than English, and (for Fall 2019 and later) the practicum component. 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 Arts & Sciences offers the baccalaureate degrees of Bachelor of Arts and Bachelor of Science. 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 3 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
  - Two writing-centered credits
  - Three and a half World Engagement credits (2 Non-English language credits, 1.5 other World Engagement credits)
  - Four Liberal Arts Distribution credits:
    - Arts & Humanities
    - Mathematical Sciences
    - Natural Sciences
    - Social Sciences

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:

- [Anthropology](#)
- [Archaeology](#)
- [Art](#)
- [Art History](#)
- [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](#)
- [Public Health](#)
- [Religious Studies](#)
- [Rhetoric](#)
- [Sociology](#)
- [Spanish](#)
- [Theatre](#)
- [Women's and Gender Studies](#)

The following majors leading to the degree Bachelor of Science have been approved by the faculty:

- [Chemistry](#)
- [Data Science](#)

- [Environmental Science](#)
- [Exercise & Health Science](#)
- [Physics](#)

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](#)
- [Art History](#)
- [Asian Studies](#)
- [Biology](#)
- [Business](#)
- [Chemistry](#)
- [Chinese Studies](#)
- [Cinema Studies](#)
- [Classical Studies](#)
- [Computer Science](#)
- [Data Science](#)
- [Economics](#)
- [English](#)
- [Environmental Science](#)
- [French and Francophone Studies](#)
- [Geography](#)
- [German](#)
- [History](#)
- [Japanese Studies](#)
- [Latin American Studies](#)
- [Mathematics](#)

- [Music](#)
- [Philosophy](#)
- [Physics](#)
- [Politics, Policy, Law, and Ethics](#)
- [Psychology](#)
- [Public Health](#)
- [Religious Studies](#)
- [Rhetoric](#)
- [Russian](#)
- [Sociology](#)
- [Spanish](#)
- [Sustainability](#)
- [Theatre](#)
- [Women's and Gender Studies](#)

1. 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 Arts & Sciences must wear the approved cap and gown. They may personalize their ensemble through:

- Altering the tassel of their cap
- Adding honor cords, stoles, or other standardized marks of disciplinary affiliation Adding stoles, feathers, or other markers of tribal, ethnic, or religious identity 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.

## 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 [CAS Application for Readmission](#) and submitting it to the Registrar's Office.

## General Education

As a liberal arts institution, Willamette provides an education in the arts, humanities, and sciences while allowing students to major in a particular field within these areas. The General Education Program ensures that students are exposed to a range of disciplinary methods of inquiry, as well as development of students' capacity to engage in self-reflection, critical thinking and problem solving, close reading, discussion, and writing. Individualized experiences are strengthened by opportunities for scholarship and community engagement. General Education, then, plays a critical part in preparing graduates to transform knowledge into action and lead lives of contribution, achievement, and meaning in a dynamic world.

## General Education Requirements

The General Education Program has 4 components:

- [College Colloquium](#)
- [Distribution](#)
- [Writing Program](#)
- [World Engagement](#)

## 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 through close engagement with information and text, effective communication of ideas, discussion, and critical thinking.

College Colloquium seminars are small, averaging 14 to 15 students. The seminar teacher is also the academic advisor to each student in their seminar.

Student Learning Objectives:

- Critically examine information and/or texts (written, oral, artistic, or quantitative) by identifying central ideas or arguments, making inferences, questioning underlying assumptions, and assessing evidence.
- Learn to contribute to a constructive classroom climate through participation in thoughtful, informed, and responsive discussion, effective speaking, active listening, and the development of an iterative group process of critical analysis and interpretation.
- Effectively formulate ideas and arguments, develop them through an iterative process, and express them clearly and persuasively via linguistic, artistic, and/or quantitative modes of communication.
- Newly-enrolled students communicate a list of preferred Colloquium courses that interest them, and every effort is made to accommodate preferences.

## **The Distribution**

The Distribution component expresses one of the fundamental values of a liberal arts education: That every graduate should have a broad exposure to significant areas of human inquiry and cultural practice. Through this exposure, students cultivate a diversity of interests, gain an awareness of multiple intellectual frameworks, and learn a variety of approaches to solving problems. To fulfill the Distribution component, students must earn (with a grade of C- or higher) at least one credit in each of these four areas:

- Arts and Humanities
- Mathematical Sciences
- Natural Sciences
- Social Sciences

While some courses are designated in more than one Distribution category, each course may only be counted one time toward the Distribution requirement. To complete the Distribution requirement, students must finish four distinct courses with four distinct department/program prefixes.

## **Writing Program**

The Writing Program for undergraduates at Willamette University aims to establish a culture of writing so that, when students graduate, they will be prepared to use writing as an instrument of their continued learning, in the career paths they follow, and in participation in social, cultural, and civic life. Toward those ends, the Writing Program offers them multiple opportunities to study and practice writing, throughout their undergraduate careers and in a variety of disciplines. Writing-centered classes, while always focused on a particular topic, incorporate writing as an important mode of intellectual discovery, and require students to develop their ideas through multiple drafts and revision. Furthermore, writing-centered classes afford students opportunities to have their

writings seriously read (not just "corrected") by various readers, including their peers.

All students are required to take two writing-centered classes, at least one of which must be taken at the upper-division level (300/400). Ideally, each student would begin with a lower-division course taken no later than the spring semester of their first year.

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.

Writing-centered credits to be offered each semester will be designated by a W in the Schedule of Classes, and students must pass two of these with a grade of C- or higher in order to complete the Writing Program.

## World Engagement

The World Engagement (WE) component ensures that students engage with ideas, perspectives, or experiences beyond those to which they are accustomed. WE components are divided between a language requirement and WE electives.

Non-English Language (NEL) -- Demonstrated proficiency through the 132 course level in a non-English language of the student's choosing. Students who place at a 231 level or higher via a placement test **and** who pass a proficiency test administered by a language department will have this two-credit requirement waived.

World Engagement Electives -- In addition to meeting the NEL requirement, students must earn at least 1.5 additional credits from some combination of the following WE electives:

- NEL study beyond the 132-level Study Abroad
- Service Learning (SL)
- Power, Diversity, and Equity (PDE) Culture and Values (CV)

## Academic Disciplines

- American Ethnic Studies
- Anthropology
- Archaeology
- Art History
- Art
- Asian Studies
- Arts, Technology and Multimedia
- Biology
- Business
- Chemistry
- Chinese Studies
- Cinema Studies
- Civic Communication and Media
- Classical Studies
- Comparative Literature and History of Ideas

- [Computer Science](#)
- [Data Science](#)
- [Economics](#)
- [English Language / American Studies](#)
- [English](#)
- [Environmental Science](#)
- [Exercise and Health Science](#)
- [Fitness](#)
- [French & Francophone Studies](#)
- [German & Russian](#)
- [History](#)
- [Humanities](#)
- [Interdisciplinary Studies](#)
- [International Studies](#)
- [Japanese and Chinese Studies](#)
- [Latin American Studies](#)
- [Mathematics](#)
- [Medieval and Renaissance Studies](#)
- [Music](#)
- [Philosophy](#)
- [Physics](#)
- [Politics](#)
- [Psychology](#)
- [Politics, Policy, Law and Ethics](#)
- [Public Health](#)
- [Religious Studies](#)
- [Rhetoric](#)
- [Russian & German](#)
- [Sociology](#)
- [Spanish](#)
- [Sustainability](#)
- [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](#) Native North American Cultures
- [ANTH 303](#) Museum Studies Seminar
- [ANTH 351](#) Indigenous Peoples, Human Rights, and the Environment
- [ANTH 358](#) Special Topics in Anthropology\*
- [ARTH 140](#) African American Art
- [CCM 261](#) Persuasion and Mass Media: Race and Ethnicity\*
- [CCM 345](#) Latina/o/x Communication Studies
- [CCM 346](#) African American Public Discourse
- [CCM 360](#) Topics in Public Discourse: Race, Gender and the Public Sphere\*
- ENGL 116W 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 450W](#) Advanced Studies in Authorship\*
- [PHIL 131W](#) Historical Inquiry\*
- [PHIL 259](#) American Jewish History
- [PHIL 262](#) American Women's History
- PHIL 301W Themes in American Social History
- [PHIL 306](#) History Through Biography\*
- [PHIL 307](#) American Immigration History
- [PHIL 342](#) Studies in American History\*
- [PHIL 361](#) African American History 1619-1865
- [PHIL 362](#) African American History 1865-present
- [IDS 205](#) Chemawa Indian School Partnership Program (.5)
- [IDS 215](#) Willamette Academy Service Learning (.5)
- [IDS 343](#) Field Studies in Chicago
- [IDS 396](#) Chemawa Indian School Partnership Program Internship (.5-1)
- POLI 303 Topics in Political Theory

- [POLI 318](#) Death in America
- [REL 214](#) Religion in America
- [SOC 114](#) Racism & White Supremacy in the U.S.
- [SOC 358](#) Special Topics in Sociology (.5-1)\*

\* 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

### 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

### 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

### 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

### 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, Curator of Native American Art - Hallie Ford Museum of Art
- [Maegan Parker Brooks](#), Associate Professor
- [Seth Cotlar](#), Professor of History
- [Emily Drew](#), Associate Professor of Sociology, Department Chair
- [Ellen Eisenberg](#), Dwight & Margaret Lear Professor of American History
- [Cindy Koenig Richards](#), Professor, Department Chair, Director of Ringe Media Lab
- [Janet Lorenzen](#), Associate Professor of Sociology
- [Frann Michel](#), Professor of English
- [Vincent Pham](#), Associate Professor
- [Omari Weekes](#), Assistant Professor of English

## Part-Time and Visiting Faculty

- [Leslie Dunlap](#),
- [Vellena Howard](#), Director of Indigenous Partnership Programs-Chemawa Indian School-Salem-Keizer School District

## Administrative Assistant

- [Sandy Dubuque](#), Administrative Program Coordinator

## 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.

- **General Education Requirement Fulfillment:** Arts & Humanities, Social Sciences; World Engagement: PDE
- **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.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- Prerequisite: Freshmen and Sophomores only or consent of instructor.

- Offering: Every semester
- Instructor: Drew

### **AES 199 Topics in American Ethnic Studies (.25-1)**

A semester-long study of topics in American Ethnic Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Instructor: Staff

### **AES 299 Topics in American Ethnic Studies (.25-1)**

A semester-long study of topics in American Ethnic Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Instructor: Staff

### **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 limitations of scientific inquiry for interpreting social reality. Other epistemological approaches will be assessed to determine what they bring to bear on empirical realities.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- 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.

- **General Education Requirement Fulfillment:** Arts & Humanities, Social Sciences; World Engagement: PDE
- **Prerequisite:** Prior coursework in American Ethnic Studies. Closed to first year students, except by consent of instructor.
- Offering: On demand
- Instructor: Staff

### **AES 399 Topics in American Ethnic Studies (.25-1)**



A semester-long study of topics in American Ethnic Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Instructor: Staff

### **AES 429 Topics in American Ethnic Studies (.25-1)**

A semester-long study of topics in American Ethnic Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Instructor: Staff

## **Anthropology**

Students interested in studying and comparing peoples and cultures from different areas around the world find a fresh analytical perspective in anthropology. Willamette's anthropology program emphasizes sociocultural anthropology, which is the study of contemporary peoples as investigated directly by anthropologists conducting field research.

The anthropology major is flexible to enable students to complement their in-class learning with learning opportunities outside the classroom, including studying abroad, participating in field schools, and partaking in internships and other avenues of experiential learning. For majors and minors in anthropology, the sequence of courses in theory and methods provides a foundation in anthropological theory while developing practical skills, such as conducting participant observation and interviews, working out complex social analysis, organizing and analyzing data, communicating effectively, and applying professional standards and ethics.

### **Career Opportunities in Anthropology**

With its emphasis on both Western and non-Western cultures and its aim to integrate perspectives from the humanities and sciences, anthropology offers valuable training for students in our increasingly interconnected world. A major or minor in anthropology provides excellent preparation for a multitude of careers, especially those which involve multicultural or international communities. Students of anthropology find employment in both public and private sectors, in fields as diverse as museum curation and cultural resource management, social work, education, public health and medicine, refugee resettlement, business and more.

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

### **Requirements for the Anthropology Major (9 Credits)**

## Core courses

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

## Six (6) elective courses at least three (3) chosen from ANTH courses below:

Up to three (3) electives from approved list of courses in other departments or from study abroad; two (2) of these three (3) must be at the 200-level or above.

- [ANTH 144](#) Topics in Cultural Anthropology
- [ANTH 231](#) Native North American Cultures
- [ANTH 232](#) Peoples and Cultures of Africa
- [ANTH 235](#) Cultures of Mexico and Ecuador
- [ANTH 258](#) Selected Area Studies
- [ANTH 303](#) Museum Studies Seminar
- [ANTH 335](#) Visual Anthropology
- [ANTH 344](#) Medical Anthropology
- [ANTH 351](#) Indigenous Peoples, Human Rights, and the Environment
- [ANTH 356](#) Language and Culture
- [ANTH 358](#) Special Topics in Anthropology
- [ANTH 394](#) Internship in Anthropology
- [ARCH 237](#) Introduction to Global Archaeology
- [ARCH 337](#) Archaeological Theories and Methods
- [ARTH 202](#) Introduction to Art Museum Studies
- [ASIA 210](#) Making and Playing of Traditional Musical Instruments
- [ASIA 258](#) Topics in Asian Studies
- [BIOL 215](#) Human Evolution
- [CHNSE 254](#) Folklore and Identity
- [CHNSE 352](#) Rites of Passage in Chinese Societies
- [FREN 341](#) Oral Tradition and Performance in African Literature
- [FREN 432](#) Language in Society
- [GERM 241](#) German Cinema and Visual Culture
- [IDS 205](#) Chemawa Indian School Partnership Program
- [IDS 230](#) Rites of Passage in Japan and the United States
- [IDS 250W](#) Narratives of Migration: From Islamic Spain to the US/Mexico Border (1)
- [IDS 396](#) Chemawa Indian School Partnership Program Internship
- [JAPN 201W](#) Modern Japanese Society and Culture
- [JAPN 340](#) The Japanese Cinema
- [LAS 380](#) Latin American Cinema
- [PHEAL 301](#) Public Health Ethics
- [REL 336](#) Topics in Women in World Religions
- [REL 352](#) Shamanism
- [RUSS 233W](#) Russian Culture: Russian Ways and Views of Russia
- [RUSS 235](#) Russian and Soviet Cinema
- [SOC 114](#) Racism & White Supremacy in the U.S.

- [SOC 121](#) Gender in Society
- [SOC 124](#) Global Sociology: Nation/Empire/Race
- [SOC 201](#) Navigating Social Worlds
- [SOC 310](#) Human Rights: Research and Advocacy
- [SOC 328](#) Families
- [SOC 355](#) Health and Society
- [SOC 358](#) Special Topics in Sociology
- [SOC 362](#) Sexualities
- [SOC 384](#) Transnational Feminism
- [SOC 387](#) Pan-African Revolutions and Black Liberation

### Senior Year Experience

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

### Requirements for the Anthropology Minor (5 Credits) Core courses

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

### Three (3) elective courses, at least two (2) chosen from ANTH courses below:

Up to one (1) elective from approved list of courses in other departments or from study abroad.

- [ANTH 144](#) Topics in Cultural Anthropology
- [ANTH 231](#) Native North American Cultures
- [ANTH 232](#) Peoples and Cultures of Africa
- [ANTH 235](#) Cultures of Mexico and Ecuador
- [ANTH 258](#) Selected Area Studies
- [ANTH 303](#) Museum Studies Seminar
- [ANTH 335](#) Visual Anthropology
- [ANTH 344](#) Medical Anthropology
- [ANTH 351](#) Indigenous Peoples, Human Rights, and the Environment
- [ANTH 356](#) Language and Culture
- [ANTH 358](#) Special Topics in Anthropology
- [ANTH 394](#) Internship in Anthropology
- [ARCH 237](#) Introduction to Global Archaeology
- [ARCH 337](#) Archaeological Theories and Methods
- [ARTH 202](#) Introduction to Art Museum Studies
- [ASIA 210](#) Making and Playing of Traditional Musical Instruments
- [ASIA 258](#) Topics in Asian Studies
- [BIOL 215](#) Human Evolution
- [CHNSE 254](#) Folklore and Identity
- [CHNSE 352](#) Rites of Passage in Chinese Societies
- [FREN 341](#) Oral Tradition and Performance in African Literature
- [FREN 432](#) Language in Society
- [GERM 241](#) German Cinema and Visual Culture

- [IDS 205](#) Chemawa Indian School Partnership Program
- [IDS 230](#) Rites of Passage in Japan and the United States
- [IDS 250W](#) Narratives of Migration: From Islamic Spain to the US/Mexico Border (1)
- [IDS 396](#) Chemawa Indian School Partnership Program Internship
- [JAPN 201W](#) Modern Japanese Society and Culture
- [JAPN 340](#) The Japanese Cinema
- [LAS 380](#) Latin American Cinema
- [PHEAL 301](#) Public Health Ethics
- [REL 336](#) Topics in Women in World Religions
- [REL 352](#) Shamanism
- [RUSS 233W](#) Russian Culture: Russian Ways and Views of Russia
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- [SOC 310](#) Human Rights: Research and Advocacy
- [SOC 328](#) Families
- [SOC 355](#) Health and Society
- [SOC 358](#) Special Topics in Sociology
- [SOC 362](#) Sexualities
- [SOC 384](#) Transnational Feminism
- [SOC 387](#) Pan-African Revolutions and Black Liberation

## 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

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

## Faculty

- [Rebecca J. Dobkins](#), Professor of Anthropology, Curator of Native American Art - Hallie Ford Museum of Art
- [Joyce V. Millen](#), Associate Professor of Anthropology, African Studies and Public Health

Ethics, Advocacy and Leadership,

- [Peter Wogan](#), Professor of Anthropology

## Professors Emeriti

- [Pamela A. Moro, Ph.D.](#), Professor of Anthropology

## Administrative Assistant

- [Reyna Meyers](#), Administrative Program Coordinator

## 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.

- General Education Requirement Fulfillment: Social Sciences; World Engagement: CV
- Offering: As Appropriate
- Instructor: Staff

### ANTH 150 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: Social Sciences; World Engagement: CV, PDE
- **Prerequisite:** 1st and 2nd year students only
- **Offering:** Every semester
- Instructor: Staff

### ANTH 199 Topics in Anthropology (.25-1)

A semester-long study of topics in Anthropology. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Instructor: Staff

### ANTH 231 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: Social Sciences; World Engagement: CV, PDE
- **Prerequisite:** [ANTH 150](#) recommended
- Offering: Fall
- Instructor: Dobkins

### **ANTH 232 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: Social Sciences; World Engagement: CV, PDE
- Offering: Fall
- Instructor: Millen

### **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.

- General Education Requirement Fulfillment: Social Sciences; World Engagement: CV
- Offering: Alternate years
- Instructor: Wogan

### **ANTH 258 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: Social Sciences; World Engagement: CV
- Offering: On demand
- Instructor: Staff

### **ANTH 299 Topics in Anthropology (.25-1)**

A semester-long study of topics in Anthropology. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally

- 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.

- **General Education Requirement Fulfillment:** Arts & Humanities, Social Sciences; World Engagement: PDE
- **Prerequisite:** [ANTH 231](#) or [ANTH 351](#), and consent of instructor
- **Offering:** As Appropriate
- 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.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- 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.

- General Education Requirement Fulfillment: Social Sciences
- Prerequisite: One course in Anthropology and/or consent of instructor
- Offering: Annually
- Instructor: Millen

### **ANTH 351 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: Social Sciences; World Engagement: CV, PDE
- **Prerequisite:** prior course work in Anthropology or Environmental Studies required
- **Offering:** Alternate years
- **Instructor:** Dobkins, Staff

### **ANTH 356 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: Social Sciences; World Engagement: CV
- Prerequisite: Previous coursework in Anthropology recommended
- Offering: Alternate years
- 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.

- General Education Requirement Fulfillment: Social Sciences
- 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; Social Sciences
- Prerequisite: [ANTH 150](#) plus one other Anthropology course, Junior or Senior status
- Offering: Fall semester
- Instructor: Staff

### **ANTH 394 Internship in Anthropology (0.25-1)**

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.

- General Education Requirement Fulfillment: Social Sciences
- Prerequisite: The internship is open to advanced majors in anthropology only; completion of [ANTH 371W](#) is recommended.
- Offering: Every semester
- Instructor: Staff

### **ANTH 399 Topics in Anthropology (.25-1)**

A semester-long study of topics in Anthropology. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Instructor: Staff

### **ANTH 429 Topics in Anthropology (.25-1)**

A semester-long study of topics in Anthropology. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- 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; Social Sciences
- Prerequisite: [ANTH 371W](#) and senior standing in Anthropology
- Offering: Spring semester
- Instructor: Dobkins, Millen, 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-Palestinean 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](#) Introduction to Global Archaeology (1)
- [ARCH 337](#) Archaeological Theories and Methods (1)
- [ENVS 121](#) Earth System Science (1)
- [ENVS 250](#) Geographic Information Systems (1)
- [ENVS 391W](#) Archaeological Geology (1)

### Statistics Requirement (1 course from the following)

- [IDS 138](#) Introduction to Applied Statistics
- [MATH 138](#) Statistics

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

#### Eastern Mediterranean Emphasis

- [ARTH 270](#) Roman Art and Architecture
- [ARTH 271](#) Greek Art and Architecture
- [CLAS 250W](#) Greeks, Romans and Barbarians
- [PHIL 231](#) Greek History From Homer to Alexander
- [PHIL 233](#) Asian Empires on the Silk Road

- [PHIL 251](#) Rome: From Republic to Empire
- IDS 351W Culture of Ancient Greece

### **Environmental Archaeology Emphasis**

- [BIOL 246](#) Human Anatomy
- [BIOL 257](#) Plant Ecology and Conservation
- [BIOL 345](#) Ecology
- [CHEM 230](#) Environmental Chemistry
- [ENVS 333](#) Biogeography

### **Open Electives**

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

### **Requirements for the Archaeology Minor (6 credits)**

#### **Common Core (4 courses)**

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

#### **Electives (2 courses from the following)**

- [ANTH 150](#) Controversies and Issues in Cultural Anthropology
- [ANTH 231](#) Native North American Cultures
- [ANTH 303](#) Museum Studies Seminar
- [ANTH 351](#) Indigenous Peoples, Human Rights and the Environment
- [ARCH 355](#) Archaeology Field School
- [ARCH 394](#) Internship in Archaeological Studies
- [ARCH 390](#) Independent Study
- [ARTH 270](#) Roman Art and Architecture
- [ARTH 271](#) Greek Art and Architecture
- [BIOL 246](#) Human Anatomy
- [BIOL 345](#) Ecology
- [CHEM 230](#) Environmental Chemistry
- [CLAS 250W](#) Greeks, Romans and Barbarians
- [ENVS 250](#) Geographic Information Systems
- [PHIL 231](#) Greek History From Homer to Alexander
- [PHIL 233](#) Asian Empires on the Silk Road
- [PHIL 251](#) Rome: From Republic to Empire
- IDS 351W Culture of Ancient Greece

### **Indicators of Achievement**

## The Student Learning Outcomes of the Archaeology Program include:

- 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)
- 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)
- Understanding the Variety of Methods used for the Study of Material Culture (as evidenced by the development of interpretive skills or hermeneutic practice)
- 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)
- 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)
- 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,

## Faculty Emeriti

- [David McCreery](#), Emeritus Professor of Religious Studies,

## Staff

- [Reyna Meyers](#), Administrative Program Coordinator

## Course Listings

### ARCH 199 Topics in Archaeology (.25-1)

A semester-long study of topics in Archaeology. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Instructor: Staff

### ARCH 237 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: Arts & Humanities, Social Sciences
- Offering: Fall
- Instructor: Staff

### **ARCH 299 Topics in Archaeology (.25-1)**

A semester-long study of topics in Archaeology. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- 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.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- 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.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- 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.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- 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.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- Offering On demand
- Instructor: Staff

### **ARCH 399 Topics in Archaeology (.25-1)**

A semester-long study of topics in Archaeology. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Instructor: Staff

### **ARCH 429 Topics in Archaeology (.25-1)**

A semester-long study of topics in Archaeology. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- 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.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- 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 carry out 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; Arts & Humanities, Social Sciences
- 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)

Two of the following:

- [ARTH 105](#) Introduction to Art History of the Stone and Bronze Age (.5)
- [ARTH 106](#) Introduction to Art History from Ancient Greece to the Roman Republic (.5)
- [ARTH 107](#) Introduction to Art History from the Roman to the Byzantine Empire (.5)
- [ARTH 108](#) Introduction to Art History of the Western Middle Ages and Islam (.5)
- [ARTH 116](#) Introduction to Renaissance and Early Modern Art History (1)
- [ARTH 117](#) 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](#) Introduction to South Asian Art History (1)
- [ARTH 113](#) Introduction to Chinese Art History (1)
- [ARTH 114](#) Introduction to Japanese Art History (1)
- [ARTH 259](#) Medieval Art and Architecture (1)
- [ARTH 270](#) Roman Art and Architecture (1)
- [ARTH 271](#) Greek Art and Architecture (1)

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

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

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

- [ARTH 243](#) Contemporary Art: 1970-present (1)
- [ARTH 246](#) Modern Art [Europe and America]: 1890-1945 (1)
- [ARTH 247](#) 18th- and 19th-Century Art History (1)
- [ARTH 339W](#) Post-War Art: 1945-1970 (1)
- [ARTH 376W](#) 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**

#### **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 [LINK TO 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.

#### **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.

#### **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.

## 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 105 Introduction to Art History of the Stone and Bronze Ages (.5)

This class is part of a group of courses intended to introduce the major monuments and themes of ancient and medieval art, architecture, and visual culture. Chronologically, it explores the production of architecture and artworks in diverse media from 35,000 to 1200 BCE. Subject areas covered include Prehistoric Europe, the ancient Near East and Egypt, as well as the Minoan and Mycenaean cultures of the Bronze Age Aegean. This course also seeks to introduce students to the basic art historical methods of visual and comparative analysis, with a focus on the production, function, reception, and power of visual images from historical periods before the modern conception of fine art.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- Offering: Annually
- Professor: Nicgorski

### **ARTH 106 Introduction to Art History from Ancient Greece to the Roman Republic (.5)**

This class is part of a group of courses intended to introduce the major monuments and themes of ancient and medieval art, architecture, and visual culture. Chronologically, it explores the production of architecture and artworks in diverse media from 1200 to the end of the first century BCE. Subject areas covered include ancient Greece and Etruria, as well as Roman Republic. This course also seeks to introduce students to the basic art historical

methods of visual and comparative analysis, with a focus on the production, function, reception, and power of visual images from historical periods before the modern conception of fine art.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- Offering: Annually
- Professor: Nicgorski

### **ARTH 107 Introduction to Art History from the Roman to the Byzantine Empire (.5)**

This class is part of a group of courses intended to introduce the major monuments and themes of ancient and medieval art, architecture, and visual culture. Chronologically, it explores the production of architecture and artworks in diverse media from the first century to the fourteenth century CE. Subject areas covered include the Roman and Byzantine Empires, Early Christian and Jewish visual culture, as well as Christian art and architecture from Ethiopia. This course also seeks to introduce students to the basic art historical methods of visual and comparative analysis, with a focus on the production, function, reception, and power of visual images from historical periods before the modern conception of fine art.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- Offering: Annually
- Professor: Nicgorski

### **ARTH 108 Introduction to Art History of the Western Middle Ages and Islam (.5)**

This class is part of a group of courses intended to introduce the major monuments and themes of ancient and medieval art, architecture, and visual culture. Chronologically, it explores the production of architecture and artworks in diverse media from sixth century to the fourteenth century CE. Subject areas covered include the visual culture of the migratory peoples in Western Europe, Christian art and architecture of the Early Medieval, Carolingian, Ottonian, Romanesque, and Gothic periods, as well as Islamic art and architecture of the Middle Ages. This course also seeks to introduce students to the basic art historical methods of visual and comparative analysis, with a focus on the production, function, reception, and power of visual images from historical periods before the modern conception of fine art.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- Offering: Annually
- Professor: Nicgorski

### **ARTH 112 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: Arts & Humanities; World Engagement: CV
- Offering: Alternate years
- Professor: Wetherell

### **ARTH 113 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: Arts & Humanities; World Engagement: CV
- Offering: Alternate years
- Professor: Wetherell

### **ARTH 114 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: Arts & Humanities; World Engagement: CV
- Offering: Annually
- Professor: Wetherell

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

This course intends 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 work.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- Offering: Annually
- Professor: De Mambro Santos

## **ARTH 117 Introduction to Modern and Contemporary Art (1)**

This course intends 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 LINK TO 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: Arts & Humanities; World Engagement: CV
- 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.

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities; World Engagement: CV

- Offering: Alternate years
- Professor: Staff

### **ARTH 140W African American Art (1)**

This introductory writing-centered seminar introduces students to the history of African American art from the colonial period to the present day. Major works of art as well as select examples of architecture, monuments, design and visual and material culture (c. 1800-present) will be analyzed, discussed and written about at a beginner level. In the context of art historical analysis, students will study the history of slavery in the United States, African American history following emancipation, and the civil rights movement. Students will also discuss how oppression, privilege and structural power functions in relation to African American art production between the colonial period and the present day. Students will gain a basic introduction to art historical vocabulary and concepts, and will acquire an introductory-level ability to describe, analyze, compare, and interpret works of art.

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities; World Engagement: PDE
- Offering: Alternate years
- Professor: Staff

### **ARTH 199 Topics in Art History (.25-1)**

A semester-long study of topics in Art History. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **ARTH 202W 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.

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities; World Engagement: CV
- Prerequisite: 100-level ARTH course recommended
- Offering: Alternate Years
- Instructor: De Mambro Santos, Nicgorski, Susik

## **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.

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities; World Engagement: CV
- Prerequisite: A 100-level art history course
- Offering: Alternate years
- Professor: Staff

## **ARTH 237 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: Arts & Humanities; World Engagement: CV
- Offering: Alternate years
- Professor: Wetherell

## **ARTH 243 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: Arts & Humanities; World Engagement: CV
- Offering: Alternate years
- Professor: Susik

## **ARTH 246 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: Arts & Humanities; World Engagement: CV
- Offering: Alternate years
- Professor: Susik

### **ARTH 247 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: Arts & Humanities; World Engagement: CV
- Offering: Alternate years
- Professor: Susik

### **ARTH 259 Medieval Art and Architecture (1)**

This course explores the development of medieval art and architecture in the Byzantine East and Western Europe 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 including artists and their patrons, the practice of pilgrimage, the Crusades, and the emergence of monasteries and universities. Jewish, Christian, and Islamic visual culture will be covered. Key subjects include the catacombs, sacred architecture, icons and iconoclasm, relics and reliquaries, calligraphy, manuscript illumination, tapestries, frescoes, sculpture, and stained glass.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- Offering: Alternate years
- Professor: Nicgorski

### **ARTH 263 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.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- Prerequisite: Recommend a 100-level art history course
- Offering: Alternate years
- Professor: De Mambro Santos

### **ARTH 267 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.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- Prerequisite: Recommend a 100-level art history course
- Offering: Alternate years
- Professor: De Mambro Santos

### **ARTH 270 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: Arts & Humanities; World Engagement: CV
- Offering: Alternate years
- Professor: Nicgorski

### **ARTH 271 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: Arts & Humanities; World Engagement: CV
- Offering: Alternate years
- Professor: Nicgorski

### **ARTH 275W 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.

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities; World Engagement: CV
- Prerequisite: ARTH 100-level course
- Offering: Alternate Years
- Professor: De Mambro Santos

### **ARTH 299 Topics in Art History (.25-1)**

A semester-long study of topics in Art History. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

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

A detailed examination of the most important developments in art and [LINK TO 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.

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities; World Engagement: CV
- Prerequisite: Recommended 100- or 200-level art history course
- 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.

- General Education Requirement: Writing-centered; Arts & Humanities; World Engagement: CV
- Prerequisite: A 100- or 200-level art history course
- 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.

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities; World Engagement: CV
- Prerequisite: A 100-level art history course
- 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.

- General Education Requirement Fulfillment: Arts & Humanities
- Offering: On demand
- Professor: Staff

### **ARTH 376W 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 [LINK TO 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; Arts & Humanities; World Engagement: CV
- Prerequisite: A 100- or 200-level art history course recommended
- Offering: Alternate years
- Instructor: Susik

### **ARTH 399 Topics in Art History (.25-1)**

A semester-long study of topics in Art History. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **ARTH 429 Topics in Art History (.25-1)**

A semester-long study of topics in Art History. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **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.

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities; World Engagement: CV

- Prerequisites: Junior or senior standing ARTH major, [ARTH 116](#), [117](#), [362W](#), and two courses among [ARTH 105/106/107/108](#)
- 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 [LINK TO 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](#) Introduction to Sculpture (1)
- [ARTS 116](#) Introduction to Drawing (1)
- [ARTS 121](#) Introduction to 4D Art (1)
- [ARTS 132](#) Introduction to Experimental Photography (1)
- [ARTS 135](#) Introduction to Painting (1)
- [ARTS 152](#) Introduction to Printmaking (1)

## Three-Dimensional Art-Making (1)

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

## Studying Art History (1)

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

## Credits from 200 and 300 level ARTS courses (4)

- [ARTS 216](#) Video Art (1)
- [ARTS 231](#) Etching: Processes and Themes in the Printed Age (1)
- [ARTS 232](#) Black and White Photography (1)
- [ARTS 239](#) Drawing Concepts (1)
- [ARTS 254](#) Materials Exploration in Sculpture (1)
- [ARTS 321](#) Drawing Inquiry (1)
- [ARTS 331](#) Installation Art (1)
- [ARTS 336](#) Painting: Contemporary and Conceptual Practices (1)
- [ARTS 340](#) Concepts in Sculpture (1)
- [ARTS 342](#) Topics in Sculpture (1)
- [ARTS 343](#) Printmaking: Monoprints and Mixed Media (1)
- [ARTS 345](#) 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](#) Introduction to Sculpture (1)
- [ARTS 116](#) Introduction to Drawing (1)
- [ARTS 121](#) Introduction to 4D Art (1)
- [ARTS 132](#) Introduction to Experimental Photography (1)
- [ARTS 135](#) Introduction to Painting (1)
- [ARTS 152](#) Introduction to Printmaking (1)

### Intermediate and Advanced Studio Courses (2)

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

### Electives (2)

- Any two ARTS courses

## Indicators of Achievement

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

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

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

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



## **Course Listings**

### **ARTS 110 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: Arts & Humanities
- Offering: Fall
- Instructor: Staff

### **ARTS 116 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: Arts & Humanities
- Prerequisite: Open to freshmen and sophomores only
- Offering: Annually
- Instructor: Skillin-Brauchle

### **ARTS 121 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: Arts & Humanities
- Prerequisite: Open to First and Second Year Students Only
- Offering: Annually
- Instructor: Staff

### **ARTS 132 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: Arts & Humanities
- Prerequisite: Open to Freshmen and Sophomores Only
- Offering: Annually
- Instructor: Opie

### **ARTS 135 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: Arts & Humanities
- Prerequisite: Open to First and Second Year Students Only
- Offering: Annually
- Instructor: Staff

### **ARTS 152 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: Arts & Humanities
- Prerequisite: Open to freshmen and sophomores only
- Offering: Annually
- Instructor: Staff

### **ARTS 199 Topics in Studio Art (.25-1)**

A semester-long study of topics in Studio Art. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **ARTS 216 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: Arts & Humanities
- Prerequisite: Any ARTS course
- Offered: Annually
- Instructor: Staff

### **ARTS 231 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: Arts & Humanities
- Prerequisite: Complete one ARTS course
- Offering: Alternate years
- Instructor: Staff

## **ARTS 232 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: Arts & Humanities
- Prerequisite: Any ARTS course
- Offering: Every Semester
- Instructor: Opie

## **ARTS 239 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: Arts & Humanities
- Prerequisite: [ARTS 116](#) or [ARTS 135](#) or [ARTS 152](#) or [ARTS 231](#) or [ARTS 336](#)
- Offering: Alternate Years
- Instructor: Skillin-Brauchle

## **ARTS 254 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: Arts & Humanities
- Offering: Alternate Springs
- Professor: Staff

## **ARTS 299 Topics in Studio Art (.25-1)**

A semester-long study of topics in Studio Art. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- 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.

- General Education Requirement Fulfillment: Arts & Humanities
- Prerequisite: [ARTS 116](#) or [ARTS 239](#)
- Offering: Alternate Years
- Instructor: Staff

### **ARTS 331 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: Arts & Humanities
- Prerequisite: One ARTS course
- Offering: Alternate Years
- Instructor: Skillin-Brauchle

### **ARTS 336 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: Arts & Humanities
- Prerequisite: Any ARTS Course
- Offering: Annually
- Instructor: Staff

### **ARTS 340 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: Arts & Humanities
- Prerequisite: [ARTS 110](#) or [ARTS 254](#) or [ARTS 331](#) or [ARTS 342](#)
- Offering: Alternate years
- Professor: Staff

### **ARTS 342 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: Arts & Humanities

- Prerequisite: [ARTS 110](#) or [ARTS 254](#) or [ARTS 331](#) or [ARTS 340](#)
- Offering: Alternate Years
- Instructor: Staff

### **ARTS 343 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: Arts & Humanities
- Prerequisite: Any ARTS Course
- Offering: Alternate Years
- Instructor: Staff

### **ARTS 344 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, field trips, and assignments.

- General Education Requirement Fulfillment: Arts & Humanities
- Prerequisite: Any ARTS course
- Offering: Alternate Years
- Instructor: Skillin-Brauchle

### **ARTS 345 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: Arts & Humanities
- 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.

- General Education Requirement Fulfillment: Arts & Humanities
- 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.

- General Education Requirement Fulfillment: Arts & Humanities
- 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).

- General Education Requirement Fulfillment: Arts & Humanities
- Offering: On demand
- Instructor: Staff

### **ARTS 399 Topics in Studio Art (.25-1)**

A semester-long study of topics in Studio Art. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **ARTS 429 Topics in Studio Art (.25-1)**

A semester-long study of topics in Studio Art. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent

- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: 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; Arts & Humanities
- 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. Students interested in Asian Studies should consider the Chinese Studies and Japanese Studies majors. Students wishing to design a special major in Asian Studies should consult with program faculty. Program faculty strongly encourage interested students to study in Asia as part of their major program.

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. Students majoring in Chinese or Japanese Studies may not also minor in Asian Studies.

### **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)
- [PHIL 118](#) East Asian Civilization Since 1800 (1)
- [REL 135](#) Religions of Asia (1)

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

- [ARTH 113](#) Introduction to Chinese Art History (1)
- [ARTH 114](#) Introduction to Japanese Art History (1)

- [CHNSE 258](#) Gender and Mass Media in China (1)
- [PHIL 233](#) Asian Empires on the Silk Road (1)
- [PHIL 265](#) Late Imperial China (1)
- [PHIL 282](#) China in Revolution, 1911-1949 (1)
- [PHIL 381](#) History of Modern Japan (1)
- [PHIL 383](#) Mao's China 1949-1979 (1)
- [INTST 374](#) Asia and the International System (1)
- [INTST 380](#) Asia Politics and Development (1)
- [JAPN 201W](#) Modern Japanese Society and Culture (1)
- [JAPN 314W](#) Japanese Literature in Translation (1)
- [JAPN 340](#) The Japanese Cinema (1)
- [REL 135](#) Religions of Asia (1)
- [REL 233W](#) Religions along the Silk Road (1)
- [REL 239](#) Introduction to Chinese Religions (1)
- [REL 262](#) Japanese Religions (1)
- [REL 348](#) Buddhism (1)
- [REL 354](#) Topics in Asian Religion (1)
- [REL 356](#) 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 Minor

- 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
- 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]
- To undertake a program of study abroad in Asia
- 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](#), Professor of Economics
- [Huike Wen](#), Associate Professor of Chinese
- [Juwen Zhang](#), Professor of Chinese Studies
- [Xijuan Zhou](#), Associate Professor of Religious Studies

## Professors Emeriti

- [Carol Ireson-Doolittle](#), Professor Emerita of Sociology
- [Ronald Loftus](#), Professor Emeritus
- [Pamela A. Moro, Ph.D.](#), Professor of Anthropology

## Administrative Support

- [Pamela Smith](#), Administrative Program Coordinator

## Course Listings

### ASIA 199 Topics in Asian Studies (.25-1)

A semester-long study of topics in Asian Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### 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.

- General Education Requirement Fulfillment: Arts & Humanities
- Offering: Annually
- Instructor: Staff

### **ASIA 210 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.

- 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.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- Prerequisite: None. A course related to the topic suggested.
- Offering: On demand
- Instructor: Staff

### **ASIA 288 Introducing Asia to the World (1)**

The course introduces students to media production based on the content of East Asian history, society, and people. The societies of East Asia, especially China, Korea, and Japan, have rich, complex, and multifaceted historical and cultural experiences. Yet, media representations focus on certain aspects while ignoring others. The course integrates the acquisition of knowledge and awareness of East Asia with critical thinking and media production. Students will work in project teams to choose a topic that they are interested in, prepare their own presentation and production, and to facilitate in-class discussions. Possible projects might include: design a syllabus to teach Asia to a specific group of people; curate and organize an Asian film screening festival; start a website that is relevant to Asian culture and people; or make a short video about the history of a very specific topic, such as Japanese cuisine.

- Offering: Fall
- Instructor: Wen

### **ASIA 299 Topics in Asian Studies (.25-1)**

A semester-long study of topics in Asian Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **ASIA 301 Asian Visual and Creative Culture (1)**

From Miyazaki's animations and Hong Kong's martial arts movies to Korean popular media, Chinese avant-garde artists' political voices or ordinary social media uses, visual productions enrich the intellectual and popular culture landscape in Asia. This course offers an introduction to the history, theory, economy, technology, production, consumption, and regulation of visual culture and creative industry in modern Asian society. Students are presented a broad view on Asian visual culture, and an in-depth investigation of visual culture as a necessary component of, and influencer of, Asian society. The course encourages the comparative studies of politics and aesthetics of visual culture in different cultural contexts, and helps students become critical viewers and mindful users of media.

- Offering: Annually
- Instructor: Wen

### **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.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- 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.

- General Education Requirement Fulfillment: Arts & Humanities
- Offering: On demand
- Instructor: Staff

### **ASIA 399 Topics in Asian Studies (.25-1)**

A semester-long study of topics in Asian Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent

- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **ASIA 429 Topics in Asian Studies (.25-1)**

A semester-long study of topics in Asian Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: 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 LINK TO 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](#) Introduction to 4D Art\*
- [ARTS 216](#) Video Art\*
- [ARTS 232](#) Black and White Photography

- [ARTS 355](#) Advanced Photography\*
- [ARTH 117](#) Introduction to Modern and Contemporary Art
- [ARTH 243](#) Contemporary Art: 1970-Present
- [ARTH 376W](#) History of Photography

## Computer Science

- CS 145 Images and Imagination\*
- [CS 445](#) Computer Graphics\*
- IDS 252 3D Animation\*
- [IDS 352](#) Advanced 3D Animation\*

## English

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

## Music

- [MUSC 121](#) Creating Music with Technology\*
- MUSC 133 Music Theory II (.5) **and**
- [MUSC 339](#) Digital Music Techniques (1)\*
- [MUSC 425](#) Advanced Digital Music Production\*

## Philosophy

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

## Rhetoric

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

## Theatre

A total of no more than 1 credit from:

- [THTR 010X](#) Theatre Practicum (.25-1) **and/or**
- [THTR 011X](#) Theatre Practicum - Atypical Performance (.25-1) Additional course(s) from the following:
- [THTR 110](#) Introduction to Theatre: The Act of Creating
- [THTR 145](#) Acting for Non-majors
- [THTR 356](#) Fundamentals of Stage Lighting\*
- [THTR 357](#) Scene Design/Production Studio I\*

## Faculty & Staff

- [Mike Nord](#), Irene Gerlinger Swindells Professor of Music, Music Technology, Improvisation & Jazz Studies
- [Christopher L. Harris](#), Professor of Theatre
- [Jeanne Clark](#), Professor of Cinema Studies and Rhetoric

- [Frann Michel](#), Professor of English
- [Cindy Koenig Richards](#), Professor, Department Chair, Director of Ring Media Lab
- [Rachel Kinsman Steck](#), Faculty Associate Dean for Faculty Development, Professor of Theatre and Women's & Gender Studies
- [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 (13.5 Credits)**

10.5 credits in Biology, 2 credits in Chemistry, and 1 additional credit in a defined elective course outside of Biology

## Core Courses (7)

Required of all majors

- [BIOL 120](#) Introduction to Biological Inquiry (1)
- [BIOL 231](#) Biological Concepts I (1)
- [BIOL 235](#) Experimental Methods in Biology (.5)
- [BIOL 241](#) Biological Concepts II (1)
- [BIOL 245W](#) Biological Inquiry (1)
- [BIOL 298](#) Introductory Biology Colloquium (.5)
- [CHEM 115](#) General Chemistry I (1)
- [CHEM 116](#) General Chemistry II (1)

## Elective Courses (4.5)

### Two credits in Biology at the 300-level (2)

- Any BIOL 3XX course

### One and a half additional elective credits (1.5)

These may include:

- additional 300-level BIOL courses or
- any other BIOL course or courses from the following list:
- [CHEM 351](#) Biochemistry (1)
- [ENVS 340](#) Biogeochemistry (1)
- [IDS 240](#) Science Communication and Outreach (.5)
- [PHYS 250](#) Cell Biophysics (1)

### One course in building cultural competencies in understanding systems of Power, Difference, and Equity (1)

- [AES 144](#) Topics in American Ethnic Studies (1)
- [ANTH 150](#) Controversies and Issues in Cultural Anthropology (1)
- [ANTH 231](#) Native North American Cultures (1)
- [ANTH 351](#) Indigenous People, Human Rights, and the Environment (1)
- [CCM 220W](#) Analyzing Public Discourse (1)
- [CCM 260W](#) Media and the Environment (1)
- [CCM 265](#) Rhetorics of Sex and Gender (1)
- [CCM 343](#) Controversies in Northwest Public Discourse (1)
- [CCM 344](#) Asian Americans and the Media (1)
- [CCM 345](#) Latina/o/x Communication Studies (1)
- [CCM 346](#) African American Public Discourse (1)
- [CCM 361](#) Citizenship and the Public Sphere (1)
- [PHIL 131W](#) Historical Inquiry: Slavery & Abolition, US (topic dependent) (1)
- [PHIL 262](#) American Women's History (1)
- [IDS 205](#) Chemawa Indian School Partner Program (.5)
- [SOC 114](#) Racism and White Supremacy in the U.S. (1)
- [SOC 121](#) Gender in Society (1)

- [SOC 131](#) Sociological Inquiry: Food Justice (topic dependent) (1)
- [WGS 134](#) Thinking Sex (1)
- [WGS 245](#) Feminism, Gender, and Society (1)

## Capstone (2)

### One research course from the following (1.5)

- [BIOL 383W](#) Research in Geomicrobiology (1)
- [BIOL 450W](#) Research in Molecular Genetics (1.5)
- [BIOL 451W](#) Research in Neuroethology (1.5)
- [BIOL 453W](#) Research in Behavioral Ecology (1.5)
- [BIOL 454W](#) Research in Bacteriology (1.5)
- [BIOL 456W](#) Research in Genomics (1.5)
- [BIOL 458W](#) Research in Cell and Developmental Biology (1.5)
- [BIOL 459W](#) Research in Molecular Ecology (1.5)

### Biology Colloquium (.5)

- [BIOL 498](#) Biology Colloquium (.5) (must complete [BIOL 298](#) prior to taking [BIOL 498](#))

## Note

Those students planning to apply for admission to graduate or professional schools in science are strongly urged to complete the following courses:

- [CHEM 225 and 226](#) Organic Chemistry I, II (1)
- [CHEM 351](#) Biochemistry (1)
- [PHYS 221](#) and [PHYS 222](#) Introductory Physics I, II (1)

## Requirements for the Biology Minor (5 Credits)

- Five (5) credits in Biology (any 5 credits BIOL)

## 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

- 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.
- Advanced knowledge in a specialized area of biology through study and hands-on laboratory/field-based research.
- Knowledge of the chemical, physical, mathematical, and statistical concepts underpinning many biological concepts.
- Investigative research skills to comprehend natural phenomena and solve contemporary biology-related problems.
- Communication skills to effectively explain scientific data and ideas orally and in writing to specialists and the general public.
- Experience in and understanding the value of collaborative research in the sciences.



Knowledge and appreciation of the diverse social, ethical and historical impacts of biology.

## Faculty

- [Melissa Marks](#), Associate Professor of Biology; Department Chair
- [Jennifer Butler](#), Continuing Instructor of Biology, Lab Educator, Interim Director of Willamette Science Outreach Program
- [Emma Coddington](#), Associate Professor of Biology
- [David Craig](#), Professor of Biology
- [Jason Duncan](#), Associate Professor of Biology
- [Rosa León Zayas](#), Assistant Professor of Biology
- [Briana Lindh](#), Continuing Instructor of Biology; Associate Director, Sustainability Institute,
- [Christopher Irwin Smith](#), Associate Professor of Biology

## Course Listings

### **BIOL 120 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: Natural Sciences
- Offering: Every Semester
- Instructor: Staff

### **BIOL 125 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 [BIOL125Y Lab: Ecology, Evolution and Diversity](#).

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: Freshman or sophomore status
- Offering: Infrequently; Phasing out
- Instructor: Craig, 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.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [CHEM 115](#) or consent of instructor
- Offering: Infrequently; Phasing out
- Instructor: Duncan, Marks

## **BIOL 199 Topics in Biology (.25-1)**

A semester-long study of topics in Biology. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

## **BIOL 213 Disease Epidemics (1)**

Focuses on the biology and social effects of infectious disease epidemics, at a level appropriate for non-majors or as an introduction for biology majors. Covers basics of virus, bacterium and protist biology and of the biology of the human immune system, including vaccines. Uses a small number of case studies of important disease epidemics, which could include smallpox in the Americas in 1782, malaria in African and the US, tuberculosis, or contemporary Ebola outbreaks. Examines these disease epidemics in their social context, exploring how the diseases had different impacts on indigenous people, colonizers, wealthy people and poor people.

- General Education Requirement Fulfillment: Natural Sciences
- Offering: Fall semester
- Instructor: Lindh

## **BIOL 215 Human Evolution (1)**

Intended for both majors and non-majors, this lecture-based course will review key concepts and in human evolutionary biology. Topics include human paleoanthropology, fundamentals of human population genetics, insights from the human genome and ancient DNA, and the genetic bases of human behavior and human diversity.

- General Education Requirement Fulfillment: Natural Sciences
- Offering: Annually
- Instructor: Smith

## **BIOL 225 Biodiversity & Climate Change (1)**

Climate change poses a principle threat to the biodiversity of the planet, and is projected to become an increasingly important driver of change in the coming decades. This has major implications not just for the variety of life on our planet, but also for human health. Students

interested in public health, environment justice, science research, or just curious about what lives around them will be introduced to methods of documenting, measuring, and monitoring biodiversity with an emphasis on using archival data and protocols coordinated by international leaders in programs such as iNaturalist, eMammal, and eBird. There will be opportunities to do specialized projects focused on birds, mammals, fish, insects, fungus, and trees. Each member of the class will create a digital natural and cultural history guide focused on how the place we call campus today came to have the species that it does. Background in science is not required, but an interest in nature and readiness to do field based surveys on and near campus in many types of weather during class time and for homework is essential.

- General Education Requirement Fulfillment: Natural Sciences
- Offering: Alternate years
- Instructor: Craig

### **BIOL 231 Biological Concepts I (1)**

Through investigation and analysis of scientifically and societally important problems, students in this course will tap into their curiosity and undertake an integrated study of biology with a focus on five unifying concepts in biology: Structure and Function, Transformations of Energy and Matter, Information Flow and Storage, Evolution, and Systems. With faculty guidance, students will work together to acquire the biological information necessary to understand and examine each problem at multiple scales of biological organization, from molecules through ecosystems.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [BIOL 120](#)
- Offering: Spring semester
- Instructor: Staff

### **BIOL 235 Experimental Methods in Biology (.5)**

Through a series of interactive, hands-on experiences and assignments, students will gain exposure to a variety of model systems and methods of biological observation at multiple scales of organization (biological molecules, cells, organisms, populations, ecosystems, etc.). Students will practice and develop sophistication with the collection of data using a variety of techniques, approaches, and instrumentation. The specific techniques and approaches will vary from semester to semester, but may include techniques in Microscopy, Molecular Biology, Physiology, Field Studies, Biochemistry, Bioinformatics, Statistical Analysis, etc. Emphasis is placed on gaining proficiency in the safe and appropriate use of biological equipment and experimental techniques, keeping detailed laboratory notebooks, and communication of data in informative, accessible, and visually appealing ways.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [BIOL 231](#) (or concurrent enrollment)
- Offering: Every semester
- Instructor: Staff

### **BIOL 241 Biological Concepts II (1)**

Through continued investigation and analysis of scientifically and societally important problems, students in this course will undertake an increasingly sophisticated and interdisciplinary study of biology that will continue to emphasize the five unifying concepts in biology: Structure and

Function, Transformations of Energy and Matter, Information Flow and Storage, Evolution, and Systems. With faculty guidance, students will work together to acquire the biological information necessary to investigate each problem at multiple scales of biological organization, from molecules through ecosystems. Emphasis will be placed on analysis and interpretation of primary scientific literature and communication of scientific information to diverse audiences.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [BIOL 231](#) and [CHEM 115](#) (or concurrent enrollment in [CHEM 115](#))
- Offering: Spring semester
- Instructor: Staff
- 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.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [CHEM 115](#) and [BIOL 125](#) or [BIOL 130](#)
- Offering: Infrequently; Phasing out
- Instructor: Coddington

### **BIOL 245W Biological Inquiry (1)**

Through a collaborative research project, students will develop sophistication with the scientific process and production of biological knowledge. Students will be introduced to additional model systems and methods of biological observation at multiple scales of organization (biological molecules, cells, organisms, populations, ecosystems, etc.). Students will work together to integrate their existing understanding of biological systems and acquire new biological knowledge to generate a novel and testable question exploring the complex and dynamic living world. With faculty guidance, students will practice working within constraints (time, model system, budget, etc.) to design a feasible experiment, collect, analyze, and interpret data. Students will produce a formal scientific paper and 'press release' paper that articulates their question and hypothesis, summarizes their data, synthesizes what they have learned for different audiences.

- General Education Requirement Fulfillment: Writing-centered; Natural Sciences
- Prerequisite: [BIOL 241](#) (or concurrent enrollment)
- Offering: Fall semester
- Instructor: Staff

### **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.

- General Education Requirement Fulfillment: Natural Sciences
- Offering: Every semester
- Instructor: Staff

### **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.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [BIOL 125](#) or consent of instructor
- Offering: Infrequently; Phasing out
- Instructor: Staff

### **BIOL 260 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: Natural Sciences
- Prerequisite: [BIOL 246](#)
- Offering: Every semester
- Instructor: Lockard, Stavrianeas

### **BIOL 297 Research Exploration in Biology (.25 - 1)**

Course allows individualized 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, data management, data analysis, and data presentation. May be repeated for credit.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [BIOL 245W](#) or [BIOL 120](#), [BIOL 231](#) and junior standing
- Offering: Alternate springs
- 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.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: Completion of One Course in Biology
- Offering: Annually
- Instructor: Staff

### **BIOL 299 Topics in Biology (.25-1)**

A semester-long study of topics in Biology. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **BIOL 320 Microbes, Infection, and Immunity (1)**

All free-living organisms have ways to protect themselves from infection. From plants to pregnancy, organisms have evolved complex systems to help them survive in a world in where the risk of life-threatening infection lurks in every corner. This course explores how diverse organisms infect each other and protect themselves from these infections. Investigation of these topics will be centered around analysis of contemporary primary literature from the fields of Microbiology and Immunology. Students will have the opportunity to select some of the themes and readings each semester. Through this course you will grow your skills utilizing the primary literature to learn about new and unfamiliar topics, identifying what you do and do not know, seeking information to fill the gaps, asking interesting and relevant questions, designing experiments, interpreting data, and sharing your knowledge with the scientific and broader community.

- Prerequisite: [BIOL 245W](#) or [BIOL 120](#), and [BIOL 231](#) and junior standing
- Offering: Alternate years
- Instructor: Marks

### **BIOL 333 Gene Structure and Function (1)**

Study of the principles of heredity in microbes, plants and animals. An integrated course in classical and contemporary molecular genetics dealing with topics that include the structure and function of DNA, RNA and proteins, Mendelian genetics, extra-Mendelian genetics, non-Mendelian genetics, epigenetics, gene interactions, regulation of gene expression, variations in chromosome structure and number, mutagenesis, and recombinant DNA technology.

Laboratory.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [BIOL 245W](#) or [BIOL 120](#), [BIOL 231](#) and junior standing
- Offering: Alternate years
- Instructor: Duncan, Marks

### **BIOL 342 Biostatistics (1)**



Allows students with some previous statistics or data analysis background to gain experience in analyzing experimental designs, choosing the right statistical technique, analyzing real data sets, and reporting analyses using text and graphics. Builds on randomization tests as a basis for understanding statistical inference, exposing students to a theoretical basis for non-parametric statistical tests. Trains students to choose, apply and report a variety of techniques common in analysis of biological data, including t-tests, ANOVA, simple and multiple regression. Covers ordination as a technique in exploratory data analysis. Focuses on critique of experimental design as a path to choosing the right statistical use and correctly identifying the scope of inference, on graphical presentation of data, and on writing about experimental design and statistical results correctly for publication and for the public. The statistical software

R will be used throughout the course to carry out data visualization and perform data analysis, focusing on datasets from biology and health sciences.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [BIOL 245W](#) or [BIOL 120](#), [BIOL 231](#) and junior standing
- Offering: Alternate falls
- Instructor: Lindh

### **BIOL 345 Ecology (1)**

Covers topics in ecology at an intermediate level, focusing on what determines an organism's range, how populations grow, and how organisms interact with each other, including competition and predation. Centers on examples of how species respond to their environment at a variety of time and spatial scales with a particular focus on anthropogenic climate change. Readings from a standard text and from the current published literature. Laboratory and field trip.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [BIOL 245W](#) or [BIOL 120](#), [BIOL 231](#) and junior standing
- Offering: Alternate years
- Instructor: Craig, Lindh

### **BIOL 347 Bioinformatics (1)**

Bioinformatics is an interdisciplinary science that develops and utilizes computer software tools to answer biological questions using large datasets, such as genetic code. The availability of sequencing technology combined with the power of computational biology has provided the opportunity to explore microbial communities that until now had remained elusive. This course explores the utilization of computational tools to answer biologically centered questions. Through the class students will gain conceptual knowledge and hands-on experience that will include the following: understanding of marker genes and their use in taxonomical surveys, genomic and metagenomics exploration of metabolic/physiological potential in organisms, examination of gene expression and RNA sequencing technology, and consideration about the importance of proteomic and metabolomics analysis. Close examination of primary literature and hands-on use of bioinformatics tools are among the learning strategies which are used as part of the course.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [BIOL 245W](#) or [BIOL 120](#), [BIOL 231](#) and junior standing
- Offering: Alternate springs

- Instructor: León-Zayas

### **BIOL 348 Microbiology (1)**

In this course we will investigate how microbes (prokaryotes, eukaryotes, archaea and viruses) profoundly influence Earth's organisms, ecosystems, chemistry, and geology. Both a historically important and cutting edge discipline, microbiology endeavors to explain the relationships between microorganism and the world around us. You will also master the basic techniques required to handle, culture, and manipulate microbes. In addition, you will learn how to ask interesting and relevant questions, design and conduct appropriate experiments, collect, analyze and interpret the data, and share your findings with the scientific community. You will also practice your communication and writing skills.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [BIOL 245W](#) or [BIOL 120](#), [BIOL 231](#) and junior standing
- Offering: Alternate years
- Instructor: Marks, León-Zayas

### **BIOL 352 Plant Systematics (1)**

Field and laboratory course using hands-on exercises to explore plant morphology, evolution and classification. Instruction will focus on Pacific Northwest native herbs, shrubs and trees and on the plants of the Willamette campus, Bush and Minto Brown Parks, and Zena. Students will learn botanical terminology, phylogenetic relationships and characteristics of plant families. Students will gain the ability to use a dichotomous key to identify unknown plants. Students will also observe phenology of spring plants and compare their observations to the long-term campus dataset.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [BIOL 245W](#) or [BIOL 120](#), [BIOL 231](#) and junior standing
- Offering: Alternate years
- Instructor: Lindh

### **BIOL 360 Cell Biology (1)**

Study of the mechanisms governing major cell processes in prokaryotes and eukaryotes: cell survival, cell differentiation, cell division, and inter- and intracellular communication. Topics may include signal transduction, regulation of the cell cycle, tumor biology, hormonal signaling, motility and motor processes, intracellular transport, nerve impulse transmission, and pharmaceutical action. Examples and course materials will be drawn from a variety of sources including classic and contemporary primary literature, popular press articles, and textbook readings.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [BIOL 245W](#) or [BIOL 120](#), [BIOL 231](#) and junior standing
- Offering: Alternate years
- Instructor: Staff

### **BIOL 362 Developmental Biology (1)**

Study of the molecular and cellular mechanisms of development in animals. Topics include gametogenesis, fertilization, cell type determination, germ layer formation, formation of the body plan, homeotic genes, morphogenesis, organogenesis (neurogenesis, cardiac and vascular



morphogenesis, eye, limb, muscle, and gut development), sex determination, embryonic and adult stem cells, regeneration, aging, and medically relevant issues in human development. Concepts will be examined in relevant model organisms including the sea urchin

(*S. purpuratus*), worm (*C. elegans*), fruit fly (*D. melanogaster*), zebrafish (*D. rerio*), frog (*X. laevis*), mouse (*M. musculus*) and humans.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [BIOL 245W](#) or [BIOL 120](#), [BIOL 231](#) and junior standing
- Offering: Annually
- Instructor: Duncan

### **BIOL 370 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.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [BIOL 245W](#) or [BIOL 120](#), [BIOL 231](#) and junior standing
- Offering: On demand
- 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.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [BIOL 245W](#) or [BIOL 120](#), [BIOL 231](#) and junior standing
- Offering: Alternate springs
- Instructor: Smith

### **BIOL 383W Research in 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; Natural Science
- Prerequisite: [BIOL 245W](#)
- Offering: Annually
- Instructor: León-Zayas

### **BIOL 390 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.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [BIOL 245W](#) or [BIOL 120](#), [BIOL 231](#) and junior standing
- Offering: On demand
- Instructor: Staff

### **BIOL 399 Topics in Biology (.25-1)**

A semester-long study of topics in Biology. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **BIOL 429 Topics in Biology (.25-1)**

A semester-long study of topics in Biology. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **BIOL 450W Research in Molecular Genetics (1.5)**

An investigative study of the structure, function and regulation of genetic material at the molecular level. Topics to be investigated 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 the practice of methods employed in this sub-discipline of biology.

Laboratory.

- General Education Requirement Fulfillment: Writing-centered; Natural Sciences
- Prerequisite: [BIOL 245W](#)
- Offering: Annually
- Instructor: Duncan

### **BIOL 451W Research in Neuroethology (1.5)**

Neuroethology takes an evolutionary and comparative approach to the study of animal behavior and the underlying neural mechanisms that dictate and respond to physical movement. In this class, we will creatively use the process of science to explore the curious, complex and dynamic world of brains and behavior, from molecules and ion currents to networks and communities. Scientific research is really the maturation of what we all do naturally as children—explore our world with wonder and curiosity. Maturation can retain these playful attitudes while growing the capacity and accuracy of observations and inferences. In the lab we will practice separating observation from inference and develop methodologies— depending on the theme we might be developing ethology (a comparative biological approach to examining

animal behavior), confocal microscopy, neurophysiology modeling, &/or electrophysiology. The narrative component of this course aims to grow a working understanding of neuroscience theory; examined through student-led use of literature, presentations, and discussions. As a class we will choose the mechanism of science communication: a) online blog that explores an aspect of neuroscience & society, or b) individual NSF pre-doctorial fellowship grants (GRSA) that define and solve a question at the interface of brains, neuroscience, and evolution.

- General Education Requirement Fulfillment: Writing-centered; Natural Sciences
- Prerequisite: [BIOL 245W](#)
- Offering: Annually
- Instructor: Coddington

### **BIOL 453W Research in Behavioral Ecology (1.5)**

This course engages in the principles and investigative techniques of behavioral ecology in which questions about the proximate causes, ontogeny, survival value, and phylogeny of behavior are pursued. The ecological influence and evolutionary implications of animal behavior will be investigated through field studies, laboratory exercises and computer simulations. Lectures, discussions and readings with the primary literature and research projects will engage the student to all stages of the investigative process. Topics to be examined vary between years but typically include foraging behavior, migration and movement, communication, reproductive success, neuroscience, ecophysiology, wildlife management, and conservation biology. The course complements professional training in research, data analysis, and writing for students interested in careers in zoology, ecology, medicine, and public health.

- General Education Requirement Fulfillment: Writing-centered; Natural Sciences
- Prerequisite: [BIOL 245W](#)
- Offering: Annually
- Instructor: Craig

### **BIOL 454W Research in Bacteriology (1.5)**

This course focuses on elucidating how microbes survive, evolve, and thrive in their environments. Using a combination of classic and contemporary techniques in bacteriology, genetics, biochemistry, microscopy and molecular biology, students will conduct an original research project aimed at understanding physiology, ecology, and/or evolution in a bacterial model organism. Students will delve deeply into the published primary scientific literature and continue to develop scientific communication skills (oral, written, visual). The specific topics and techniques on which we focus will be molded by student interest and project selection, but may include methods in bacterial genetics: mutant screens, site directed mutagenesis, homologous recombination, gene expression analysis, DNA manipulation and cloning, etc.; methods in microbiology: survival analysis, microscopy, growth rate analysis, biochemical analysis, etc.; methods in genomics: using DNA databases, gene and genome sequencing, quantitative PCR, etc.

- General Education Requirement Fulfillment: Writing-centered; Natural Sciences
- Prerequisite: [BIOL 245W](#)
- Offering: Annually
- Instructor: Marks

### **BIOL 456W Research in Genomics (1.5)**

The availability of sequencing technology combined with the power of computational biology has provided the opportunity to explore microbial communities that until now had remained elusive. Among those are the human microbiomes, ultra-deep oceanic environments and highly bio diverse microbial communities in various environments such as coral reefs or soils. This course will provide students with a real research experience using bioinformatics tools to investigate questions relate to microbial ecology, microbial abundance and microbial metabolic potential. Students will be challenged to learn how to ask interesting and relevant questions, design and conduct appropriate experiments, collect, analyze and interpret data, and share your findings with the scientific community via scientific writing. Students will read, analyze and discuss articles from the primary literature and summarize these in short writing assignments, will keep a lab notebook (preferably electronically) recording the design and results of experiments related to their projects, and will present their results using formal and informal writing after undergoing a thorough and iterative process of peer review and revisions.

- General Education Requirement Fulfillment: Writing-centered; Natural Sciences
- Prerequisite: [BIOL 245W](#)
- Offering: Annually
- Instructor: León-Zayas

### **BIOL 458W Research in Cell and Developmental Biology (1.5)**

An investigative study of the cellular and molecular mechanisms that regulate animal development. Topics include genetic and biochemical control of cell division and differentiation, cell-cell communication and cell movement. Focus on both classical experiments and modern molecular and genetic techniques will be undertaken in various animal model systems including the sea urchin (*S. purpuratus*), worm (*C. elegans*), fruit fly (*D. melanogaster*), and zebrafish (*D. rerio*) to highlight evolutionary conserved features of development. The course includes lectures, readings, and discussions of relevant primary literature, and independent research. Laboratory.

- General Education Requirement Fulfillment: Writing-centered; Natural Sciences
- Prerequisite: [BIOL 245W](#)
- Offering: Annually
- Instructor: Staff

### **BIOL 459W Research in Molecular Ecology (1.5)**

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; Natural Sciences
- Prerequisite: [BIOL 245W](#)
- Offering: Annually
- Instructor: Smith

### **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, data management, data analysis, and the synthesis of results in a formal paper and/or oral presentation. May be repeated for credit.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [BIOL 245W](#) and consent of instructor; research course ([BIOL 450W- 459W](#)) recommended
- Offering: Every semester
- Instructor: Staff

### **BIOL 498 Biology Colloquium (.5)**

This class is designed to engage all of us in collaborative scholarly conversations about biology. We will practice translating and communicating science to people inside and outside of science. There will be invited speakers from other institutions and careers, and students will be invited to participate in listening and engaging in scientific conversation with these people. A certain number of these will become the seeds for creative communication pieces to non- science folks. The capstone project is a semester-long small-group effort to conceive, build, and publicize a communication piece that conveys one aspect about science or biology to the broader community. The medium of communication is by each group's choice and part of the fun of the process. We will also spend some time developing life skills in service to you flying out of WU into your next life phase. These include growing your cultural competencies and practices working in teams, communicating across apparent barriers, and team work approaches.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [BIOL 245W](#)
- Offering: Annually
- 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.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: Consent of biology faculty
- Offering: On demand
- Instructor: Staff

## **Business**

[The business minor](#) can be paired with any College of Arts & Sciences major, complementing the Willamette liberal arts experience with professional training in management and powerful tools that employers value.

The business minor is comprised of five courses, introducing students to the fundamentals of management and managerial disciplines—leadership, accounting, organizations, finance, and

marketing and strategy.

- Introduction to Management and Leadership
- Accounting Principles and Practices
- Organizations—Design, Management, and Change
- Managerial Finance
- Marketing Principles, Management, and Strategy

## **Requirements for the Business Minor (5 Credits)**

The business minor is comprised of five courses, introducing students to the fundamentals of management and managerial disciplines — leadership, accounting, organizations, finance, and marketing and strategy.

### **Courses**

#### **Introduction to Management in Business, Government, and Not-for-Profit Organizations (BUS 2101)**

How do individuals organize and execute their work activities to serve their customers, constituents, and clients? This course addresses this fundamental human concern by introducing students to contemporary principles of management practice. The course acquaints students with the methods managers use to analyze their enterprise's environment and to make decisions. Furthermore, the course develops students' abilities to communicate in work settings, assess the consequences of organizational designs, devise strategies for fluid teamwork, and to understand standards of professionalism in the workplace.

#### **Organizations--Design, Management, and Change (BUS 2102)**

What are organizations and how do people design, manage, and adapt them to meet their objectives? This course answers that question by introducing students to principles of organizational design and discussing evidence concerning the relationship between organizational structures, work processes, and enterprise outcomes. The course also familiarizes students with the processes through which organizations change and how the change resulting from these processes affects organizations' stakeholders, missions, and outcomes. Students taking the course will become fluent in the concepts guiding organizational design, management, and change.

#### **Accounting Principles and Practices (BUS 2103)**

(prerequisite: undergraduate statistics)

This course introduces students to the principles that guide modern accounting practices. In the process, students will learn to reason about important trade-offs and measurement issues faced by accounting professionals, recognize the diversity of accounting careers, and appreciate the institutions that govern the accounting world.

#### **Managerial Finance (BUS 3101)**

How do managers raise and invest the financial resources needed to support their organizations' activities? This course introduces students to the fundamental concepts and techniques of financial management in the modern business enterprise. Students completing the course will

understand foundational finance concepts and will be able to use those concepts to make basic assessments about the value of an enterprise and its activities.

## **Marketing Principles, Management, and Strategy (BUS 3102)**

How do managers identify and meet the needs of customers, constituents, and clients? This course answers this question via the introduction of central concepts in marketing. The course acquaints students with how managers model the behavior and expectations of their customers, constituents, and clients, as well as how they steward the expectations and needs of those individuals via marketing interventions.

## **Faculty**

- **Michael L. Hand**, Atkinson Graduate School of Management Dean, Professor of Applied Statistics and Information Systems
- **Tim Johnson**, Grace and Elmer Goudy Professor of Public Management and Policy Analysis, Director, Center for Governance and Public Policy Research, Senior Associate Dean for Faculty
- **Debra J. Ringold**, JELD-WEN Professor of Free Enterprise

## **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 (BA: 10.5 credits; BS-Chem track: 13.5 credits; BS-Biochem track: 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, Bachelor of Arts degree**

9.5 credits in Chemistry, 1 in Mathematics

Required Courses:

- [CHEM 115](#) General Chemistry I (1)
- [CHEM 116](#) General Chemistry II (1)
- [CHEM 225](#) Organic Chemistry I (1)
- [CHEM 226](#) Organic Chemistry II (1) **or**
- [CHEM 230](#) Environmental Chemistry (1)
- [CHEM 344W](#) Experimental Chemistry I (1) **or**
- [CHEM 346W](#) Experimental Biochemistry I (1)
- MATH through [MATH 152](#) (1) Capstone (.5):
- [CHEM 345W](#) Experimental Chemistry II (.5) **or**
- [CHEM 347W](#) Experimental Biochemistry II (.5) **or**
- [CHEM 430](#) Advanced Topics in Chemistry (.5 or 1) **or**
- [CHEM 431](#) Advanced Topics in Biochemistry (.5) Electives (4):
- [CHEM 226](#) Organic Chemistry II (1)
- [CHEM 230](#) Environmental Chemistry (1)
- [CHEM 321](#) Physical Chemistry I (1)
- [CHEM 322](#) Physical Chemistry II (1)
- [CHEM 341](#) Instrumental Analysis (1)
- [CHEM 351](#) Biochemistry (1)
- [CHEM 362](#) Inorganic Chemistry (1)

Note: If three of the 0.5-credit courses listed in the Capstone section are completed, the two may be applied to the elective category.

### **Chemistry Track, Bachelor of Science degree**

10.5 credits in Chemistry, 1 in Mathematics, 2 in Physics

- [CHEM 115](#) General Chemistry I (1)



- [CHEM 116](#) 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 152](#) Accelerated Calculus II (.5) **or**
- [MATH 249](#) Multivariable Calculus (1)
- [PHYS 221](#) Introductory Physics I (1)
- [PHYS 222](#) Introductory Physics II (1)

### **Biochemistry Track, Bachelor of Science degree**

11 credits in Chemistry, 1 in Mathematics, 1 in Biology, 1 in Physics

- [CHEM 115](#) General Chemistry I (1)
- [CHEM 116](#) 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 120](#) Introduction to Biological Inquiry (1)
- [MATH 152](#) Accelerated Calculus II (.5) **or**
- [MATH 249](#) Multivariable Calculus (1)
- [PHYS 221](#) Introductory Physics I (1)

### **Requirements for the Chemistry Minor (5 Credits)**

- [CHEM 115](#) General Chemistry I (1)
- [CHEM 116](#) 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:**

### **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.

### **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.

### **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.

### **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.

### **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](#), Professor of Chemistry; Department Chair
- [Cooper Battle](#), Assistant Professor of Chemistry
- [Andrew P. Duncan](#), Associate Professor of Chemistry
- [David Griffith](#), Associate Professor of Chemistry
- [Karen McFarlane Holman](#), Professor of Chemistry
- [Sarah Kirk](#), Professor of Chemistry; Director of the First Year Experience
- [J. Charles Williamson](#), Professor of Chemistry, Taul Watanabe Chair in the Sciences

## Part-Time and Visiting Faculty

- [Scott Meyer](#), Visiting Assistant Professor of Chemistry
- [Patrick Poletti](#), Visiting Professor of Chemistry

## Affiliate Scholars

- [Tony Hoobler](#), ,

## Professors Emeriti

- [Frances Chapple](#), Professor of Chemistry
- [David E. Goodney](#), Professor of Chemistry
- [Norm Hudak](#), Professor Emeritus of Chemistry
- [Todd P. Silverstein](#), Professor Emeritus of Chemistry

## Course Listings

### CHEM 110 Chemistry of Renewable Energy (1)

Chemistry of Renewable Energy invites nonscience majors to engage in a topic that profoundly impacts our society. In this course, renewable (and non-renewable) energy sources are investigated from a scientific and critical point of view. We will study the fundamental scientific principles behind energy sources such as biofuels, solar, hydrogen, nuclear, and fossil fuels. Within this context, we shall explore the power and the limitations of the scientific method as well as the implications of our findings in political, social, economic, international, and ethical contexts. Students will have opportunities to reflect on their own attitudes towards energy usage and will engage in the local community.

- General Education Requirement Fulfillment: Natural Sciences
- Offering: Spring semester
- Instructor: Staff

### CHEM 115 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: Natural Sciences
- Offering: Fall
- Instructor: Staff

### **CHEM 116 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: Natural Sciences
- Prerequisite: [CHEM 115](#)
- Offering: Spring
- Instructor: Staff

### **CHEM 199 Topics in Chemistry (.25-1)**

A semester-long study of topics in Chemistry. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: 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.

- General Education Requirement Fulfillment: Natural Sciences
- 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.

- General Education Requirement Fulfillment: Natural Sciences
- 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.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [CHEM 115](#), and [CHEM 116](#) or [ENVS 121](#)
- Offering: Alternate years in spring
- Instructor: Griffith

### **CHEM 299 Topics in Chemistry (.25-1)**

A semester-long study of topics in Chemistry. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **CHEM 321 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: Natural Sciences, Mathematical Sciences
- 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.

- General Education Requirement Fulfillment: Natural Sciences, Mathematical Sciences
- 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, voltametric techniques, and special topics.

- General Education Requirement Fulfillment: Natural Sciences
- 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.

- General Education Requirement Fulfillment: Writing-centered; Natural Sciences
- Prerequisite: [CHEM 321](#)
- 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.

- General Education Requirement Fulfillment: Writing-centered; Natural Sciences
- Prerequisite: [CHEM 321](#) and [CHEM 344W](#)
- 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.

- General Education Requirement Fulfillment: Writing-centered; Natural Sciences
- Prerequisite: [CHEM 321](#)
- Corequisites: [CHEM 351](#)
- Offering: Spring
- Instructor: Kirk, Fisher, Battle

### **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.

- General Education Requirement Fulfillment: Writing-centered; Natural Sciences
- Prerequisites: [CHEM 346W](#) and [CHEM 351](#)
- Offering: Fall
- Instructor: Kirk, Fisher, Battle

### **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.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [CHEM 225](#)
- Offering: Spring
- Instructor: Battle, 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.

- General Education Requirement Fulfillment: Natural Sciences
- Corequisite: [CHEM 321](#)
- Offering: Fall
- Instructor: Holman

### **CHEM 399 Topics in Chemistry (.25-1)**

A semester-long study of topics in Chemistry. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **CHEM 429 Topics in Chemistry (.25-1)**

A semester-long study of topics in Chemistry. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **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.

- General Education Requirement Fulfillment: Natural Sciences
- 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.

- General Education Requirement Fulfillment: Natural Science
- Prerequisite: [CHEM 351](#)
- Offering: Spring
- Instructor: Fisher, Kirk

### **CHEM 491-492 Independent Projects I and II (.25-1)**

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.

- Prerequisite: Instructor consent
- Offering: Every semester
- 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.

- General Education Requirement Fulfillment: Natural Sciences
- 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; Natural Sciences
- Prerequisite: [CHEM 495W](#)
- Offering: Spring
- Instructor: Staff

## **Chinese and Japanese 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 history, cinema, 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) the study of Japanese language through the fourth year (four credits); (2) 300 pr 400 level courses on Japanese literature, cinema, culture or history (two credits); (3) an elective concentration consisting of courses on literature, history, religion, art history and culture of Japan and/or Asia (four credits); and (4) 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 studying abroad 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 Japanese Exchange and Teaching (JET) program in Japan as well as graduate study, foreign service, international business, and international non-profit organizations in the US and Japan.

## **Requirements for the Japanese Studies Major (11 Credits)**

### **Core course (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](#) Japanese Literature in Translation (1)
- [JAPN 340](#) The Japanese Cinema (1)
- [PHIL 381](#) History of Modern Japan (1)

### **Four credits from the following (4)\***

- [ARTH 114](#) Introduction to Japanese Art History (1)
- [PHIL 131W](#) Historical Inquiry: The Pacific War 1931-1945 (topic dependent) (1)
- [IDS 230](#) Rites of Passage in Japan and US (1)
- [IDS 334](#) Field Studies: Environmental Studies and Sustainability in Japan (1)
- [JAPN 201W](#) Modern Japanese Society & Culture (1)
- [REL 262](#) Japanese Religions (1)
- [RHET 271](#) Telling the Internment Story

### **One of the 4 credits can be fulfilled by the following:**

- [ASIA 201](#) Gateway to East Asia (1)
- [ASIA 210](#) Making and Playing of Traditional Musical Instruments (1)
- [ASIA 288](#) Introducing Asia to the World (1)
- [ASIA 258](#) Topics in Asian Studies (1)
- [CHNSE 258](#) Gender & Mass Communication in Asia (1)

- [PHIL 118](#) East Asian Civilization Since 1800 (1)
- [PHIL 331](#) Asian Environmental History (1)
- [REL 135](#) Religions of Asia (1)

## 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 (8 credits)

### Core course (1)

- [CHNSE 499W](#) Senior Seminar (1)

### Chinese Language: Three credits from the following (3)

- [CHNSE 232](#) Intermediate Chinese II
- [CHNSE 331](#) Third Year Chinese I
- [CHNSE 332](#) 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)

### Upper Level Culture: Two credits from the following (2)

- [ASIA 301](#) Asian Visual and Creative Culture (1)
- [ASIA 352](#) Field Study in Asia (1)
- [ASIA 390-391](#) Independent Study (0.5 or 1)
- [CHNSE 352](#) Rites of Passage in Chinese Societies (1)
- [ECON 453](#) International Economics (1)
- [PHIL 331](#) Asian Environmental History (1)
- [PHIL 344W](#) Studies in East Asian History (1)
- [PHIL 381](#) History of Modern Japan
- [PHIL 383](#) Mao's China (1)
- [PHIL 452W](#) Topics in Chinese/Japanese History (1)
- [INTST 374](#) Asian and International System (1)
- [INTST 380](#) Asian Politics and Development (1)
- [JAPN 314W](#) Japanese Literature in Translation (1)
- [JAPN 340](#) The Japanese Cinema (1)
- [REL 348](#) Buddhism (1)
- [REL 352](#) Shamanism (1)
- [REL 354](#) Topics in Asian Religions (1)
- [REL 356](#) Taoism (1)

### Lower Level Culture: Two credits from the following (2)

- [ARTH 112](#) Introduction to South Asian Art History (1)
- [ARTH 113](#) Introduction to Chinese Art History (1)
- [ARTH 114](#) Introduction to Japanese Art History (1)
- [ASIA 201](#) Gateway to East Asia (1)
- [ASIA 210](#) Making and Playing of Traditional Musical Instruments (1)
- [ASIA 258](#) Topics in Asian Studies (1)
- [CHNSE 235](#) Chinese Language Practicum (.25)
- [CHNSE 254](#) Folklore and Identity (1)
- [CHNSE 258](#) Gender and Mass Communication in Asia (1)
- [CHNSE 269](#) Chinese Society and Media (1)
- [PHIL 118](#) East Asian Civilization since 1800 (1)
- [PHIL 131W](#) Historical Inquiry: Gender and Society in East Asia (topic dependent) (1)
- [PHIL 233](#) Asian Empires on the Silk Road (1)
- [PHIL 265](#) Late Imperial China (1)
- [PHIL 282](#) China in Revolution 1911-1949 (1)
- [JAPN 201W](#) Modern Japanese Society and Culture (1)
- [REL 135](#) Religions of Asia (1)
- [REL 233W](#) Religions Along the Silk Road (1)
- [REL 239](#) Introduction to Chinese Religion (1)
- [REL 256](#) Goddesses and Ghosts: Images of Women in Chinese Tradition (1)
- [REL 262](#) 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](#) Third Year Chinese I (1)
- [CHNSE 332](#) Third Year Chinese II (1)
- [CHNSE 490-491](#) Reading and Conference (.5 or 1)\*

### At least two culture credits at any level (2-4)

- [ARTH 112](#) Introduction to South Asian Art History (1)
- [ARTH 113](#) Introduction to Chinese Art History (1)
- [ARTH 114](#) 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](#) Folklore and Identity (1)
- [CHNSE 258](#) Gender and Mass Communication in Asia (1)
- [CHNSE 269](#) Chinese Society and Media (1)
- [CHNSE 352](#) Rites of Passage in Chinese Societies (1)
- [ECON 453](#) International Economics (1)
- [PHIL 118](#) East Asian Civilization since 1800 (1)
- [PHIL 131W](#) Historical Inquiry: Gender and Society in East Asia (topic dependent) (1)
- [PHIL 233](#) Asian Empires on the Silk Road (1)
- [PHIL 265](#) Late Imperial China (1)
- [PHIL 282](#) China in Revolution 1911-1949 (1)
- [PHIL 331](#) Asian Environmental History (1)
- [PHIL 344W](#) Studies in East Asian History (1)
- [PHIL 381](#) History of Modern Japan
- [PHIL 383](#) Mao's China (1)
- [PHIL 452W](#) Topics in Chinese/Japanese History (1)
- [JAPN 201W](#) Modern Japanese Society and Culture (1)
- [JAPN 314W](#) Japanese Literature in Translation (1)
- [JAPN 340](#) The Japanese Cinema (1)
- [POLI 374](#) Asian and International System (1)
- [POLI 380](#) Asian Politics and Development (1)
- [REL 135](#) Religions of Asia (1)
- [REL 233W](#) Religions Along the Silk Road (1)
- [REL 239](#) Introduction to Chinese Religion (1)
- [REL 256](#) Goddesses and Ghosts: Images of Women in Chinese Tradition (1)
- [REL 262](#) Japanese Religions (1)
- [REL 348](#) Buddhism (1)

- [REL 352](#) Shamanism (1)
- [REL 354](#) Topics in Asian Religions (1)
- [REL 356](#) 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

- Obtain Advanced level of language proficiency defined by the American Council for the Teaching of Foreign Languages (ACTFL)
- Gain a broad knowledge of the cultures of China or Japan through interdisciplinary approaches
- Demonstrate their interdisciplinary understanding of China or Japan by completing a project in the Senior Seminar

## Faculty

- [Miho Fujiwara](#), Professor of Japanese
- [Kumiko Johnson](#), Continuing Instructor of Japanese
- [Huike Wen](#), Associate Professor of Chinese
- [Juwen Zhang](#), Professor of Chinese Studies

## 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

### 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

### JAPN 199 Topics in Japanese Studies (.25-1)

A semester-long study of topics in Japanese Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **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; Arts & Humanities, Social Sciences; World Engagement: CV
- 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 299 Topics in Japanese Studies (.25-1)**

A semester-long study of topics in Japanese Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **JAPN 314W 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; Arts & Humanities; World Engagement: CV
- Offering: Alternate years in fall
- Instructor: Staff

### **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.

- General Education Requirement Fulfillment: Arts & Humanities
- Offering: Fall
- Instructor: 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.

- General Education Requirement Fulfillment: Arts & Humanities
- Offering: Spring
- Instructor: Fujiwara

### **JAPN 340 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 LINK TO AEsthetics, the social and political contexts of the films and aspects of their production and consumption will be examined as well. Conducted in English.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- Offering: Alternate years
- Instructor: Staff

### **JAPN 380 Practicum in Japanese Language Facilitation (.25-.50)**

Open to native speakers or advanced students of Japanese. Native/advanced speakers will attend some class sessions and work under the supervision of a faculty member, assisting students



enrolled in Japanese language classes. Native/advanced speakers will keep a journal of their observations and their application of pedagogical principles as they assist students in developing their language skills. A weekly session with the instructor will be an integral part of this course. Credit/NC only.

- General Education Requirement Fulfillment: Arts & Humanities
- Prerequisite: Consent of instructor
- Offering: Fall semester
- Instructor: Johnson

### **JAPN 399 Topics in Japanese Studies (.25-1)**

A semester-long study of topics in Japanese Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **JAPN 429 Topics in Japanese Studies (.25-1)**

A semester-long study of topics in Japanese Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **JAPN 430 Japanese Reading and Composition I (1)**

Emphasis on vocabulary, reading, writing and kanji expansion. Grammar will be reviewed through various short formal and informal writing assignments and readings will be selected from a variety of materials including authentic texts.

- General Education Requirement Fulfillment: Arts & Humanities
- Prerequisite: [JAPN 332](#)
- Offering: Fall
- Instructor: 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.

- General Education Requirement Fulfillment: Arts & Humanities
- Prerequisite: [JAPN 430](#)
- Offering: Spring
- Instructor: 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.

- General Education Requirement Fulfillment: Arts & Humanities
- Prerequisite: [JAPN 332](#)
- Offering: Fall
- Instructor: 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.

- General Education Requirement Fulfillment: Arts & Humanities
- Prerequisite: [JAPN 432](#)
- Offering: Spring
- Instructor: 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.

- General Education Requirement Fulfillment: Arts & Humanities
- Prerequisite: Consent of instructor
- Offering: On demand
- Instructor: 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; Arts & Humanities
- 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 199 Topics in Chinese Studies (.25-1)**

A semester-long study of topics in Chinese Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **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 [CHNSE 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 [CHNSE 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.

- General Education Requirement Fulfillment: Arts & Humanities
- Prerequisite: [CHNSE 232](#)
- Offering: Alternate years
- Instructor: Zhang

### **CHNSE 254 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: Arts & Humanities
- Offering: Alternate years
- Instructor: Zhang

### **CHNSE 258 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 Asian 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 Asian culture with gender in non-Asian cultures. No prior experience required.

- General Education Requirement Fulfillment: Arts & Humanities
- 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.

- General Education Requirement Fulfillment: Arts & Humanities
- Offering: Alternate years
- Instructor: Wen

### **CHNSE 299 Topics in Chinese Studies (.25-1)**

A semester-long study of topics in Chinese Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent

- Offering: Occasionally
- Professor: Staff

### **CHNSE 331 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: Arts & Humanities
- Prerequisite: [CHNSE 232](#)
- Offering: Fall
- Instructor: Zhang

### **CHNSE 332 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: Arts & Humanities
- Prerequisite: [CHNSE 331](#)
- Offering: Alternate springs
- Instructor: Zhang

### **CHNSE 335 Advanced Chinese Practicum (.25)**

Based on learning by doing in language and culture studies, this course provides students with the opportunity to facilitate their linguistic and cultural competency by putting their knowledge into actions. Students in this course will identify helpful Chinese readings and assignments and tutoring elementary and intermediate level Chinese learners at Willamette University.

- **Prerequisite:** [CHNSE 331](#)
- **Offering:** Alternate years
- Instructor: Wen

### **CHNSE 352 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: Arts & Humanities, Social Sciences
- Offering: Alternate years
- Instructor: Zhang

### **CHNSE 399 Topics in Chinese Studies (.25-1)**

A semester-long study of topics in Chinese Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **CHNSE 429 Topics in Chinese Studies (.25-1)**

A semester-long study of topics in Chinese Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **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.

- General Education Requirement Fulfillment: Arts & Humanities
- 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.

- General Education Requirement Fulfillment: Arts & Humanities
- 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.

- General Education Requirement Fulfillment: Arts & Humanities
- Prerequisite: [CHNSE 331](#)
- 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; Arts & Humanities
- Offering: Spring
- 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, LINK TO 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](#) Introduction to Cinema Study (1)

#### **Area 1: Production (1)**

- [ARTS 121](#) Introduction to 4D Art (1)
- [ARTS 132](#) Introduction to Experimental Photography (1)
- [ARTS 216](#) Video Art (1)
- [ARTS 232](#) Black and White Photography (1)
- [ARTS 331](#) Installation Art (1)
- [ARTS 355](#) Advanced Photography (1)
- [ARTS 357](#) Photography Now (1)
- [CINE 394](#) Major Internship (.25-1)
- [ENGL 339W](#) Special Topics in Creative Writing (1) (when focused on screenwriting)
- [MUSC 121](#) Creating Music with Technology (1)



- [MUSC 425](#) Recording Studio Music Production (1)

## Area 2: Theory (1)

- [ENGL 355](#) Feminist Film Criticism (1)
- [RHET 235W](#) Propaganda: WWII & Cold War (1)
- [RHET 240W](#) Propaganda: 21st Century (1)
- [RHET 309W](#) Filming Identity: Israeli & Palestinian Documentary (.5)
- [RHET 310W](#) Conflict & Identity: Israeli & Palestinian Feature Film (.5)
- RHET 335W Burke and Film: Equipment for Living (1)
- [RHET 362W](#) Telling News: Framing Reality (1)
- [RUSS 235](#) Russian and Soviet Cinema (1)

## Area 3: Cinema and Society (1)

- [ANTH 335](#) Visual Anthropology (1)
- [ASIA 301](#) Asian Visual and Creative Culture (1)
- [CHNSE 258](#) Gender and Mass Communication in Asia (1)
- [PHIL 270](#) Cinema in the Middle East (1)
- [MUSC 214](#) Knowing the Score: A History of Music for Film (1)
- [PHEAL 120](#) Global Health through Film (1)
- [RHET 235W](#) Propaganda: WWII & Cold War (1)
- [RHET 240W](#) Propaganda: 21st Century (1)
- [RHET 271](#) Telling the Internment Story (1)
- [RHET 309W](#) Filming Identity: Israeli & Palestinian Documentary (.5)
- [RHET 310W](#) Conflict & Identity: Israeli & Palestinian Feature Film (.5)
- [RHET 362W](#) Telling News: Framing Reality (1)

## Area 4: National and Transnational Cinema (1)

- [ASIA 288](#) Introducing Asia to the World (1)
- [ASIA 301](#) Asian Visual and Creative Culture (1)
- [CHNSE 258](#) Gender and Mass Communication in Asia (1)
- [FREN 241](#) Topics in French History through Film (1)
- [FREN 275](#) African Cinema (1)
- [GERM 241](#) German Cinema and Visual Culture (1)
- [PHIL 270](#) Cinema in the Middle East (1)
- [JAPN 340](#) The Japanese Cinema (1)
- [LAS 380](#) Latin American Cinema (1) [Crosslisted with [SPAN 380](#)]
- [RUSS 235](#) Russian and Soviet Cinema (1)
- [SPAN 260](#) Hispanic Literature in Translation (1) (when focused on cinematic adaptation)
- [SPAN 380](#) 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](#) 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

- Students should develop a broadly interdisciplinary approach to an understanding of film and its role in society
- 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
- Students should be competent in employing theoretical and disciplinary tools in the analysis and assessment of film and filmic images
- Students should have basic competence in some format associated with visual media—digital video, digital music, screenwriting, photography, or animation
- 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

- [Jeanne Clark](#), Professor of Cinema Studies and Rhetoric
- [Frann Michel](#), Professor of English
- [Sarah Clovis Bishop](#), Associate Professor of Russian
- [Huike Wen](#), Associate Professor of Chinese
- [Ricardo De Mambro Santos](#), Professor and Chair, Department of Art History
- [Leslie Dunlap](#),
- [Amadou Fofana](#), Professor of French and Francophone Studies; French Department Chair,
- [Mike Nord](#), Irene Gerlinger Swindells Professor of Music, Music Technology, Improvisation & Jazz Studies
- [Alexandra Opie](#), Department Chairperson, Associate Professor of Art
- [Patricia Varas](#), Professor of Spanish

- [Peter Wogan](#), Professor of Anthropology
- [Aili Zheng](#), Associate Professor of German; Chair of German and Russian Department

## Course Listings

### **CINE 110 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: Arts & Humanities, Social Sciences
- Offering: Annually
- Instructor: Bishop, Fofana, Michel

### **CINE 199 Topics in Cinema Studies (.25-1)**

A semester-long study of topics in Cinema Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **CINE 299 Topics in Cinema Studies (.25-1)**

A semester-long study of topics in Cinema Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **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 399 Topics in Cinema Studies (.25-1)**

A semester-long study of topics in Cinema Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **CINE 429 Topics in Cinema Studies (.25-1)**

A semester-long study of topics in Cinema Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: 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

## **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 Arts & Sciences 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](#) Public Speaking (1)
- [CCM 102](#) Argumentation, Advocacy and Debate (1)
- [CCM 103](#) Designing Media (1)
- [CCM 104](#) Communicating Race (1)
- [CCM 201](#) Arguing About the Right Thing to Do (1)
- [CCM 202](#) Designing Persuasive Campaigns (1)
- [IDS 062x](#) Intercollegiate Debate (.25)
- RHET 125 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 260](#) Communicating Environmental and Climate Justice (1)
- [CCM 265](#) 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](#) Asian Americans and the Media (1)
- [CCM 345](#) Latina/o/x Communication Studies (1)
- [CCM 346](#) African American Public Discourse (1)
- [CCM 360](#) Topics in Public Discourse (1)
- [CCM 364W](#) Political Communication (1)

### Senior Year Experience (1)

- [CCM 446W](#) Find Your Voice (1) or
- [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](#) Gender and Mass Communication in Asia (1)
- [INTST 328W](#) Political Metaphors (1)
- [RHET 242](#) Rhetoric and Leadership (1)
- RHET 319W Filming Conflict and Identity (1)
- RHET 335W Burke and Film: Equipment for Living (1)
- [RHET 362W](#) 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](#) Public Speaking (1)
- [CCM 102](#) Argumentation, Advocacy and Debate (1)
- [CCM 103](#) Designing Media (1)
- [CCM 104](#) Communicating Race (1)
- [CCM 201](#) Arguing About the Right Thing to Do (1)
- [CCM 202](#) Designing Persuasive Campaigns (1)
- [IDS 062x](#) Intercollegiate Debate (.25)
- RHET 125 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 260](#) Communicating Environmental and Climate Justice (1)
- [CCM 265](#) Rhetorics of Sex and Gender (1)
- [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](#) Asian Americans and the Media (1)
- [CCM 345](#) Latina/o/x Communication Studies (1)
- [CCM 346](#) 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 [WillametteCCM courses](#). Up to one elective credit may be

selected from the following courses outside of the CCM department:

- [CHNSE 258](#) Gender and Mass Communication in Asia (1)
- [INTST 328W](#) Political Metaphors (1)
- [RHET 242](#) Rhetoric and Leadership (1)
- RHET 319W Filming Conflict and Identity (1)
- RHET 335W Equipment for Living (1)
- [RHET 362W](#) Telling News: Framing Reality Media (1)

## Indicators of Achievement

### The Student Learning Outcomes for Civic Communication and Media Major:

- Pose and develop answers to significant, manageable, relevant questions about civic communication and media.
- 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.
- Become familiar with prominent competing theories of rhetoric, and the reciprocal influence of media and public culture upon one another.
- Become familiar with historically significant uses of civic communication and media to address controversies, to constitute communities, and to effect change in public culture.
- Make cogent critical arguments that demonstrate understanding of methods of inquiry in rhetoric, and that contribute to ongoing conversations about civic communication and media.
- Make public arguments in multiple modes of communication, including writing and speech. Adapt theories of rhetoric to practices of civic communication and media.

## Faculty

- [Cindy Koenig Richards](#), Professor, Department Chair, Director of Ringe Media Lab
- [Maegan Parker Brooks](#), Associate Professor
- [Vincent Pham](#), Associate Professor

## Course Listings

### CCM 101 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: Arts & Humanities
- Offering: Every semester
- Instructor: Staff

### CCM 102 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: Arts & Humanities
- Offering: Annually
- Instructor: Staff

### **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.

- General Education Requirement Fulfillment: Arts & Humanities
- Offering: Annually
- Instructor: Koenig Richards, Staff

### **CCM 104 Communicating Race (1)**

This course considers how race (a social construct with real-world implications) affects intrapersonal, interpersonal, and public communication. Communicating Race combines the tools of self-reflection, rhetorical listening, and the analysis of public discourse to answer complex questions, such as—How do people come to understand their own racialized identities? How do people talk about race in ways that both maintain and contest power relations? How do conversations about race challenge and also perpetuate systemic inequalities? Through the process of collaboratively pursuing answers to guiding questions such as these, students are prompted to more fully recognize their own intersectional positionality in relation to institutionalized power. Communicating Race engages with students' lived experiences, while also exploring a range of theoretical concepts including implicit bias, stereotype threat, white fragility, micro-aggressions, allyship, speaking for others, systemic racism, colorblind racism, and anti-racism. By learning to convey their increasingly nuanced understanding of race through a variety of media, furthermore, students in this course will gain valuable experience communicating about complex topics and enacting how communication can be meaningfully used toward antiracist ends.

- General Education Requirement Fulfillment: World Engagement: PDE
- Offering: Alternate years
- Instructor: Parker Brooks

### **CCM 199 Topics in Civic Communication and Media (.25-1)**

A semester-long study of topics in Civic Communication and Media. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **CCM 201 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 or 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: Arts & Humanities
- Offering: Alternating Years
- Instructor: Staff

### **CCM 202 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: Arts & Humanities
- Offering: Every semester
- Instructor: Staff

### **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; Arts & Humanities
- 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.

- General Education Requirement Fulfillment: Arts & Humanities
- Offering: Annually
- Instructor: Parker Brooks

### **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.

- General Education Requirement Fulfillment: Arts & Humanities
- Offering: Spring semester
- Instructor: Staff

### **CCM 260 Communicating Environmental and Climate Justice (1)**

Journalists, government officials, corporate and environmental advocacy group representatives, small business owners, and concerned community members, among other actors, generate and respond to different rhetorical materials about “the environment.” However, what this term signifies and the implications for engaging in sustainable practices often are ambiguous, contested, and are entwined with colonialism, racial capitalism, neoliberalism, environmental privilege, and other interrelated systemic problems that disproportionately create negative conditions for Indigenous peoples, people of color, and low-income individuals and communities. This course requires students to examine how particular frameworks and discourses support or pose challenges to US environmental movements, with particular focus on environmental and climate justice. To examine various communication contexts in discussions, readings, writing assignments, community activities, and multi-media production and critique, the course requires students to collaborate with local partners to practice applying course concepts and the university’s commitment to advancing equity and social justice in our communities. This engagement relies on service learning to examine questions, challenges, and possibilities that shape and are shaped by different media environments and experiences.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: Service Learning
- Prerequisite: Completion of [CCM 101, CCM 102, CCM 103, CCM 201, CCM 202, IDS 062X or RHET 125](#)
- Offering: Annually
- Instructor: Staff

### **CCM 261 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: Arts & Humanities
- Offering: Every semester
- Instructor: Staff

### **CCM 265 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: Arts & Humanities
- Offering: Annually

- Instructor: Staff

### **CCM 299 Topics in Civic Communication and Media (.25-1)**

A semester-long study of topics in Civic Communication and Media. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: 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.

- General Education Requirement Fulfillment: Arts & Humanities
- 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.

- General Education Requirement Fulfillment: Arts & Humanities
- 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.

- General Education Requirement Fulfillment: Arts & Humanities
- Prerequisite: [CCM 220W](#) and [CCM 221](#)
- Offering: Annually
- Instructor: Staff

### **CCM 344 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: Arts & Humanities; World Engagement: PDE
- Offering: Annually
- Instructor: Pham

### **CCM 345 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: Arts & Humanities; World Engagement: PDE
- Offering: Annually
- Instructor: Staff

### **CCM 346 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: Arts & Humanities; World Engagement: PDE
- 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.

- General Education Requirement Fulfillment: Arts & Humanities

- 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.

- General Education Requirement Fulfillment: Arts & Humanities
- 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.

- General Education Requirement Fulfillment: Arts & Humanities
- 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; Arts & Humanities
- Prerequisite: [CCM 220W](#)
- Offering: Fall semester
- Instructor: 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.

- General Education Requirement Fulfillment: Arts & Humanities
- Prerequisite: [CCM 221](#)
- Offering: Alternate years

- Instructor: 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-ception rhetoric, counterpublicity, movement structure and cycles, tactical media, and oscillation--for understanding networked social movements, past and present.

- General Education Requirement Fulfillment: Arts & Humanities
- 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 394/395 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.

- General Education Requirement: Arts & Humanities
- Prerequisite: By instructor consent only
- Offering: Annually
- Instructor: Staff

### **CCM 399 Topics in Civic Communication and Media (.25-1)**

A semester-long study of topics in Civic Communication and Media. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **CCM 429 Topics in Civic Communication and Media (.25-1)**

A semester-long study of topics in Civic Communication and Media. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

## **CCM 446W Find Your Voice (1)**

As a culminating course for CCM majors, Find Your Voice centers the study of historically significant uses of Civic Communication and Media to better understand how rhetoric is used to address controversies, to constitute communities, and to effect change in public culture. This course focuses on the study of agency, race, rhetoric, the rhetorical nature of public memory, and the power public memory holds to shape contemporary politics. Find Your Voice also empowers students to adapt theories about the rhetoric of social movements to practices of civic communication and media through the process of crafting their own public arguments.

- General Education Requirement Fulfillment: Writing-centered
- Prerequisite: [CCM 220W](#) and [CCM 221](#)
- Offering: Annually
- Instructor: Parker Brooks

## **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.

- General Education Requirement Fulfillment: Arts & Humanities
- 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; Arts & Humanities
- Prerequisite: [CCM 221](#) and [CCM 220W](#), and consent of instructor
- Offering: Every semester
- 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](#) Myth and Cult in the Ancient East Mediterranean: Readings in Ancient Greek (1)
- [GREEK 350W](#) Greeks, Romans and Barbarians: Readings in Greek (1)
- [GREEK 360](#) 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](#) Readings in Clink to Caesar and Tacitus: Greeks, Romans and Barbarians (1)
- [LATIN 353](#) 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](#) Introduction to Global Archaeology (1)\*
- [ARTH 105](#) Introduction to Art History of the Stone and Bronze Age (1)\*
- [ARTH 106](#) introduction to Art History from Ancient Greece to the Roman Republic (1)\*
- [ARTH 107](#) Introduction to Art History from the Roman to the Byzantine Empire (1)\*
- [ARTH 270](#) Roman Art and Architecture (1)\*
- [ARTH 271](#) Greek Art and Architecture (1)\*
- [CLAS 171](#) Love and War, Gods and Heroes: Greek and Roman Epic Poetry (1)
- [CLAS 231W](#) Myth and Cult in the Ancient East Mediterranean (1)
- [CLAS 244W](#) The Greek and Roman Stage (1)
- [CLAS 247](#) Women in Roman Literature and Life (1)
- [CLAS 250W](#) Greeks, Romans, and Barbarians (1)
- [CLAS 260](#) Gender and Sexuality in Greek Society (1)
- [CLAS 358](#) Advanced Topics in Classical Studies (1)
- [ENVS 391W](#) Research in Geoarchaeology (1)\*
- [GREEK 331W](#) Myth and Cult in the Ancient East Mediterranean: Readings in Ancient Greek (1)
- [GREEK 350W](#) Greeks, Romans and Barbarians: Readings in Greek (1)
- [GREEK 360](#) Gender and Sexuality in Ancient Greek Society: Readings in Euripides (1)
- [PHIL 231](#) Greek History From Homer to Alexander (1)



- [PHIL 251](#) Rome: From Republic to Empire (1)
- [PHIL 345](#) Studies in Greek and Roman History (1)
- [PHIL 443](#) Advanced Topics in European History (when on an appropriate topic) (1)
- [LATIN 350W](#) Greeks, Romans and Barbarians: Readings in Caesar and Tacitus (1)
- [LATIN 353](#) Latin Sources on Roman Women (1)
- [PHIL 230](#) History of Philosophy: Ancient & Medieval (1)
- [REL 227](#) Paganism: The Religions of Greece and Rome (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](#) Introduction to Global Archaeology (1)
- [ARTH 105](#) Introduction to Art History of the Stone and Bronze Age (1)
- [ARTH 106](#) introduction to Art History from Ancient Greece to the Roman Republic (1)
- [ARTH 107](#) Introduction to Art History from the Roman to the Byzantine Empire (1)
- [ARTH 270](#) Roman Art and Architecture (1)
- [ARTH 271](#) Greek Art and Architecture (1)
- [CLAS 171](#) Love and War, Gods and Heroes: Greek and Roman Epic Poetry (1)
- [CLAS 231W](#) Myth and Cult in the Ancient East Mediterranean (1)
- [CLAS 244W](#) The Greek and Roman Stage (1)
- [CLAS 247](#) Women in Roman Literature and Life (1)
- [CLAS 250W](#) Greeks, Romans, and Barbarians (1)
- [CLAS 260](#) Gender and Sexuality in Greek Society (1)
- [CLAS 358](#) Advanced Topics in Classical Studies (1)
- [ENVS 391W](#) Research in Geoarchaeology (1)
- [GREEK 331W](#) Myth and Cult in the Ancient East Mediterranean: Readings in Ancient Greek (1)
- [GREEK 350W](#) Greeks, Romans and Barbarians: Readings in Greek (1)
- [GREEK 360](#) Gender and Sexuality in Ancient Greek Society: Readings in Euripides (1)
- [PHIL 231](#) Greek History From Homer to Alexander (1)
- [PHIL 251](#) Rome: From Republic to Empire (1)
- [PHIL 345](#) Studies in Greek and Roman History (1)
- [PHIL 443](#) Advanced Topics in European History (when on an appropriate topic) (1)
- [LATIN 350W](#) Greeks, Romans and Barbarians: Readings in Caesar and Tacitus (1)



- [LATIN 353](#) Latin Sources on Roman Women (1)
- [PHIL 230](#) History of Philosophy: Ancient & Medieval (1)
- [REL 227](#) Paganism: The Religions of Greece and Rome (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

- 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

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.
- 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.
- 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.
- 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](#), Professor of Classics, Director, Center for Ancient Studies and Archaeology (CASA), Chair, Comparative Literature and History of Ideas
- [Robert Chenault](#), Associate Professor of History,

## Course Listings

**CLAS 171 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 Virgil'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: Arts & Humanities; World Engagement: CV
- Offering: Triennially in spring
- Instructor: Knorr

### **CLAS 199 Topics in Classical Studies (.25-1)**

A semester-long study of topics in Classical Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **CLAS 231W 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; Arts & Humanities; World Engagement: CV
- Prerequisite: No seniors
- Offering: Alternate years
- Instructor: Bachvarova

### **CLAS 244W 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 [LINK TO](#) 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; Arts & Humanities; World Engagement: CV
- Offering: Triennially in spring
- Instructor: Knorr

### **CLAS 247 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: Arts & Humanities; World Engagement: CV
- Offering: Triennially in spring
- Instructor: Knorr

### **CLAS 250W 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](#).

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities; World Engagement: CV
- Prerequisite: No seniors
- Offering: Triennially in spring
- Instructor: Bachvarova

### **CLAS 260 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: Arts & Humanities; World Engagement: CV
- Offering: Triennially in spring
- Instructor: Bachvarova

### **CLAS 299 Topics in Classical Studies (.25-1)**

A semester-long study of topics in Classical Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **CLAS 358 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: Arts & Humanities
- Offering: On demand
- Instructor: Staff

### **CLAS 399 Topics in Classical Studies (.25-1)**

A semester-long study of topics in Classical Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **CLAS 429 Topics in Classical Studies (.25-1)**

A semester-long study of topics in Classical Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: 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; Arts & Humanities
- 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 199 Topics in Greek (.25-1)**

A semester-long study of topics in Greek. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: 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 299 Topics in Greek (.25-1)**

A semester-long study of topics in Greek. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

## **GREEK 331W 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; Arts & Humanities
- Prerequisite: No seniors; completion of [GREEK 232](#)
- Offering: Alternate years
- Instructor: Bachvarova

## **GREEK 350W 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; Arts & Humanities
- Prerequisite: [GREEK 232](#)
- Offering: Triennially in Spring
- Instructor: Bachvarova

## **GREEK 360 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: Arts & Humanities
- 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; Arts & Humanities
- 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

### **GREEK 399 Topics in Greek (.25-1)**

A semester-long study of topics in Greek. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **GREEK 429 Topics in Greek (.25-1)**

A semester-long study of topics in Greek. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: 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:** or consent of instructor.
- Offering: Fall

- Instructor: Staff

### **LATIN 199 Topics in Latin (.25-1)**

A semester-long study of topics in Latin. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: 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 299 Topics in Latin (.25-1)**

A semester-long study of topics in Latin. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **LATIN 350W 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](#).

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities
- Prerequisite: [LATIN 232](#)



- Offering: Triennially in spring
- Instructor: Bachvarova

### **LATIN 353 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: Arts & Humanities
- 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; Arts & Humanities
- Prerequisite: [LATIN 232](#) or consent of instructor
- Offering: As needed
- Instructor: Staff

### **LATIN 399 Topics in Latin (.25-1)**

A semester-long study of topics in Latin. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **LATIN 429 Topics in Latin (.25-1)**

A semester-long study of topics in Latin. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: 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:

#### Fundamentals of Literature and Culture

Students will develop an active understanding of the terminology, categories and concepts used in literary and cultural studies.

- 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.
- Linguistic Mastery
- Students will engage with texts in their original language.
- Thinking Comparatively
- Students will learn to see, question and analyze from a variety of viewpoints and perspectives.
- Communication Skills
- Students will effectively communicate, orally and in writing, their knowledge of intellectual traditions and especially their comparative analysis of those traditions.
- Understanding Research
- Students will demonstrate an ability to conduct comparative research and an understanding of the nature of inquiry.

## Faculty

- [Ortwin Knorr](#), 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 Public Health
- [Maria Blanco-Arnejo](#), Professor of Spanish,
- [Mike Chasar](#), Associate Professor of English,
- [Gaetano DeLeonibus](#), Professor of French and Francophone Studies,
- [Amadou Fofana](#), Professor of French and Francophone Studies; French Department Chair,
- [Frann Michel](#), Professor of English
- [Ann M. Nicgorski](#), Professor of Art History and Archaeology, Faculty Curator, Hallie Ford Museum of Art,

- [April Overstreet](#), Associate Professor of Spanish
- [Wendy Petersen Boring](#), Associate Professor of History; Sabbatical 2020 - 2021 academic year
- [Patricia Varas](#), Professor of Spanish
- [Aili Zheng](#), Associate Professor of German; Chair of German and Russian Department

### Professors Emeriti

- [William Duvall](#), Professor Emeritus of History
- [Ronald Loftus](#), Professor Emeritus
- [Sally Markowitz](#), Emeritus Professor of Philosophy
- [Ken Nolley](#), Professor Emeritus of English

### Course Listings

#### **CLHI 199 Topics in Comparative Literature and the History of Ideas (.25-1)**

A semester-long study of topics in Comparative Literature and the History of Ideas. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

#### **CLHI 250 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: Arts & Humanities
- Offering: Alternate years in spring
- Instructor: Staff

#### **CLHI 299 Topics in Comparative Literature and the History of Ideas (.25-1)**

A semester-long study of topics in Comparative Literature and the History of Ideas. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

#### **CLHI 399 Topics in Comparative Literature and the History of Ideas (.25-1)**

A semester-long study of topics in Comparative Literature and the History of Ideas. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **CLHI 429 Topics in Comparative Literature and the History of Ideas (.25-1)**

A semester-long study of topics in Comparative Literature and the History of Ideas. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: 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.

- General Education Requirement Fulfillment: Arts & Humanities
- 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; Arts & Humanities
- 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 (10 Credits)

### 8 credits in Computer Science, 2 in Mathematics Computer Science Courses:

- [CS 141](#) Introduction to Programming (1) or
- [CS 151](#) Introduction to Programming with Python (1)
- [CS 241](#) Data Structures (1)
- [CS 343](#) Analysis of Algorithms (1)
- [CS 495W](#) Senior Seminar in Computer Science I: Prospectus (.5)
- [CS 496W](#) Senior Seminar in Computer Science II: Project (.5)
- Four upper level CS courses (4)
- Math Courses:
  - [MATH 138](#), or [MATH 140](#), or [MATH 151](#) and [MATH 152](#), or [MATH 152](#) and [MATH 153](#), or a higher numbered 1 credit math course (1)
  - One additional credit from the following: (1)
  - [MATH 251W](#) Foundations of Advanced Mathematics
  - [MATH 163](#) Discrete Mathematics

## Requirements for the Computer Science Minor (5 Credits)

- [CS 141](#) Introduction to Programming (1) **or**
- [CS 151](#) Introduction to Programming with Python (1)
- [CS 241](#) Data Structures (1)
- Three upper level [CS](#) courses, one of which can be [CS 125](#) (3)

## 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

- Students will achieve proficiency in discrete math
- Students will achieve proficiency in Computer Science skills (fundamentals of programming, computer organization, architecture, algorithms, theory, designing and implementing software)
- Students will demonstrate the ability to communicate effectively both orally and in writing  
Students will demonstrate the ability to work effectively as part of a team
- Students will demonstrate the ability to work independently to analyze and solve problems  
Students will be engaged in the professional community

## Faculty

- [K. Fritz Ruehr](#), Associate Professor of Computer Science
- [Haiyan Cheng](#), Associate Professor; Sabbatical Fall 2020

## Part-Time and Visiting Faculty

- [Eric Roberts](#), Visiting Professor

## 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.

- General Education Requirement Fulfillment: Mathematical Sciences
- Offering: Spring
- Instructor: Cheng



## **CS 141 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: Mathematical Sciences
- Offering: Fall
- Instructor: Staff

## **CS 151 Introduction to Programming with Python (1)**

An introduction to computer science using Python. Introduces students to the fundamental concepts of programming and computational problem solving. Students will study and create programs that perform various tasks, including text and file manipulation, internet scraping, data structures, and testing. Topics will include general programming idioms such as variables, logic and loops as well as Python specific idioms such as list comprehension and generators. Object-oriented programming will be introduced.

- General Education Requirement Fulfillment: Mathematical Sciences
- Offering: Every semester
- Instructor: Staff

## **CS 199 Topics in Computer Science (.25-1)**

A semester-long study of topics in Computer Science. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

## **CS 241 Data Structures (1)**

Theoretical and practical study of programming and abstract data types 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: Mathematical Sciences
- 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: Infrequently; phasing out
- Instructor: Staff



## **CS 299 Topics in Computer Science (.25-1)**

A semester-long study of topics in Computer Science. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: 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.

- General Education Requirement Fulfillment: Mathematical Sciences
- 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.

- General Education Requirement Fulfillment: Mathematical Sciences
- 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.

- General Education Requirement Fulfillment: Mathematical Sciences
- Prerequisite: [CS 241](#) or [MATH 251](#) or [Willamette Course Description 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.

- General Education Requirement Fulfillment: Mathematical Sciences
- Prerequisite: [CS 241](#)
- Offering: Alternate years
- Instructor: Staff

### **CS 370 Fundamentals in Data Science I (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, as well as effective problem-solving techniques. This course will introduce students to this rapidly growing field, including the understanding of basic concepts, techniques, and tools they need to solve practical problems arising in various fields. Students will experience the cycle of data obtaining, wrangling, curating, managing and processing, exploring, defining questions, performing analyses, and communicating the results.

- General Education Requirement Fulfillment: Mathematical Sciences
- Prerequisite: [CS 151](#)
- Offering: Spring
- Instructor: Cheng

### **CS 389 Computer Science Junior Seminar (1)**

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.

- General Education Requirement Fulfillment: Mathematical Sciences
- 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.

- General Education Requirement Fulfillment: Mathematical Sciences
- 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: Infrequently; phasing out
- Instructor: Staff

### **CS 399 Topics in Computer Science (.25-1)**

A semester-long study of topics in Computer Science. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **CS 429 Topics in Computer Science (.25-1)**

A semester-long study of topics in Computer Science. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: 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.

- General Education Requirement Fulfillment: Mathematical Sciences
- Prerequisite: [CS 241](#) or consent of instructor
- Offering: Alternate years
- Instructor: Cheng

### **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.

- General Education Requirement Fulfillment: Mathematical Sciences
- 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.

- General Education Requirement Fulfillment: Mathematical Sciences
- 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.

- General Education Requirement Fulfillment: Mathematical Sciences
- Prerequisite: At least one 300-level CS class
- Offering: Alternate years, Spring
- Instructor: Cheng

### **CS 475 Fundamentals of Machine Learning (1)**

Selected topics in supervised learning, unsupervised learning, and reinforcement learning: perception, logistic regression, linear discriminant analysis, decision trees, neural networks, naïve Bayes, support vector machines, k-nearest neighbors algorithm, hidden Markov Models, expectation-maximization algorithm, K-means, Gaussian mixture model, bias-variance tradeoff, ensemble methods, feature extraction and dimensionality reduction methods, principle component analysis, Markov decision processes, passive and active learning.

- General Education Requirement Fulfillment: Mathematical Sciences
- Prerequisite: [CS 241](#)
- Offering: Alternate years
- Instructor: Staff

### **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; Mathematical Sciences

- 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; Mathematical Sciences
- Prerequisite: [CS 495W](#)
- Offering: Spring
- Instructor: Staff

## **Data Science**

Data science is one of the fastest-growing fields in existence. Scientists, businesses, government agencies and various organizations routinely gather huge amounts of data from a variety of sources. Data scientists help transform this information into insights that shape the world, asking and answering questions that influence decisions about healthcare, sustainability, business, security, equity – the list goes on.

Willamette’s data science program helps students gain contemporary computer programming and data analysis skills, either as a major course of study or a minor complementing any undergraduate major. The program also addresses issues such as the ethics of working with data while teaching students how to formulate good questions, design a process for answering them and effectively communicate their findings to a variety of stakeholders.

Students learn two core computer programming languages (R and Python). The R course focuses on introductory statistics, and the Python course focuses on introduction to computer programming. Students also complete electives that advance their knowledge of statistical, mathematical, analytical and machine learning techniques. Both majors and minors apply their skills in the Problem-Solving with Data Analytics class, while majors complete their bachelor’s degree with a capstone internship or research project.

### **Program Strengths**

Because Willamette is the only private liberal arts university in the Pacific Northwest with a data science major, students get the best of both: the strengths of a small, student-focused college campus, and the opportunities and advantages of a university with two outstanding graduate professional schools.

Willamette is uniquely positioned to provide students with a rich and rigorous education. Our data science degree integrates statistics, math and computer science with ethical inquiry and applied practice, as well as the critical thinking, problem-solving and communication skills that employers value. And our small-class settings allow relationships to flourish, leading to enlightening discussions and highly collaborative student-faculty research.

Willamette’s location across the street from the Oregon State Capitol and Salem Hospital means

that internships and other professional development opportunities are always within reach. Undergraduate students also can take further coursework in data science and analytics at the Atkinson Graduate School of Management, one of the top business schools in the Pacific Northwest.

Students who entered the University in Fall 2019 may elect to pursue the Data Science major contained in this catalog, or the modified major to be introduced in the Fall 2020 catalog.

Students who entered the University prior to Fall 2019 may apply to complete the Data Science major, but the correct constellation of courses might not be offered for them to do so.

## **Requirements for the Data Science Major (9 Credits)**

### **Core Courses (5)**

- [CS 151](#) Introduction to Programming with Python (1)
- [MATH 239](#) Statistical Learning with R (1)
- [CS 370](#) Fundamentals of Data Science I (1)
- [DATA 375](#) Problem-Solving with Data Analytics (1)
- DATA 499W Independent Internship or Thesis (1) (to be developed)

### **Electives (4):**

#### **Data Science + Computer Science track**

##### **One elective chosen from the Applied Data Analysis category**

- [BIOL 342](#) Biostatistics (1)
- [BIOL 347](#) Bioinformatics (1)
- [CS 475](#) Fundamentals of Machine Learning (1)
- [ECON 350](#) Introduction to Econometrics and Forecasting (1)
- [ENVS 250](#) Geographic Information Systems (1)
- [ENVS 381](#) Research in Spatial Science (1)
- [PHYS 338](#) Advanced Data Analysis and Simulation (ADAS) (1)
- SOC 341 Methods of Social Survey Design, Sampling, and Data Analysis (1)
- QUAD Center Internship

##### **Three electives chosen from the Statistical and Mathematical Theory category (3)**

- [MATH 253](#) Linear Algebra (1)
- [MATH 266](#) Probability and Statistics (1)
- [MATH 376](#) Topics in Mathematics: Probability Theory (topic dependent) (1)
- MATH 3XX Advanced Statistics (1) (to be developed)

#### **Data Science + Natural Sciences track**

##### **One elective chosen from the Statistical and Mathematical Theory category: (1)**

- [MATH 253](#) Linear Algebra (1)
- [MATH 266](#) Probability and Statistics (1)
- [MATH 376](#) Topics in Mathematics: Probability Theory (topic dependent) (1)

- [MATH 3XX](#) Advanced Statistics (1) (to be developed)
- Three classes chosen from the Natural Sciences category: (3)
- [BIOL 342](#) Biostatistics (1)
- [BIOL 347](#) Bioinformatics (1)
- [ENVS 250](#) Geographic Information Systems (1)
- [ENVS 381](#) Research in Spatial Science (1)
- [PHYS 338](#) Advanced Data Analysis and Simulation (ADAS) (1)
- QUAD Center internship

### **Data Science + Social Sciences track**

#### **One elective chosen from the Statistical and Mathematical Theory category: (1)**

- [MATH 253](#) Linear Algebra (1)
- [MATH 266](#) Probability and Statistics (1)
- [MATH 376](#) Topics in Mathematics: Probability Theory (topic dependent) (1)
- MATH 3XX Advanced Statistics (1) (to be developed)
- Three classes chosen from the Social Sciences Category: (3)
- [ECON 350](#) Introduction to Econometrics and Forecasting (1)
- [ENVS 250](#) Geographic Information Systems (1)
- [PSYC 252W](#) Research Methods & Analysis I (1)
- [PSYC 253](#) Research Methods & Analysis II (1)
- SOC 341 Methods of Social Survey Design, Sampling, and Data Analysis (1)
- QUAD Center Internship

### **Requirements for the Data Science Minor (5 Credits)**

#### **Core Courses (4)**

- [CS 151](#) Introduction to Programming with Python (1)
- [MATH 239](#) Statistical Learning with R (1)
- [CS 370](#) Fundamentals of Data Science I (1)
- [DATA 375](#) Problem-Solving with Data Analytics (1)

#### **Elective (1)**

#### **Students must choose one from either category: Applied Data Analysis**

- [BIOL 342](#) Biostatistics (1)
- [BIOL 347](#) Bioinformatics (1)
- [CS 475](#) Fundamentals of Machine Learning (1)
- [ECON 350](#) Introduction to Econometrics and Forecasting (1)
- [ENVS 250](#) Geographic Information Systems (1)
- [ENVS 381](#) Research in Spatial Science (1)
- [PHYS 338](#) Advanced Data Analysis and Simulation (ADAS) (1)
- SOC 341 Methods of Social Survey Design, Sampling, and Data Analysis (1) Statistical & Mathematical Theory
- [MATH 253](#) Linear Algebra (1)



- [MATH 266](#) Probability and Statistics (1)
- [MATH 376](#) Topics in Mathematics: Probability Theory (topic dependent) (1)
- MATH 3XX Advanced Statistics (1) (to be developed)

## Indicators of Achievement

### Student Learning Outcomes for the Data Science Minor

#### Faculty

- [Kelley Strawn](#), Faculty Associate Dean for Curriculum, Associate Professor of Sociology
- [Haiyan Cheng](#), Associate Professor; Sabbatical Fall 2020
- [James Friedrich](#), Professor of Psychology
- [Donald H. Negri](#), Peter C. and Bonnie S. Kremer Chair in Economics; Professor of Economics
- [Peter Otto](#), Professor of Mathematics,
- [Jed Rembold](#), Visiting Assistant Professor of Physics
- [Rosa León Zayas](#), Assistant Professor of Biology

#### Course Listings

##### **DATA 199 Topics in Data Science (.25-1)**

A semester-long study of topics in Data Science. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

##### **DATA 299 Topics in Data Science (.25-1)**

A semester-long study of topics in Data Science. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

##### **DATA 375 Problem-Solving with Data Analytics (1)**

Students will work in teams to apply data analytics tools and skills toward the resolution of a question or problem. Depending on the instructor, this course might organize all projects around a common question, problem, or challenge, or it might allow teams to identify a theme of their own. Teams will work with the instructor to develop a problem-solving strategy that utilizes the data-analytics skills and methods acquired in prerequisite courses, to develop a project plan, and to carry out the project. In most instances, projects will yield a summary essay, research paper, or white paper.

- General Education Requirement Fulfillment: Math Sciences



- Prerequisite: [CS 151](#), [MATH 239](#), [CS 370](#), and one elective from the Data Science minor applied data analysis or statistical and mathematical theory categories
- Offering: Annually
- Instructor: Friedrich, Strawn, Staff

### **DATA 399 Topics in Data Science (.25-1)**

A semester-long study of topics in Data Science. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **DATA 429 Topics in Data Science (.25-1)**

A semester-long study of topics in Data Science. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **DATA 499W Independent Internship or Thesis**

- Course in development.

## **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 (8 Credits)**

8 credits in Economics

- [ECON 132](#) Introduction to Economic Inquiry (1)
- [ECON 230](#) 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 493W](#) Capstone in Economic Inquiry (1)
- Three elective credits in Economics (3)
- No more than one elective at the 100-level, and at least one elective must be at the 400-level
- The 400-level elective cannot be satisfied by [ECON 498W](#)

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 493W](#) Capstone in Economic Inquiry.

### 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)

### 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:

- **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.

- **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.
- **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.
- **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.
- **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

- [Tabitha Knight](#), Assistant Professor of Economics
- [Yan Liang](#), Professor of Economics
- [Raechelle Mascarenhas](#), Associate Professor of Economics
- [Donald H. Negri](#), Peter C. and Bonnie S. Kremer Chair in Economics; Professor of Economics
- [Nathan Sivers Boyce](#), Associate Professor of Economics
- [Laura Taylor](#), Associate Professor of Economics

## Professors Emeriti

- [Russ Beaton](#), Professor Emeritus of Economics
- [Jerry D. Gray](#), Professor Emeritus of Economics
- [Jim Hanson](#), Professor Emeritus of Economics
- [Tom Hibbard](#), Professor Emeritus of Economics
- [Cathleen L. Whiting](#), Professor Emerita of Economics

## Course Listings

### ECON 103 The Gig Economy and the Future of Work (1)

Gig or sharing economy platforms such as Uber, Airbnb, Grubhub, and Taskrabbit are rapidly redefining the meaning of work, innovation and prosperity in post-industrial capitalist economies. How has employment evolved over the last century and what are the prospects for workers in the twenty-first century? How are technological innovations and recent start-ups transforming the nature of work and eliminating traditional nine to five jobs? Are there specific gender and racial aspects associated with working in the gig economy? What are the arguments of seminal theorists in political economy about capitalism, property ownership, profits and inequality? What is the role

of public policy in the gig economy? Through critical reading and discussions we will construct informed opinions on how to address issues like competition, economic regulation, inequality and the welfare state in this transformed work environment in the US. This course does not require any prior knowledge of economics.

- General Education Requirement Fulfillment: Social Sciences
- Offering: Alternate years
- Instructor: Mascarenhas

### **ECON 132 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: Social Sciences
- Offering: Every semester
- Instructor: Staff

### **ECON 199 Topics in Economics (.25-1)**

A semester-long study of topics in Economics. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **ECON 230 Economic Statistics (1)**

This course is an introduction to the statistical techniques used in economics. It covers descriptive statistics, probability, statistical estimation, and inference, hypothesis testing, 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: Mathematical Sciences, Social Sciences
- Offering: Every semester
- Instructor: Mascarenhas, Negri, Sivers Boyce

### **ECON 299 Topics in Economics (.25-1)**

A semester-long study of topics in Economics. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **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.

- General Education Requirement Fulfillment: Social Sciences
- Prerequisite: [ECON 132](#)
- Offering: Alternate years
- 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.

- General Education Requirement Fulfillment: Social Sciences
- Prerequisite: [ECON 132](#)
- Offering: Alternate years
- Instructor: Knight

### **ECON 350 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: Mathematical Sciences, Social Sciences
- Prerequisite: [ECON 230](#); Prior coursework in Calculus is recommended
- Offering: Fall
- 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.

- General Education Requirement Fulfillment: Social Sciences
- Prerequisite: [ECON 132](#)
- 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.

- General Education Requirement Fulfillment: Social Sciences
- Prerequisite: [ECON 132](#)
- Offering: Alternate years
- Instructor: Mascarenhas

### **ECON 355 The World Economy (1)**

This course examines the historical evolution and dynamics of global capitalism, from the Great Divergence around the 1750s to the contemporary area. It focuses on competing perspectives on the rise and fall of nations and the interplays of these nations through global unequal exchange. Topics include globalization waves and cycles; technological and institutional forces of development and underdevelopment; international trade and monetary relations; and global governance.

- General Education Requirement Fulfillment: Social Sciences
- Prerequisite: [ECON 132](#)
- Offering: Alternate Years
- Instructor: Knight, 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.

- General Education Requirement Fulfillment: Social Sciences
- 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.

- General Education Requirement Fulfillment: Social Sciences
- 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.

- General Education Requirement Fulfillment: Social Sciences
- Prerequisite: [ECON 132](#)
- Offering: Alternate years
- Instructor: Taylor

### **ECON 375 Topics in Economic Inquiry (1)**

In this course students will engage with the process of economic inquiry at an intermediate level to explore the contending perspectives around various contemporary issues. The topical foci of this course will vary, with each semester exploring the economic arguments around a particular issue from multiple economic perspectives. Assignments may include writing assignments of various length, oral presentations, and/or data analysis. Topics will be announced prior to class registration. Course can be repeated if topic is different.

- General Education Requirement Fulfillment: Social Sciences
- Prerequisite: [ECON 132](#)
- Offering: Alternate years
- Instructor: Staff

### **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.

- General Education Requirement Fulfillment: Social Sciences
- Prerequisite: Consent of instructor
- Offering: Every semester
- Instructor: Taylor

### **ECON 399 Topics in Economics (.25-1)**



A semester-long study of topics in Economics. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **ECON 429 Topics in Economics (.25-1)**

A semester-long study of topics in Economics. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **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.

- General Education Requirement Fulfillment: Social Sciences
- Prerequisite: [ECON 363](#)
- 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.

- General Education Requirement Fulfillment: Social Sciences
- Prerequisite: [ECON 363](#)
- 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.

- General Education Requirement Fulfillment: Social Sciences
- Prerequisite: [ECON 364](#)



- Offering: Alternate Years
- Instructor: Liang, Taylor

### **ECON 438 Economics in the Media: Economic Arguments Conveyed in Literature, Films, and Pop Culture (1)**

In this course students are tasked with applying economic arguments and theories to all forms of media. Students will engage in critical inquiry assessing the use of economic theories and arguments as they are portrayed in literature, films, and pop culture. Students will identify, communicate, analyze, and critique the arguments found in media provided by the instructor, as well as their own research. We will specifically focus on theories and arguments introduced and developed in prior economic courses, including Malthusian Population Theory, Marxian Surplus Value, and Keynesian Fiscal and Monetary Policies, among others.

- Prerequisite: [ECON 132](#) and [ECON 363](#) or [ECON 364](#)
- Offering: Alternate Years
- Instructor: Knight

### **ECON 445 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.

- General Education Requirement Fulfillment: Social Sciences
- Prerequisite: [ECON 363](#); Cannot be taken after ECON 345
- Offering: Annually
- Instructor: Sivers Boyce

### **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.

- General Education Requirement Fulfillment: Social Sciences
- Prerequisite: [ECON 363](#)
- 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.

- General Education Requirement Fulfillment: Social Sciences
- Prerequisite: [ECON 363](#) and consent of instructor
- Offering: Spring
- Instructor: Negri

### **ECON 453 International Economics (1)**

This course examines the workings of the international economy with an emphasis on current policy issues. Competing economic theories will be used to study the patterns of trade, the effects of trade restrictions and the impacts of trade on growth and distribution. Financial relations among nations and the functioning of the international monetary system will also be explored. Other topics include balance of payment adjustment, exchange rate adjustment, and open economy macroeconomics.

- General Education Requirement Fulfillment: Social Sciences
- Prerequisite: [ECON 364](#); Cannot take after [ECON 353](#)
- Offering: Alternate Years
- Instructor: Liang, Mascarenhas

### **ECON 454 The Next System (1)**

This course examines alternatives to capitalism. In Introduction to Economic Inquiry and Microeconomic theory student engage arguments from the production/conflict/labor theory of value tradition. Many of these arguments highlight the problematic nature of capitalism and beg the question: If not capitalism, then what? In this class, students will review arguments against capitalism, analyze historical attempts to establish a socialist alternative, and explore theoretical proposals for the design of the next system.

- General Education Requirement Fulfillment: Social Sciences
- Prerequisite: [ECON 363](#)
- Offering: Alternate years
- Instructor: 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.

- General Education Requirement Fulfillment: Social Sciences
- Prerequisite: Consent of instructor
- Offering: On demand
- Instructor: Sivers Boyce

### **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.

- General Education Requirement Fulfillment: Social Sciences
- Prerequisite: Approval of instructor

- Offering: On demand Instructor: Staff

### **ECON 493W Capstone in Economic Inquiry (1)**

In this course students experience the complete process of economic inquiry. Within the context of a given economic theme or topic, students will be involved in framing a question for analysis. Then, drawing on the analytical and empirical skills acquired in the major, students will work with evidence and theoretical reasoning published in the economics literature to develop and refine their own arguments about the answer to this question. Students will be asked to communicate these arguments orally and in writing appropriate for academic audiences.

- General Education Requirement Fulfillment: Writing centered; Social Sciences
- Prerequisite: [ECON 230](#) and [ECON 363](#) and [ECON 364](#) and Junior or Senior standing
- Offering: Every semester
- Instructor: Staff

### **ECON 498W Independent Research Seminar (1)**

Each student completes an independent research paper that builds on the theoretical pluralism developed in prior coursework. Drawing on the analytical and empirical skills acquired in the major, students independently develop a question of economic inquiry, work with evidence and theoretical reasoning published in the economics literature, develop and refine their own arguments on their chosen research question, and present, orally and in writing, the principle methods and conclusions of their independent research. This course will include production of multiple written drafts, as well as peer evaluation of other students' work. Enrollment in this course requires advanced department approval of a research prospectus.

- General Education Requirement Fulfillment: Writing centered; Social Sciences
- Prerequisite: [ECON 493W](#) and Senior standing and instructor consent
- 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:

- improvement in English language proficiency in both basic interpersonal communication skills and cognitive academic language proficiency.
- an understanding of selected liberal arts course content in English. critical analysis of texts, written and oral, to achieve course goals.
- 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.
- 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 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](#)
- Offering: Spring

### **ELAS 105 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](#)
- Offering: Spring

### **ELAS 110 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](#)
- Offering: Spring

### **ELAS 115 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](#)
- Offering: Spring

### **ELAS 120 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 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: Summer and Fall, on demand

### **ELAS 250 English 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: Spring and 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: Spring, 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: Spring, 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 (2)**

- [ENGL 101W](#) Reading Literature and Culture (1)
- [ENGL 213W](#) Finding the Story: Research Methods in Literature and Creative Writing (1)

#### **One course in literature outside the modern Anglophone tradition (1)**

- [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)
- [CLAS 244W](#) The Greek and Roman Stage (1)
- [CLAS 247](#) Women in Roman Literature and Life (1)
- [FREN 275](#) African Cinema (1)
- [FREN 341](#) Oral Tradition and Performance in African Literature (1)
- [GERM 241](#) German Cinema & Visual Culture (1)
- [PHIL 374](#) Love and Reason in the Middle Ages: European Intellectual History 400-1500 (1)
- [PHIL 375](#) Women and Gender in Medieval Europe (1)
- [IDS 250W](#) Narratives of Migration: From Islamic Spain to the US/Mexico Border (1)
- [JAPN 314W](#) Japanese Literature in Translation (1)
- [JAPN 340](#) The Japanese Cinema (1)
- [LAS 380](#) Latin America Cinema (1)
- [REL 223](#) History and Literature of Early Judaism (1)
- [REL 225](#) Forgotten Scriptures: Apocryphal Literature and the Origins of Christianity (1)
- [REL 250](#) Introduction to the Qur'an (1)
- [RUSS 242W](#) Great Short Stories from Russia (1)
- [RUSS 245W](#) From Russia with Love: Family and Sexuality in Twentieth-Century Russian Literature (1)
- [RUSS 250W](#) Tolstoy's War and Peace (1)
- [RUSS 320W](#) The Nineteenth-Century Russian Novel (1)
- [RUSS 325](#) Topics in Russian Literature (1)
- [SPAN 260](#) Hispanic Literature in Translation (1)
- [SPAN 380](#) Latin American Cinema (1)
- [THTR 217W](#) Performance Historiography (1)

**Or other approved course (1)**

### **One course in American Ethnic or Post-Colonial Literature (1)**

- [ENGL 326](#) Literature of Diaspora (1)
- [ENGL 337](#) African-American Literature I (1)
- [ENGL 338](#) African-American Literature II (1)
- [ENGL 381](#) Latinx Literature and Culture (1)
- [FREN 275](#) African Cinema (1)
- [FREN 285W](#) Gender and Sexuality in African Literature and Cinema (1)
- [FREN 341](#) Oral Tradition and Performance in African Literature (1)
- [IDS 250W](#) Narratives of Migration: From Islamic Spain to the US/Mexico Border (1)
- [LAS 380](#) Latin America Cinema (1)



- [SPAN 380](#) Latin American Cinema (1)
- Or other approved course (1)

#### **Four additional courses (4)**

Two additional electives at the 300 or 400 level ENGL literature courses (2) Two additional approved electives (2):

- [ENGL102W](#) Creative Writing Fundamentals (1)
- ENGL 300-level literature class (1)
- ENGL 400-level literature class (1)
- ENGL 300-level creative writing class (1)
- [CLAS 244W](#) The Greek and Roman Stage (1)
- [CLAS 247](#) Women in Roman Literature and Life (1)
- [FREN 275](#) African Cinema (1)
- [FREN 341](#) Oral Tradition and Performance in African Literature (1)
- [GERM 241](#) German Cinema & Visual Culture (1)
- [PHIL 306](#) History through Biography (1)
- [PHIL 374](#) Love and Reason in the Middle Ages: European Intellectual History 400-1500 (1)
- [PHIL 375](#) Women and Gender in Medieval Europe (1)
- [IDS 250W](#) Narratives of Migration: From Islamic Spain to the US/Mexico Border (1)
- [JAPN 314W](#) Japanese Literature in Translation (1)
- [JAPN 340](#) The Japanese Cinema (1)
- [LAS 380](#) Latin America Cinema (1)
- [REL 223](#) History and Literature of Early Judaism (1)
- [REL 225](#) Forgotten Scriptures: Apocryphal Literature and the Origins of Christianity (1)
- [REL 250](#) Introduction to the Qur'an (1)
- [REL 323](#) The Bible and American Culture (1)
- [REL 335W](#) Race, Class, and Gender in the Life and Letters of Paul (1)
- [RUSS 242W](#) Great Short Stories from Russia (1)
- [RUSS 245W](#) From Russia with Love: Family and Sexuality in Twentieth-Century Russian Literature (1)
- [RUSS 250W](#) Tolstoy's War and Peace (1)
- [RUSS 320W](#) The Nineteenth-Century Russian Novel (1)
- [RUSS 325](#) Topics in Russian Literature (1)
- [SPAN 260](#) Hispanic Literature in Translation (1)
- [SPAN 380](#) Latin American Cinema (1)
- [THTR 217W](#) Performance Historiography (1)
- [THTR 219](#) Theatre Literature and History: 1850-present (1)
- [THTR 318W](#) Theatre and Culture (1)
- Or other approved course (1)
- Only one course in fulfillment of the English major may be from a department other than English

#### **Senior Experience (2)**



Two 400W-level ENGL literature classes (2)

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 students can also apply internship credit toward the major through [ENGL 394](#).

Most students on the literature track complete the Senior Experience by designing and developing substantive, individualized projects in a sequence of two 400-level seminar-style courses. Students with excellent academic records in their English studies can design an advanced Independent Study project ([ENGL 490](#)) to fulfill one 400-level Senior Experience credit.

English majors are encouraged to take courses from a variety of related fields. Courses in theatre, music, religion, classical studies, philosophy, art history, history, French, Japanese, Russian, and Spanish can be applied to the English major.

Department Honors for Literature and Creative Writing are awarded by faculty nomination and a faculty vote to recognize the most outstanding graduating students each year.

## **Requirements for the Creative Writing Concentration for the English Major (10 Credits)**

### **Core courses (3)**

- [ENGL 101W](#) Reading Literature and Culture (1)
- [ENGL 102W](#) Creative Writing Fundamentals (1)
- [ENGL 213W](#) Finding the Story: Research Methods in Literature and Creative Writing (1)

### **One course in literature outside the modern Anglophone tradition (1)**

- [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)
- [CLAS 244W](#) The Greek and Roman Stage (1)
- [CLAS 247](#) Women in Roman Literature and Life (1)
- [FREN 275](#) African Cinema (1)
- [FREN 341](#) Oral Tradition and Performance in African Literature (1)
- [GERM 241](#) German Cinema & Visual Culture (1)
- [PHIL 374](#) Love and Reason in the Middle Ages: European Intellectual History 400-1500 (1)
- [PHIL 375](#) Women and Gender in Medieval Europe (1)
- [IDS 250W](#) Narratives of Migration: From Islamic Spain to the US/Mexico Border (1)
- [JAPN 314W](#) Japanese Literature in Translation (1)
- [JAPN 340](#) The Japanese Cinema (1)
- [LAS 380](#) Latin America Cinema (1)

- [REL 223](#) History and Literature of Early Judaism (1)
- [REL 225](#) Forgotten Scriptures: Apocryphal Literature and the Origins of Christianity (1)
- [REL 250](#) Introduction to the Qur'an (1)
- [RUSS 242W](#) Great Short Stories from Russia (1)
- [RUSS 245W](#) From Russia with Love: Family and Sexuality in Twentieth-Century Russian Literature (1)
- [RUSS 250W](#) Tolstoy's War and Peace (1)
- [RUSS 320W](#) The Nineteenth-Century Russian Novel (1)
- [RUSS 325](#) Topics in Russian Literature (1)
- [SPAN 260](#) Hispanic Literature in Translation (1)
- [SPAN 380](#) Latin American Cinema (1)
- [THTR 217W](#) Performance Historiography (1)
- Or other approved course (1)

### **One course in American Ethnic or Post-Colonial Literature (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](#) Latinx Literature and Culture (1)
- [FREN 275](#) African Cinema (1)
- [FREN 285W](#) Gender and Sexuality in African Literature and Cinema (1)
- [FREN 341](#) Oral Tradition and Performance in African Literature (1)
- [IDS 250W](#) Narratives of Migration: From Islamic Spain to the US/Mexico Border (1)
- [LAS 380](#) Latin America Cinema (1)
- Or other approved course (1)

### **Two English 300-level Creative Writing Classes (2)**

- [ENGL 329W](#) Creative Nonfiction (1)
- [ENGL 331](#) Intermediate Fiction Writing (1)
- [ENGL 332](#) Intermediate Poetry Writing (1)
- [ENGL 339W](#) Special Topics in Creative Writing (1)

### **Two additional courses (2)**

- At least two electives must be approved literature classes (2)
- [ENGL](#) 300-level literature class (1)
- [ENGL](#) 400-level literature class (1)
- [CLAS 244W](#) The Greek and Roman Stage (1)
- [CLAS 247](#) Women in Roman Literature and Life (1)
- [FREN 275](#) African Cinema (1)
- [FREN 341](#) Oral Tradition and Performance in African Literature (1)
- [GERM 241](#) German Cinema & Visual Culture (1)
- [PHIL 306](#) History through Biography (1)
- [PHIL 374](#) Love and Reason in the Middle Ages: European Intellectual History 400-1500 (1)

- [PHIL 375](#) Women and Gender in Medieval Europe (1)
- [IDS 250W](#) Narratives of Migration: From Islamic Spain to the US/Mexico Border (1)
- [JAPN 314W](#) Japanese Literature in Translation (1)
- [JAPN 340](#) The Japanese Cinema (1)
- [LAS 380](#) Latin America Cinema (1)
- [REL 223](#) History and Literature of Early Judaism (1)
- [REL 225](#) Forgotten Scriptures: Apocryphal Literature and the Origins of Christianity (1)
- [REL 250](#) Introduction to the Qur'an (1)
- [REL 323](#) The Bible and American Culture (1)
- [REL 335W](#) Race, Class, and Gender in the Life and Letters of Paul (1)
- [RUSS 242W](#) Great Short Stories from Russia (1)
- [RUSS 245W](#) From Russia with Love: Family and Sexuality in Twentieth-Century Russian Literature (1)
- [RUSS 250W](#) Tolstoy's War and Peace (1)
- [RUSS 320W](#) The Nineteenth-Century Russian Novel (1)
- [RUSS 325](#) Topics in Russian Literature (1)
- [SPAN 260](#) Hispanic Literature in Translation (1)
- [SPAN 380](#) Latin American Cinema (1)
- [THTR 217W](#) Performance Historiography (1)
- [THTR 219](#) Theatre Literature and History: 1850-present (1)
- [THTR 318W](#) Theatre and Culture (1)
- Or other approved course (1)
- Only one course in fulfillment of the English major may be from a department other than English

### Senior Experience (1)

- [ENGL 498W](#) Senior Seminar in Creative Writing

### Requirements for the English Minor (5 Credits)

The minor program in English consists of five credits--one required course and the options listed below--selected in consultation with an English Department advisor from the following:

#### Require course (1)

- [ENGL 101W](#) Reading Literature and Culture (1)

#### Four additional courses (4)

- [ENGL 102W](#) Creative Writing Fundamentals (1) **or**
- Four credits chosen in consultation with your English Department advisor (4)
- Only one course in fulfillment of the English minor may be from a department other than English

### Student Learning Outcomes for the English Major

- 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
- 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)
- 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)
- 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
- 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
- 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

- **Scott Nadelson**, Associate Professor of English, Hallie Ford Chair in Writing, Department Chair
- **Mike Chasar**, Associate Professor of English,
- **Stephanie DeGooyer**, Assistant Professor of English, On leave 2020 - 2021 academic year
- **Ruth P. Feingold**, Dean of the College of Arts & Sciences, Professor of English
- **Frann Michel**, Professor of English

- [Gretchen Flesher Moon](#), Professor of English, Associate Dean for Student Success
- [Omari Weekes](#), Assistant Professor of English

## Part-Time and Visiting Faculty

- [Andrea Stolowitz](#),

## Course Listings

### ENG 101W Reading Literature and Culture (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.

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities
- Offering: Every semester
- Instructor: Staff

### ENG 102W Creative Writing Fundamentals (1)

An introduction to the major issues in the craft and practice of creative writing, covering at least two genres. 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 and introduces non-majors to the practice of writing as an artistic medium.

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities
- Offering: Every semester
- Instructor: Staff

### ENG 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.

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities
- Prerequisite: First- or second-year standing and permission of instructor
- Offering: Annually
- Instructor: Moon

### ENG 199 Topics in English (.25-1)

A semester-long study of topics in English. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent

- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **ENG 213W Finding the Story: Research Methods in Literature and Creative Writing (1)**

A foundational course for all English majors, ENGL 213W introduces students to the variety of research methods and contexts they will encounter throughout their academic careers and beyond. Through analytical and reflective writing, field trips, interviewing, and other experiential learning activities, students will encounter a range of environments in which English majors regularly find futures employing their communication and research skills.

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities
- Prerequisite: [ENGL 101W](#)
- Offering: Every semester
- Instructor: Staff

### **ENG 299 Topics in English (.25-1)**

A semester-long study of topics in English. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **ENG 301 Literary and Critical Theories (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: Arts & Humanities
- Prerequisite: [ENGL 101W](#) or [AES 150](#) or [ANTH 150](#) or [ANTH 356](#) or [ARTH 362](#) or [CINE 110](#) or [CLAS 171](#) or [FREN 340](#) or [GERM 340](#) or [JAPN 314W](#) or [JAPN 340](#) or [MUSC 212](#) or [MUSC 281](#) or [PHIL 370W](#) or [REL 113](#) or [RUSS 242W](#) or [RUSS 245W](#)
- or [RUSS 250W](#) or [RUSS 320W](#) or [RUSS 325](#) or [SPAN 340](#) or [THTR 213](#) or [THTR 219](#) or [THTR 318W](#) or [WGS 134](#) or [WGS 245](#)
- Offering: Alternate years
- Instructor: Staff

### **ENG 319 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: Arts & Humanities
- Prerequisite: [ENGL 101W](#) or [AES 150](#) or [ANTH 150](#) or [ANTH 356](#) or [ARTH 362](#) or [CINE 110](#)

- or [CLAS 171](#) or [FREN 340](#) or [GERM 340](#) or [JAPN 314W](#) or [JAPN 340](#) or [MUSC 212](#) or [MUSC 281](#) or [PHIL 370W](#) or [REL 113](#) or [RUSS 242W](#) or [RUSS 245W](#)
- or [RUSS 250W](#) or [RUSS 320W](#) or [RUSS 325](#) or [SPAN 340](#) or [THTR 213](#) or [THTR 219](#) or [THTR 318W](#) or [WGS 134](#) or [WGS 245](#)
- Offering: Annually
- Instructor: Staff

### **ENG 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.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: PDE
- Prerequisite: [ENGL 101W](#) or [AES 150](#) or [ANTH 150](#) or [ANTH 356](#) or [ARTH 362](#) or [CINE 110](#) or [CLAS 171](#) or [FREN 340](#) or [GERM 340](#) or [JAPN 314W](#) or [JAPN 340](#) or [MUSC 212](#) or [MUSC 281](#) or [PHIL 370W](#) or [REL 113](#) or [RUSS 242W](#) or [RUSS 245W](#)
- or [RUSS 250W](#) or [RUSS 320W](#) or [RUSS 325](#) or [SPAN 340](#) or [THTR 213](#) or [THTR 219](#) or [THTR 318W](#) or [WGS 134](#) or [WGS 245](#)
- Offering: Annually
- Instructor: Staff

### **ENG 329W Creative Nonfiction Writing (1)**

Practice and analysis of various modes and subject matter of creative nonfiction. Combines writing workshop with discussion of craft and assigned readings. Students will produce a significant portfolio of creative nonfiction, through drafting and revision, as well as complete critical analyses of published work.

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities
- Prerequisite: [ENGL 102W](#)
- Offering: Annually
- Instructor: Staff

### **ENG 331W Fiction Writing (1)**

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 analyses of published work.



- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities
- Prerequisite: [ENGL 102W](#)
- Offering: Annually
- Instructor: Staff

### **ENG 332W Poetry Writing (1)**

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 work.

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities
- Prerequisite: [ENGL102W](#)
- Offering: Annually
- Instructor: Staff

### **ENG 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.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: PDE
- Prerequisite: [ENGL 101W](#) or [AES 150](#) or [ANTH 150](#) or [ANTH 356](#) or [ARTH 362](#) or [CINE 110](#) or [CLAS 171](#) or [FREN 340](#) or [GERM 340](#) or [JAPN 314W](#) or [JAPN 340](#) or [MUSC 212](#) or [MUSC 281](#) or [PHIL 370W](#) or [REL 113](#) or [RUSS 242W](#) or [RUSS 245W](#) or [RUSS 250W](#) or [RUSS 320W](#) or [RUSS 325](#) or [SPAN 340](#) or [THTR 213](#) or [THTR 219](#) or [THTR 318W](#) or [WGS 134](#) or [WGS 245](#)
- Offering: Annually
- Instructor: Staff

### **ENG 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.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: PDE
- Prerequisite: [ENGL 101W](#) or [AES 150](#) or [ANTH 150](#) or [ANTH 356](#) or [ARTH 362](#) or [CINE 110](#) or [CLAS 171](#) or [FREN 340](#) or [GERM 340](#) or [JAPN 314W](#) or [JAPN 340](#) or [MUSC 212](#) or [MUSC 281](#) or [PHIL 370W](#) or [REL 113](#) or [RUSS 242W](#) or [RUSS 245W](#) or [RUSS 250W](#) or [RUSS 320W](#) or [RUSS 325](#) or [SPAN 340](#) or [THTR 213](#) or [THTR 219](#) or [THTR 318W](#) or [WGS 134](#) or [WGS 245](#)
- Offering: Annually
- Instructor: Staff

### **ENG 339W 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.

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities
- Prerequisite: [ENGL102W](#)
- Offering: Annually
- Instructor: Staff

### **ENG 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.

- General Education Requirement Fulfillment: Arts & Humanities
- Prerequisite: [ENGL 101W](#) or [AES 150](#) or [ANTH 150](#) or [ANTH 356](#) or [ARTH 362](#) or [CINE 110](#) or [CLAS 171](#) or [FREN 340](#) or [GERM 340](#) or [JAPN 314W](#) or [JAPN 340](#) or [MUSC 212](#) or [MUSC 281](#) or [PHIL 370W](#) or [REL 113](#) or [RUSS 242W](#) or [RUSS 245W](#) or [RUSS 250W](#) or [RUSS 320W](#) or [RUSS 325](#) or [SPAN 340](#) or [THTR 213](#) or [THTR 219](#) or [THTR 318W](#) or [WGS 134](#) or [WGS 245](#)
- Offering: Annually
- Instructor: Staff

### **ENG 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.

- General Education Requirement Fulfillment: Arts & Humanities
- Prerequisite: [ENGL 101W](#) or [AES 150](#) or [ANTH 150](#) or [ANTH 356](#) or [ARTH 362](#) or [CINE 110](#) or [CLAS 171](#) or [FREN 340](#) or [GERM 340](#) or [JAPN 314W](#) or [JAPN 340](#) or [MUSC 212](#) or [MUSC 281](#) or [PHIL 370W](#) or [REL 113](#) or [RUSS 242W](#) or [RUSS 245W](#) or [RUSS 250W](#) or [RUSS 320W](#) or [RUSS 325](#) or [SPAN 340](#) or [THTR 213](#) or [THTR 219](#) or [THTR 318W](#) or [WGS 134](#) or [WGS 245](#)
- Offering: Alternate years
- Instructor: Staff

### **ENG 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.

- General Education Requirement Fulfillment: Arts & Humanities
- Prerequisite: [ENGL 101W](#) or [AES 150](#) or [ANTH 150](#) or [ANTH 356](#) or [ARTH 362](#) or [CINE 110](#) or [CLAS 171](#) or [FREN 340](#) or [GERM 340](#) or [JAPN 314W](#) or [JAPN 340](#) or [MUSC 212](#) or [MUSC 281](#) or [PHIL 370W](#) or [REL 113](#) or [RUSS 242W](#) or [RUSS 245W](#) or [RUSS 250W](#) or [RUSS 320W](#) or [RUSS 325](#) or [SPAN 340](#) or [THTR 213](#) or [THTR 219](#) or [THTR 318W](#) or [WGS 134](#) or [WGS 245](#)
- Offering: Alternate years
- Instructor: Staff

### **ENG 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.

- General Education Requirement Fulfillment: Arts & Humanities
- Prerequisite: [ENGL 101W](#) or [AES 150](#) or [ANTH 150](#) or [ANTH 356](#) or [ARTH 362](#) or [CINE 110](#) or [CLAS 171](#) or [FREN 340](#) or [GERM 340](#) or [JAPN 314W](#) or [JAPN 340](#) or [MUSC 212](#) or [MUSC 281](#) or [PHIL 370W](#) or [REL 113](#) or [RUSS 242W](#) or [RUSS 245W](#) or [RUSS 250W](#) or [RUSS 320W](#) or [RUSS 325](#) or [SPAN 340](#) or [THTR 213](#) or [THTR 219](#) or [THTR 318W](#) or [WGS 134](#) or [WGS 245](#)
- Offering: Alternate years
- Instructor: Staff

### **ENG 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.

- General Education Requirement Fulfillment: Arts & Humanities
- Prerequisite: [ENGL 101W](#) or [AES 150](#) or [ANTH 150](#) or [ANTH 356](#) or [ARTH 362](#) or [CINE 110](#) or [CLAS 171](#) or [FREN 340](#) or [GERM 340](#) or [JAPN 314W](#) or [JAPN 340](#) or [MUSC 212](#) or [MUSC 281](#) or [PHIL 370W](#) or [REL 113](#) or [RUSS 242W](#) or [RUSS 245W](#) or [RUSS 250W](#) or [RUSS 320W](#) or [RUSS 325](#) or [SPAN 340](#) or [THTR 213](#) or [THTR 219](#) or [THTR 318W](#) or [WGS 134](#) or [WGS 245](#)
- Offering: Alternate years
- Instructor: Staff

### **ENG 355 Feminist Film Criticism (1)**

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 innovation, 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: Arts & Humanities
- Prerequisite: [ENGL 101W](#) or [AES 150](#) or [ANTH 150](#) or [ANTH 356](#) or [ARTH 362](#) or [CINE 110](#) or [CLAS 171](#) or [FREN 340](#) or [GERM 340](#) or [JAPN 314W](#) or [JAPN 340](#) or [MUSC 212](#) or [MUSC 281](#) or [PHIL 370W](#) or [REL 113](#) or [RUSS 242W](#) or [RUSS 245W](#) or [RUSS 250W](#) or [RUSS 320W](#) or [RUSS 325](#) or [SPAN 340](#) or [THTR 213](#) or [THTR 219](#) or [THTR 318W](#) or [WGS 134](#) or [WGS 245](#)
- Offering: Alternate years
- Instructor: Staff

### **ENG 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.

- General Education Requirement Fulfillment: Arts & Humanities
- Prerequisite: [ENGL 101W](#) or [AES 150](#) or [ANTH 150](#) or [ANTH 356](#) or [ARTH 362](#) or [CINE 110](#) or [CLAS 171](#) or [FREN 340](#) or [GERM 340](#) or [JAPN 314W](#) or [JAPN 340](#) or [MUSC 212](#) or [MUSC 281](#) or [PHIL 370W](#) or [REL 113](#) or [RUSS 242W](#) or [RUSS 245W](#) or [RUSS 250W](#) or [RUSS 320W](#) or [RUSS 325](#) or [SPAN 340](#) or [THTR 213](#) or [THTR 219](#) or [THTR 318W](#) or [WGS 134](#) or [WGS 245](#)
- Offering: Alternate years
- Instructor: Staff

### **ENG 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.

- General Education Requirement Fulfillment: Arts & Humanities
- Prerequisite: [ENGL 101W](#) or [AES 150](#) or [ANTH 150](#) or [ANTH 356](#) or [ARTH 362](#) or [CINE 110](#) or [CLAS 171](#) or [FREN 340](#) or [GERM 340](#) or [JAPN 314W](#) or [JAPN 340](#) or [MUSC 212](#) or [MUSC 281](#) or [PHIL 370W](#) or [REL 113](#) or [RUSS 242W](#) or [RUSS 245W](#) or [RUSS 250W](#) or [RUSS 320W](#) or [RUSS 325](#) or [SPAN 340](#) or [THTR 213](#) or [THTR 219](#) or [THTR 318W](#) or [WGS 134](#) or [WGS 245](#)
- Offering: Alternate years
- Instructor: Staff

### **ENG 371 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: Arts & Humanities
- Prerequisite: [ENGL 101W](#) or [AES 150](#) or [ANTH 150](#) or [ANTH 356](#) or [ARTH 362](#) or [CINE 110](#) or [CLAS 171](#) or [FREN 340](#) or [GERM 340](#) or [JAPN 314W](#) or [JAPN 340](#) or [MUSC 212](#) or

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- Offering: Alternate years
- Instructor: Staff

### **ENG 381 Latinx 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.

- General Education Requirement Fulfillment: Arts & Humanities
- Prerequisite: [ENGL 101W](#) or [AES 150](#) or [ANTH 150](#) or [ANTH 356](#) or [ARTH 362](#) or [CINE 110](#) or [CLAS 171](#) or [FREN 340](#) or [GERM 340](#) or [JAPN 314W](#) or [JAPN 340](#) or [MUSC 212](#) or [MUSC 281](#) or [PHIL 370W](#) or [REL 113](#) or [RUSS 242W](#) or [RUSS 245W](#) or [RUSS 250W](#) or [RUSS 320W](#) or [RUSS 325](#) or [SPAN 340](#) or [THTR 213](#) or [THTR 219](#) or [THTR 318W](#) or [WGS 134](#) or [WGS 245](#)
- Offering: Alternate years
- Instructor: Staff

### **ENG 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.

- General Education Requirement Fulfillment: Arts & Humanities
- Prerequisite: Consent of instructor
- Offering: On demand
- Instructor: Staff

### **ENG 394 Major Internship I (1)**

See the [Willamette internships section](#) for more information.

- General Education Requirement Fulfillment: Arts & Humanities
- Offering: On demand
- Instructor: Staff

### **ENG 399 Topics in English (.25-1)**

A semester-long study of topics in English. Topics and emphases will vary according to the

instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **ENG 429 Topics in English (.25-1)**

A semester-long study of topics in English. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **ENG 441W 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.

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities
- Prerequisite: [ENGL 101W](#) and [ENGL 213W](#)
- Offering: Alternate years
- Instructor: Staff

### **ENG 450W 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.

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities
- Prerequisite: [ENGL 101W](#) and [ENGL 213W](#)
- Offering: Alternate years
- Instructor: Staff

### **ENG 453W 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.

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities
- Prerequisite: [ENGL 101W](#) and [ENGL 213W](#)
- Offering: Alternate years
- Instructor: Staff

### **ENG 454W 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.

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities
- Prerequisite: [ENGL 101W](#) and [ENGL 213W](#)
- Offering: Alternate years
- Instructor: Staff

### **ENG 456W 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.

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities
- Prerequisite: [ENGL 101W](#) and [ENGL 213W](#)
- Offering: Alternate years
- Instructor: Staff

### **ENG 458W 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.

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities
- Prerequisite: [ENGL 101W](#) and [ENGL 213W](#)
- Offering: Alternate years
- Instructor: Staff

### **ENG 490 Independent Study (1)**

Intensive study of a selected area.

- General Education Requirement Fulfillment: Arts & Humanities
- Prerequisite: Permission of the department; 3.5 g.p.a. in major
- Offering: On demand
- Instructor: Staff

### **ENG 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; Arts & Humanities
- Prerequisite: [ENGL 101W](#), [ENGL 102W](#), [ENGL 213W](#), two (2) 300-level creative writing courses, and consent of instructor
- Offering: Annually



- Instructor: Staff

### **ENG 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; Arts & Humanities
- Prerequisite: [ENGL 101W](#) and [ENGL 202](#)
- 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 (9 Credits)**

### **Environmental Science, Bachelor of Arts degree Core (4)**

- [ENVS 120](#) Social Systems and the Environment (1)
- [ENVS 121](#) Earth Systems Science and the Environment (1)
- [ENVS 250](#) Geographic Information Systems (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](#) Politics of Environmental Ethics (1)
- [ENVS 321](#) Environmental Policymaking: Politics and Process (1)
- [ENVS 326](#) 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 Climate Change Impacts on Society (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](#) 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 386](#) Research in Earth System Modeling (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](#) Indigenous Peoples, Human Rights, and the Environment (1)
- [BIOL 257](#) Plant Ecology and Conservation (1)
- [BIOL 345](#) Ecology (1)
- [CHEM 230](#) Environmental Chemistry (1)
- [ECON 345](#) Environmental Economics (1)
- [EXHS 221](#) Epidemiology (1)
- [PHIL 315](#) Western Civilization and Sustainability (1)
- [PHIL 331](#) Asian Environmental History (1)

### **Additional Requirements for the Bachelor of Arts degree**

Completion of an additional two credits of courses with either an A&H or WE designation beyond a student's general education requirements. Non-English language credits must be from 200-level courses or above. Listed major elective courses may not satisfy this requirement;  
**or**

Completion of the equivalent of two credits of courses from the Atkinson Graduate School of Management, College of Law, or Claremont School of Theology.

### **Environmental Science, Bachelor of Science degree Core (4)**

- [ENVS 120](#) Social Systems and the Environment (1)
- [ENVS 121](#) Earth Systems Science and the Environment (1)
- [ENVS 250](#) Geographic Information Systems (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](#) Politics of Environmental Ethics (1)
- [ENVS 321](#) Environmental Policymaking: Politics and Process (1)
- [ENVS 326](#) 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 Climate Change Impacts on Society (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](#) 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 386](#) Research in Earth System Modeling (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](#) Indigenous Peoples, Human Rights, and the Environment (1)
- [BIOL 257](#) Plant Ecology and Conservation (1)
- [BIOL 345](#) Ecology (1)
- [CHEM 230](#) Environmental Chemistry (1)
- [ECON 345](#) Environmental Economics (1)
- [EXHS 221](#) Epidemiology (1)
- [PHIL 315](#) Western Civilization and Sustainability (1)
- [PHIL 331](#) Asian Environmental History (1)

### **Additional Requirement for the Bachelor of Science degree**

Any two credits from BIOL, CHEM, PHYS, CS, or MATH. The two credits must be from the same department prefix. Listed major elective courses may not satisfy the requirement.

### **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 445](#))

## **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 (EXHS 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 (PHIL 315)
- Asian Environmental History ([PHIL 331](#))

## **Requirements for the Environmental Science Minor (5 Credits)**

- [ENVS 120](#) Social Systems and the Environment (1)
- [ENVS 121](#) 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

- 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.
- 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 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: Natural Sciences, Social Sciences
- Prerequisite: Restricted to first years, sophomores, or declared ENVS majors
- Offering: Every Semester
- Instructor: Bowersox, Butterworth

### **ENVS 121 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: Natural Sciences,
- Prerequisite: First and second year students only
- Offering: Every Semester
- Instructor: Staff

### **ENVS 199 Topics in Environmental Science (.25-1)**

A semester-long study of topics in Environmental Science. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **ENVS 250 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: Natural Sciences, Social Sciences
- Offering: Annually
- Instructor: Halama

### **ENVS 299 Topics in Environmental Science (.25-1)**

A semester-long study of topics in Environmental Science. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **ENVS 304W 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; Social Sciences
- 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.

- General Education Requirement Fulfillment: Social Sciences
- Prerequisite: [ENVS 120](#)
- Offering: Annually
- Instructor: Bowersox

### **ENVR 326 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: Social Sciences
- 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; Natural Sciences
- 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.

- General Education Requirement Fulfillment: Social Sciences
- 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.

- General Education Requirement Fulfillment: Social Sciences
- 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.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [ENVS 121](#) 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.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [ENVS 121](#)
- Offering: Fall
- Instructor: Arabas

### **ENVS 347 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: Natural Sciences
- 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.

- General Education Requirement Fulfillment: Natural Sciences
- 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.

- General Education Requirement Fulfillment: Natural Sciences
- 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.

- General Education Requirement Fulfillment: Natural Sciences, Social Sciences
- 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.

- General Education Requirement Fulfillment: Natural Sciences, Social Sciences
- 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; Natural Sciences, Social Sciences
- 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.

- General Education Requirement Fulfillment: Natural Sciences, Social Sciences
- 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.

- General Education Requirement Fulfillment: Natural Sciences
- 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; Natural Sciences
- 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; Natural Sciences
- 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.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [ENVS 121](#)
- Offering: Alternate Years
- Instructor: Meyer

### **ENVS 386 Research in Earth System Modeling (1)**

This course introduces students to numerical modeling in the Earth and environmental sciences. Students will learn to use an Earth system model to perform quantitative experiments that explore the climate system, ocean biogeochemistry, and rapid perturbations to the ocean-atmosphere system. Students will apply their developing modeling skills to topics such as paleoclimate, ocean acidification, anthropogenic climate change, and geoengineering.

- General Education Requirement Fulfillment: Natural Sciences
- 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; Natural Sciences
- Prerequisite: [ENVS 121](#)
- Offering: Alternate Years
- Instructor: Pike

### **ENVS 399 Topics in Environmental Science (.25-1)**

A semester-long study of topics in Environmental Science. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **ENVS 429 Topics in Environmental Science (.25-1)**

A semester-long study of topics in Environmental Science. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **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.

- General Education Requirement Fulfillment: Natural Sciences, Social Sciences
- 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.

- General Education Requirement Fulfillment: Natural Sciences, Social Sciences
- 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.

- General Education Requirement Fulfillment: Writing-centered; Natural Sciences, Social Sciences
- Prerequisite: 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; Natural Sciences, Social Sciences
- 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 Arts & Sciences 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. Student who declared an Exercise and Health Science (EXHS) major prior to Fall 2020 will earn a Bachelor of Arts degree and held to different requirements than shown on this page. Current students wishing to earn the Bachelor of Science degree can re-declare the EXHS major in Fall 2020 or later.

## **Requirements for the Exercise and Health Science Major (12.5 Credits)**

7.5 credits in Exercise and Health Science, 5 other credits

### **Core Courses**

- [BIOL 246](#) Human Anatomy (1)
- [BIOL 260](#) Human Physiology (1)
- [EXHS 135](#) Concepts and Contemporary Issues in Exercise and Health Science and Sport (.5)
- [EXHS 340](#) Clinical Healthcare: Theory and Application (1)
- [EXHS 256W](#) Research Design and Analysis (1) OR [PSYC 252W](#) (1) and [PSYC 253](#) (1)
- [EXHS 347](#) Biomechanics (1)
- [EXHS 360](#) Physiology of Exercise (1)
- [EXHS 496W](#) Senior Seminar in Exercise and Health Science (1)

### **Required Electives: Three credits from the following (3)**

- [EXHS 221](#) Epidemiology (1)
- [EXHS 230](#) The Science of Nutrition (1)
- [EXHS 241](#) Methods of Teaching Activities and Sports (1)
- [EXHS 248](#) Yes I Can: Exercise and Health Science and Special Populations (1)
- [EXHS 251](#) Sport Leadership and Management (1)
- [EXHS 357](#) Motor Learning & Control (1)
- [EXHS 358](#) Special Topics in Exercise and Health Science (1)
- [EXHS 394](#) Internship (.5-1.0)
- [EXHS 445](#) Advanced Injury Management (1)
- [IDS 224](#) Disease Prevention (1)

### **Required Integrated Courses Two credits from the following (2)**

- [ANTH 344](#) Medical Anthropology (1)
- [CHEM 351](#) Biochemistry (1)\*\*
- [CS 125](#) Problem Solving with MATLAB (1)
- [CS 141](#) Introduction to Programming
- [PHYS 221](#) Introductory Physics I (1)
- [PHYS 222](#) Introductory Physics II (1)
- [PSYC 210](#) Introduction to Psychology (1)
- Any 300 level [PSYC](#) course (1)\*\*
- [SOC 132W](#) Sports and Society (1)

- [SOC 355](#) Health and Society (1)\*\*
- [BUS 2101](#) Introduction to Management in Business, Government, and Not-for-Profit Organizations (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:**

- Demonstrate critical thinking and analytical skills
- Be competent in numeracy
- 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
- 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
- Be able to communicate effectively and professionally (both through writing and orally)
- Appreciate the interdisciplinary nature of human function and movement

## Faculty

- [Brandi Row Lazzarini, 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,
- [Michael Lockard, Ph.D.](#), Associate Professor of Exercise and Health Science
- [Stasinios Stavrianeas, Ph.D.](#), Professor of Exercise and Health Science

## Course Listings

### **EXHS 135 Concepts and Contemporary Issues in Exercise and Health Science and Sport (.5)**

Introduction to the principles underlying human function across the lifespan. The course also investigates the scientific, sociological and philosophical scope of Exercise and Health Science through exemplars including nutrition, and discrimination and the use of ergogenic aids in sport. Building competence in the fundamentals of scientific and technical writing is an integral part of the course.

- General Education Requirement Fulfillment: Natural Sciences, Social Sciences
- Offering: Every semester
- Instructor: Harmer

### **EXHS 199 Topics in Exercise and Health Science (.25-1)**

A semester-long study of topics in Exercise and Health Science. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent



- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **EXHS 221 Epidemiology (1)**

The study of the causes and distribution of health-related events, including disease and injury, with a focus on techniques to identify and control threats to health and well-being. The class will examine historical cases, analytical methodologies and current controversies.

- General Education Requirement Fulfillment: Natural Sciences, Social Sciences
- Offering: Annually
- Instructor: Harmer

### **EXHS 230 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 Distribution Fulfillment: Natural Science, Social Science
- Offering: Annually
- Instructor: Stavrianeas

### **EXHS 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.

- General Education Requirement Fulfillment: Social Sciences
- Offering: Spring, Odd Years
- Instructor: Williams

### **EXHS 248 Yes I Can: Exercise and Health Science & Special Populations (1)**

Introduction to the etiology and scope of human functional anomalies (including anatomical, physiological, & neurological manifestations), assessment and (re)habilitation approaches, and legal and pedagogical principles associated with utilizing physical activity to enhance the quality of life of the exceptional individual.

- General Education Requirement Fulfillment: Natural Sciences, Social Sciences



- Offering: Alternate falls
- Instructor: Harmer

### **EXHS 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.

- General Education Requirement Fulfillment: Social Sciences
- Offering: Spring, Even Years
- Instructor: Williams

### **EXHS 256W Research Design and Analysis (1)**

An examination of the concepts and principles for conducting research and for evaluating the research literature in Exercise and Health Science. The course will cover the nature and purpose of research, research ethics, types of research and experimental designs, and technical writing in science, including library search methods and adherence to APA style. The laboratory component covers the relationship between design and statistical analyses, and includes descriptive statistics and exploratory data analysis, including graphical and computer-based statistical analysis, inferential statistics, including coverage of correlation/regression analysis, ANOVA, effect size and power analysis.

- General Education Requirement Fulfillment: Writing-centered; Mathematical Sciences, Natural Sciences
- Prerequisite: [EXHS 135](#)
- Offering: Every semester
- Instructor: Staff

### **EXHS 299 Topics in Exercise and Health Science (.25-1)**

A semester-long study of topics in Exercise and Health Science. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **EXHS [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.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [BIOL 246](#)
- Offering: Annually

- Instructor: Harmer, Row Lazzarini

### **EXHS 347 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: Mathematical Science, Natural Science
- Prerequisite: [BIOL 246](#)
- Offering: Every semester
- Instructor: Row

### **EXHS 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.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [BIOL 246](#) required; [BIOL 260](#) recommended; or consent of instructor
- Offering: Spring
- Instructor: Row Lazzarini, Ettinger

### **EXHS 358 Special Topics in Exercise and Health 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

### **EXHS 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.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [BIOL 260](#)
- Offering: Fall
- Instructor: Lockard, Stavrianeas

### **EXHS 394 Internship (.5-1.0)**

Refer to the [internships section](#) for an explanation of internship requirements.

- Offering: Every semester
- Instructor: Harmer

### **EXHS 399 Topics in Exercise and Health Science (.25-1)**

A semester-long study of topics in Exercise and Health Science. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **EXHS 429 Topics in Exercise and Health Science (.25-1)**

A semester-long study of topics in Exercise and Health Science. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- Prerequisite: Topic dependent
- Offering: Occasionally
- Professor: Staff

### **EXHS 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.

- General Education Requirement Fulfillment: Natural Sciences
- Prerequisite: [EXHS 340](#)
- Offering: Fall
- Instructor: Staff

### **EXHS 496W Senior Seminar in Exercise and Health 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: [EXHS 256W](#)
- 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 Training (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 McQuirk, 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 Cardio Strength and Endurance (.25)**

A course designed to improve endurance and cardiovascular fitness. Includes elements of step and floor aerobics, kick-boxing, hand weights and other light equipment.

- 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](#) France and the Other (1)
- [FREN 337](#) 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](#) Topics in French History Through Film (1)
- [FREN 275](#) African Cinema (1)
- [FREN 340](#) Readings in French Literature (1)
- [FREN 341](#) Oral Tradition and Performance in African Literature (1)
- [FREN 430](#) Civilization and Its Critics (1)
- [FREN 432](#) Language in Society (1)
- [FREN 439](#) Advanced Topics in French Literature (1)
- [IDS 322](#) 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](#) Peoples and Cultures of Africa (1)
- [ARTH 246](#) Modern Art [Europe and America]: 1890-1945 (1)
- [ARTH 247](#) 18th- and 19th-Century Art History (1)
- [ARTH 259](#) Western Medieval Art and Architecture (1)
- [CLHI 250](#) Introduction to Comparative Literature and the History of Ideas (1)
- [PHIL 254](#) 20th-Century Europe (1)
- [MUSC 445](#) Topics in Music History (1) *topic dependent*
- [PHIL 238](#) Existentialism (1)
- [POLI 370W](#) Europe and the International System (1)
- [SOC 384](#) Transnational Feminism (1)
- [SOC 387](#) Pan-African Revolutions and Black Liberation (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](#) Readings in French Literature (1)

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

- [FREN 336](#) France and the Other (1) OR
- [FREN 337](#) French and Francophone Studies II (1) OR
- [FREN 430](#) 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

- 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
- 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
- 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,

## 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 199 Topics in French & Francophone Studies (.25-1)**

A semester-long study of topics in French & Francophone Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **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 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: Arts & Humanities; World Engagement: CV
- Offering: Spring

- **Instructor:** DeLeonibus, Fofana, Staff

### **FREN 275 African Cinema (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:** Arts & Humanities; World Engagement: CV
- **Offering:** Annually
- **Instructor:** Fofana

### **FREN 285W Gender and Sexuality in African Literature and Cinema (1)**

This course surveys the literature and films produced by African men and women describing, examining, or challenging power structures and dominant discourses that characterize gender roles and representation. The questions the course will seek to address are among others: How do African feminists deal with issues of female subjecthood and agency in local contexts where culture, politics, social institutions and language are established within dominant male narratives? How to begin to understand gender dynamics and sexuality in particular African works? How do African feminist discourses negotiate the constraints and structures of feminist internationalism while maintaining a specific African inflection? Taught in English.

- **General Education Requirement Fulfillment:** Writing-centered; Arts & Humanities; World Engagement: CV
- **Offering:** Alternate years
- **Instructor:** Fofana

### **FREN 299 Topics in French & Francophone Studies (.25-1)**

A semester-long study of topics in French & Francophone Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- **General Education Requirement Fulfillment:** Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- **Professor:** 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; Arts & Humanities
- **Prerequisite:** [FREN 232](#)
- **Offering:** Fall
- **Instructor:** DeLeonibus

### **FREN 336 France and the Other (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:** Arts & Humanities; World Engagement: CV
- **Prerequisite:** [FREN 232](#)
- **Offering:** Alternate years
- **Instructor:** DeLeonibus

### **FREN 337 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: Arts & Humanities

- **Prerequisite:** [FREN 232](#)
- **Offering:** Spring
- **Instructor:** DeLeonibus/Fofana

### **FREN 340 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:** Arts & Humanities; World Engagement: CV
- **Prerequisite:** [FREN 331W](#) or consent of instructor
- **Offering:** Annually
- **Instructor:** Staff

### **FREN 341 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 LINK TO AEsthetic implications of the transposition of oral techniques and structural features into the medium of the written/printed word. Conducted in English.

- **General Education Requirement Fulfillment:** Arts & Humanities; World Engagement: CV
- **Offering:** Alternate Years
- **Instructor:** Fofana

### **FREN 399 Topics in French & Francophone Studies (.25-1)**

A semester-long study of topics in French & Francophone Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **FREN 429 Topics in French & Francophone Studies (.25-1)**

A semester-long study of topics in French & Francophone Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **FREN 430 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: Arts & Humanities
- **Prerequisite:** [FREN 331W](#) or consent of instructor
- **Offering:** Alternate falls
- Instructor: Staff

### **FREN 432 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:** Arts & Humanities; World Engagement: CV
- **Offering:** Alternate years
- Instructor: Staff

### **FREN 439 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-classicalism; 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: Arts & Humanities
- **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.

- General Education Requirement Fulfillment: Arts & Humanities
- **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.

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities
- **Prerequisite:** Senior standing
- Offering: Spring
- **Instructor:** DeLeonibus, Fofana

## **German & Russian Studies**

The Department of German and Russian Studies offers courses in language and literature. By following a carefully designed program, German and Russian Studies 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 Studies and students are sometimes able to complete a Russian Studies 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](#) Introduction to German Literature (1)
- [GERM 431](#) Changing German Realities Since the Congress of Vienna (1)
- [GERM 432](#) 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](#) Introduction to German Literature (1)
- One additional German credit at the 400 level (1)

### Requirements for the Russian Studies Minor (5 Credits)

- [RUSS 132](#) Elementary Russian II (1)

Four (4) additional RUSS courses, at least two (2) of which are at the 300-level or above Students can take one of the following courses to replace a RUSS elective:

- [PHIL 372](#) History of Modern Russia (1)
- [PHIL 440W](#) History of Modern Socialism (1)
- [ECON 375](#) Topics in Economic Inquiry: From Plan to Market: The Evolution of the Russian Economy from Stalin to Putin (1) (topic dependent)

### 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 Major/Minor and Russian Studies Minor

- 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]
- 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).
- 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
- [Aili Zheng](#), Associate Professor of German; Chair of German and Russian Department

## Part-Time and Visiting Faculty

- [Sara Orr](#)

## Language Tutor

- [Julia Drossler](#), German Language Tutor

## Course Listings

### GERM 131 Elementary German I (1)

Elementary German I is designed for students with no or very little knowledge of the German language. This course provides students with an appropriate foundation for communicating in various situations: students will learn to speak, comprehend and write German at the elementary level while exploring general themes (family and friends, daily activities, personal interests, travel) and specific topics, such as pop culture and the German cultural scene in the European context.

- Offering: Fall
- Instructor: Zheng

### GERM 132 Elementary German II (1)

Elementary German II is a continuation of the development of basic German language skills, with an increased range of communicative competence in spoken and written German: students will learn to speak, comprehend and write German while exploring additional topics such as university



studies, entertainment and the media.

- Offering: Spring
- Instructor: Zheng

### **GERM 199 Topics in German (.25-1)**

A semester-long study of topics in German. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **GERM 231 Intermediate German I (1)**

This course is designed to further students' progress in reading, listening, speaking and writing skills, as well as in communicative strategies. It combines an effective review of German grammar with critical discussions of selected literary and cultural texts, as well as German films. The thematic structure gives the students an opportunity to develop an understanding of contemporary German-speaking countries.

- **Prerequisite:** [GERM 132](#)
- Offering: Fall
- Instructor: Zheng

### **GERM 232 Intermediate German II (1)**

In this course students will consolidate their German language skills and communicative strategies. German grammar will be reviewed as needed and enhanced for fluency. Topics of discussion will engage current issues in culture and politics, so that students will acquire an effective background for tracking German developments in the evolving structures of the European Union.

- **Prerequisite:** [GERM 231](#)
- Offering: Spring
- Instructor: Zheng

### **GERM 241 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: Arts & Humanities; World Engagement: CV
- **Offering:** Alternate Fall semesters
- Instructor: Zheng

### **GERM 299 Topics in German (.25-1)**

A semester-long study of topics in German. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **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.

- **General Education Requirement Fulfillment:** Writing-centered; Arts & Humanities; World Engagement: CV
- **Prerequisite:** [GERM 232](#)
- Offering: Fall
- Instructor: Zheng

### **GERM 333 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:** Arts & Humanities, Social Sciences; World Engagement: CV
- **Prerequisite:** [GERM 331W](#)
- Offering: Spring
- Instructor: Zheng

### **GERM 340 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:** Arts & Humanities; World Engagement: CV
- **Prerequisite:** [GERM 331W](#)
- **Offering:** Fall Semester
- Instructor: Zheng

### **GERM 399 Topics in German (.25-1)**

A semester-long study of topics in German. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **GERM 429 Topics in German (.25-1)**

A semester-long study of topics in German. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **GERM 431 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.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- **Prerequisite:** [GERM 340](#)
- **Offering:** Alternate years
- Instructor: Zheng

### **GERM 432 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:** Arts & Humanities; World Engagement: CV
- **Prerequisite:** [GERM 340](#)
- **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.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- **Prerequisite:** [GERM 340](#)
- **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.

- General Education Requirement Fulfillment: Arts & Humanities
- **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; Arts & Humanities
- **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.

- General Education Requirement Fulfillment: Arts & Humanities
- 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: Bishop

### **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: Bishop

### **RUSS 199 Topics in Russian Studies (.25-1)**

A semester-long study of topics in Russian Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **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](#)
- Offering: Annually
- Instructor: Staff

### **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](#)
- Offering: Annually
- Instructor: Staff

### **RUSS 233W 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; Arts & Humanities; World Engagement: CV
- **Offering:** Alternate years in springs
- Instructor: Staff

### **RUSS 235 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: Arts & Humanities; World Engagement: CV
- **Offering:** Alternate falls
- Instructor: Bishop

### **RUSS 242W 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; Arts & Humanities; World Engagement: CV
- **Offering:** Alternate falls
- Instructor: Bishop

### **RUSS 245W 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; Arts & Humanities; World Engagement: CV
- **Offering:** Alternate years
- Instructor: Bishop

### **RUSS 250W 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:** Writing-centered; Arts & Humanities; World Engagement: CV
- **Offering:** Alternate fall semesters

- Instructor: Bishop

### **RUSS 299 Topics in Russian Studies (.25-1)**

A semester-long study of topics in Russian Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **RUSS 320W 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; Arts & Humanities; World Engagement: CV
- **Offering:** Alternate years in fall
- Instructor: Staff

### **RUSS 325 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: Arts & Humanities; World Engagement: CV
- **Offering:** Alternate years in spring
- Instructor: Staff

### **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.

- General Education Requirement Fulfillment: Arts & Humanities
- **Prerequisite:** [RUSS 232](#)
- Offering: Fall
- Instructor: Bishop

### **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.

- **General Education Requirement Fulfillment:** Arts & Humanities; World Engagement: CV, NEL [231](#) or higher
- **Prerequisite:** [RUSS 330](#) 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.

- **General Education Requirement Fulfillment:** Arts & Humanities; World Engagement: CV, NEL 231 or higher
- **Prerequisite:** [RUSS 330](#)
- Offering: Annually
- Instructor: Bishop

### **RUSS 399 Topics in Russian Studies (.25-1)**

A semester-long study of topics in Russian Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **RUSS 429 Topics in Russian Studies (.25-1)**

A semester-long study of topics in Russian Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **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; Arts & Humanities; World Engagement (NEL 231 or higher)
- **Prerequisite:** [RUSS 330](#)
- Offering: Annually



- Instructor: Bishop

## **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

IDS 322 The Idea of Europe can count toward the major

#### **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:

- [PHIL 221W](#) History Workshop
- [PHIL 444W](#) Seminar in Historiography and Philosophy of History
- [PHIL 453W](#) History in the Archives\*\*

### Senior Capstone Experience (1)

- [PHIL 453W](#) History in the Archives\*\*
- [PHIL 499W](#) Senior Tutorial
- [HUM 497W](#) Humanities Senior Seminar†
- \*\*Note: [PHIL 453W](#) may count as the capstone experience only when it is taken during the senior year and when the student has already completed [PHIL 221W](#) or [PHIL 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.
- [IDS 322](#) The Idea of Europe can count toward the minor

### Indicators of Achievement

#### Student Learning Outcomes for the History Major

- A working knowledge of several different historical eras and locales
- The ability to make interpretive sense out of a large body of historical data
- The ability to articulate a clear and original historical interpretation in both written and oral form

- The ability to identify multiple positions within a historiographical debate and assess the strengths and weaknesses of those positions
- The ability to usefully apply their historical understanding to themselves and the time in which they live

## Faculty

- [William T. Smaldone](#), E. J. Whipple Professor of History; Department Chair
- [Sammy Basu](#), Professor of History, Humanities, and Public Health
- [Wendy Petersen Boring](#), Associate Professor of History; Sabbatical 2020 - 2021 academic year
- [Robert Chenault](#), Associate Professor of History and Classics
- [Seth Cotlar](#), Professor of History
- [Ellen Eisenberg](#), Dwight & Margaret Lear Professor of American History
- [Cecily McCaffrey](#), Associate Professor of History
- [Saghar Sadeghian](#), Assistant Professor of History

## Part-Time and Visiting Faculty

- [Leslie Dunlap](#),
- [Jennifer Jopp](#),

## Course Listings

### PHIL 113 Topics in United States History: Early Period (1)

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

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- Offering: Fall
- **Instructor:** Jopp, Cotlar

### PHIL 114 Topics in United States History: Later Period (1)

Development of the modern American state and the impact of major issues on American society and culture from Reconstruction to the present.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- Offering: Spring
- **Instructor:** Eisenberg

### PHIL 116 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: Arts & Humanities, Social Sciences
- Offering: Spring
- Instructor: Smaldone

### **PHIL 118 East Asian Civilization Since 1800 (1)**

An introduction to the histories of China, Korea and Japan from the early 19th century to the present. This course will examine the experience of East Asian civilizations in their encounters with the West and the problems of modernization which followed. Despite their geographic proximity, China, Korea and Japan followed different patterns during much of their history and this course will seek to examine those patterns, with an explicitly comparative approach, in the intellectual, socioeconomic and institutional realms. Readings emphasize literature and historical documents in translation.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- **Offering:** Alternate years
- Instructor: McCaffrey

### **PHIL 131W 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:** Writing-centered; Arts & Humanities, Social Sciences; World Engagement: CV (topic dependent for WE requirement)

- **Prerequisite:** Freshmen and Sophomores only. May be repeated for credit one time if the topic is different.
- Offering: Spring
- Instructor: Staff

### **PHIL 171 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: Arts & Humanities, Social Sciences
- Offering: Annually
- Instructor: Sadeghian

### **PHIL 199 Topics in History (.25-1)**

A semester-long study of topics in History. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **PHIL 202 Public History Practicum: History in the News (.5)**

This course involves students in the practice of public history. Students will plan three public history panels for the popular “History in the News” Series at the Willamette Heritage Center, which puts the news in historical and local perspective. Students select a topic of immediate interest and newsworthiness, identify and invite experts to a panel discussion, research scholarship on the subject, publicize the event, and write questions for the panel (moderated by Professor Dunlap and broadcast on WKMUZ). Previous panels have considered renaming historical monuments and Native mascots, the #MeToo movement, and reaction to the 2016 Presidential election.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- **Offering:** Every semester
- Instructor: Dunlap

### **PHIL 215 History of the Present (.5)**

This course will teach students how to identify and analyze reliable historical sources that can help make them make sense of this particularly turbulent moment in political and social history. Every week we will seek to more deeply understand a topic that has risen to prominence in our national conversation by reading historical evidence and contemporary works of history that help us put current events in an appropriate historical context.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- **Offering:** Every semester
- Instructor: Cotlar

### **PHIL 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; Arts & Humanities, Social Sciences
- **Prerequisite:** One PHIL course or consent; no seniors
- Offering: Annually
- Instructor: Staff

### **PHIL 231 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: Arts & Humanities
- **Offering:** Alternate years
- Instructor: Chenault

### **PHIL 233 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: Arts & Humanities, Social Sciences
- **Offering:** Alternate years
- Instructor: McCaffrey

### **PHIL 235 The First Empires: History of the Ancient Near East from 6000 to 600 BCE (1)**

Covers ancient Near Eastern civilization from the Sumerian Ubaid culture ca. 6000 to the fall of the Neo-Assyrian empire ca. 600 BCE, encompassing Mesopotamia, Syria, and Anatolia. We look at how the progressive discovery of the various civilizations of the ancient Near East through archeological excavation starting in the 1800s changed western scholars' understanding of the past, and we examine critically the modern reception of the ancient Near East. Special attention is paid to the indigenous senses of history, both in scribal culture and in action, using, e.g., annals, dynastic lists, city laments, year names, monumental and artifact inscriptions (both genuine and ancient fakes), autobiographies (genuine and fake), treaties, diplomatic correspondence, stone reliefs and other monumental art and architecture.

- **General Education Requirement Fulfillment:** Arts & Humanities, Social Sciences; World Engagement: CV
- **Offering:** Alternate years
- Instructor: Bachvarova

### **PHIL 237 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:** Arts & Humanities, Social Sciences; World Engagement: CV
- **Offering:** Alternate years
- Instructor: Sadeghian

### **PHIL 240 Ancient to Early-Medieval European Ideas (1)**

This lecture course surveys Ancient to Early-Medieval European Intellectual Thought by focusing on four major figures each of whom advances a distinctive way of being in the world: Plato, Aristotle, Epicurus, and Augustine—seek, balance, retreat, and love, respectively. These figures and forms of life will be understood in relation to their immediate and unfolding aesthetic, cultural, social and political historical contexts, as well as in terms of their subsequent influences and contemporary relevance.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- **Offering:** Alternate years
- Instructor: Basu

### **PHIL 241 Late-Medieval to Renaissance European Ideas (1)**

This lecture course surveys Late-Medieval to Renaissance European Intellectual Thought by focusing on four major figures each of whom advances a distinctive way of being in the world: Aquinas, Machiavelli, More and Montaigne—obey, force, share, and essay, respectively. These figures and forms of life will be understood in relation to their immediate and unfolding aesthetic, cultural, social and political historical contexts, as well as in terms of their subsequent influences and contemporary relevance.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- **Offering:** Alternate years
- Instructor: Basu

### **PHIL 242 Early-Modern to Modern European Ideas (1)**

This lecture course surveys Early-Modern to Modern European Intellectual Thought by focusing on four major figures each of whom advances a distinctive way of being in the world: Hobbes, Locke, Rousseau, and Hume—fear, appropriate, feel and doubt, respectively. These figures and forms of life will be understood in relation to their immediate and unfolding aesthetic, cultural, social and political historical contexts, as well as in terms of their subsequent influences and contemporary relevance.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- **Offering:** Alternate years
- Instructor: Basu

### **PHIL 251 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, its 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: Arts & Humanities
- Offering: Spring
- Instructor: Chenault

### **PHIL 254 20th-Century Europe (1)**

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

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- Offering: Spring
- Instructor: Smaldone

### **PHIL 255 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:** Arts & Humanities, Social Sciences
- Offering: Spring
- Instructor: Smaldone

### **PHIL 256 Colonial Latin America (1)**

A study of the history of Latin America from the pre-colonial period to independence. Emphasis will be placed on the development of Latin America's economy, culture and political life.

Special attention will be given to the encounter between the Spanish conquistadors and indigenous peoples, as well as to the background of the movements for independence.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- **Offering:** Alternate years in fall
- Instructor: Jopp

### **PHIL 258 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: Arts & Humanities, Social Sciences
- Offering: Spring
- Instructor: Smaldone

### **PHIL 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."

- **General Education Requirement Fulfillment:** Arts & Humanities, Social Sciences; World Engagement: PDE
- **Offering:** Alternate years
- Instructor: Eisenberg

### **PHIL 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.

- **General Education Requirement Fulfillment:** Arts & Humanities, Social Sciences; World Engagement: PDE
- Offering: Spring
- Instructor: Dunlap

### **PHIL 265 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: Arts & Humanities, Social Sciences
- **Offering:** Alternate years

- Instructor: McCaffrey

### **PHIL 270 Cinema in the Middle East (1)**

This course briefly reviews the arrival of cinematography to Middle Eastern countries such as Iran, the Ottoman Empire, and Egypt. Students will study the impact of Western films on Middle Eastern societies, the socio-political role of the film industry in Middle Eastern countries, and how films portray, interpret, and, at times, impact historical events such as revolutions and wars. Students will watch films, and read theoretical and historical texts for this course.

- **General Education Requirement Fulfillment:** Arts & Humanities, Social Sciences; World Engagement: CV
- **Offering:** Alternate years
- Instructor: Sadeghian

### **PHIL 282 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: Arts & Humanities, Social Sciences
- **Offering:** Alternate springs
- Instructor: McCaffrey

### **PHIL 299 Topics in History (.25-1)**

A semester-long study of topics in History. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **PHIL 305W Late-Modern European Ideas (1)**

This seminar course surveys Late-Modern European Intellectual Thought, reconciling the French Revolutionary legacy of 'liberty, equality, fraternity,' by focusing on five major figures each of whom advances a distinctive way of being in the world: Kant, Wollstonecraft, Hegel, Marx, and Nietzsche—dignify, resist, synthesize, struggle and laugh, respectively. These figures and forms of life will be discussed in relation to their immediate unfolding aesthetic, cultural, social and political contexts, as well as in terms of their subsequent influences and contemporary relevance: cosmopolitanism, feminism, communitarianism, socialism and post-modernism, respectively.

- **General Education Requirement Fulfillment:** Writing-centered; Arts & Humanities, Social Sciences
- **Prerequisite:** Sophomore standing or above
- **Offering:** Alternate years
- Instructor: Basu

### **PHIL 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.

- **General Education Requirement Fulfillment:** Arts & Humanities, Social Sciences; World Engagement: PDE
- Offering: Spring
- Instructor: Staff

### **PHIL 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.

- **General Education Requirement Fulfillment:** Arts & Humanities, Social Sciences; World Engagement: PDE, Service Learning
- **Offering:** Alternate Years
- Instructor: Eisenberg

### **PHIL 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.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- Offering: Spring
- Instructor: Jopp

### **PHIL 315 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:** Arts & Humanities, Social Sciences; World Engagement: CV

- **Offering:** Alternate falls
- **Instructor:** Petersen Boring

### **PHIL 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.

- **General Education Requirement Fulfillment:** Arts & Humanities, Social Sciences; World Engagement: CV
- **Offering:** Fall
- **Instructor:** Petersen Boring

### **PHIL 331 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:** Arts & Humanities, Social Sciences
- **Offering:** Alternate years
- **Instructor:** McCaffrey

### **PHIL 333 Oil Empires (1)**

This course explores the history of oil discovery and its impact on the Middle East from the early 1900s to present, including a general review of the mapping of the Middle East and the role of oil in the decisions on creating or dealing with each country since the British and French Mandate. The course employs an array of primary and secondary sources to help students analyze the cases from different angles.

The main themes and problems that this course engages are the role of oil in the economy, politics, culture, and foreign affairs of the Middle Eastern countries and the conflict related to oil. Examples include imperialism, global economy, wars, and western engagement with the oil empires.

- **General Education Requirement Fulfillment:** Arts & Humanities, Social Sciences
- **Offering:** Alternate years
- **Instructor:** Sadeghian

### **PHIL 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.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- **Prerequisite:** One History course
- Offering: On demand
- Instructor: Staff

### **PHIL 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.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- **Prerequisite:** One History course
- Offering: On demand
- Instructor: Staff

### **PHIL 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.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- Offering: On demand
- Instructor: Staff

### **PHIL 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 Fulfillment:** Writing-centered; Arts & Humanities, Social Sciences
- **Offering:** Alternate years
- Instructor: McCaffrey

### **PHIL 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.

- General Education Requirement Fulfillment: Arts & Humanities
- **Prerequisite:** One History course
- Offering: On demand
- Instructor: Chenault

### **PHIL 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.

- **General Education Requirement Fulfillment:** Arts & Humanities, Social Sciences; World Engagement: PDE
- Offering: On Demand
- Instructor: Cotlar

### **PHIL 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.

- **General Education Requirement Fulfillment:** Arts & Humanities, Social Sciences; World Engagement: PDE
- Offering: Spring
- Instructor: Eisenberg

### **PHIL 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.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- **Offering:** Alternate Years
- Instructor: Cotlar

### **PHIL 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?

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- **Offering:** Alternate Years
- Instructor: Jopp

### **PHIL 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.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- Offering: Spring
- Instructor: Smaldone

### **PHIL 374 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, Mechtild 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:** Arts & Humanities, Social Sciences; World Engagement: CV
- **Offering:** Alternate years
- **Instructor:** Petersen Boring

### **PHIL 375 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:** Arts & Humanities, Social Sciences; World Engagement: CV
- **Offering:** Alternate years
- **Instructor:** Petersen Boring

### **PHIL 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.

- **General Education Requirement Fulfillment:** Arts & Humanities, Social Sciences; World Engagement: PDE
- Offering: On demand
- Instructor: Staff

### **PHIL 381 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: Arts & Humanities, Social Sciences
- **Offering:** Alternate years in fall
- Instructor: Staff

### **PHIL 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.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- **Offering:** Alternate years
- Instructor: McCaffrey

### **PHIL 388W Democracy and Nazism (1)**

Why does democracy fail? How does authoritarianism arise? This seminar course explores several competing explanations for the failure of the Weimar Republic (1919-1933) and for the consolidation of the Nazi Third Reich (1933-1945). To do so, it considers evidence in salient primary source texts, film, art and imagery (all in translation), and engages with relevant secondary scholarship. Ultimately, in exploring the particular historical record, this course seeks insights into the constitutive elements of democracy in general at the political institutional, socio-cultural, and personal cognitive levels, and lessons about what makes democracy alternately vigorous or vulnerable. Students will lead discussion, take exams, and write a research term paper.

- **General Education Requirement Fulfillment:** Writing-centered; Arts & Humanities, Social Sciences
- **Prerequisites:** Sophomore standing or above
- **Offering:** Alternate years
- Instructor: Basu

### **PHIL 390W 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; Arts & Humanities, Social Sciences
- Offering: Spring
- Instructor: Smaldone

### **PHIL 391 Germany Since 1945 (1)**



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

- **General Education Requirement Fulfillment:** Writing-centered; Arts & Humanities, Social Sciences
- Offering: Spring
- Instructor: Smaldone

### **PHIL 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.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- **Offering:** Every semester
- Instructor: Jopp

### **PHIL 399 Topics in History (.25-1)**

A semester-long study of topics in History. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **PHIL 429 Topics in History (.25-1)**

A semester-long study of topics in History. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **PHIL 440W History of Modern Socialism (1)**

This course surveys the history of the European socialist movement from the eighteenth-century to the present, examines the ideas of the utopian socialists, the development of Marxism, and the relationship of Marxism to other schools of socialist and radical leftist thought. The course studies the development of socialist ideas and the socialist movement in the context of the process of industrialization and social change that has transformed society in the last two centuries. While the emphasis of the course is on European socialist history, time will also be devoted to the prospects for socialism in the new century.

- **General Education Requirement Fulfillment:** Writing-centered; Arts & Humanities, Social Sciences; World Engagement: PDE
- **Offering:** Alternate years
- Instructor: Smaldone

### **PHIL 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.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- **Prerequisite:** One History course
- Offering: On demand
- Instructor: Staff

### **PHIL 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; Arts & Humanities, Social Sciences
- Offering: Spring
- Instructor: Staff

### **PHIL 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.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- **Prerequisite:** Two courses in American history
- Offering: On demand
- Instructor: Staff

### **PHIL 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; Arts & Humanities, Social Sciences
- **Prerequisite:** Closed to first-year students.

- Offering: On Demand
- Instructor: Staff

### **PHIL 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; Arts & Humanities, Social Sciences
- **Prerequisite:** One history course
- Offering: Spring
- Instructor: Eisenberg

### **PHIL 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.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- Offering: Spring
- Instructor: Staff

### **PHIL 492 Independent Study in European History (0.5-1)**

Directed reading and/or research in some aspect of European history for advanced students. Open only to juniors and seniors who have completed 2 credits in European history.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- **Prerequisite:** 2 credits in European history and junior or senior standing
- Offering: On Demand
- Instructor: Staff

### **PHIL 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; Arts & Humanities, Social Sciences

- **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](#) Introduction to South Asian Art History (1)
- [ARTH 113](#) Introduction to Chinese Art History (1)
- [ARTH 114](#) Introduction to Japanese Art History (1)
- ARTH 115 Introduction to Ancient and Medieval Art History (1)
- [ARTH 116](#) Introduction to Renaissance and Early Modern Art (1)
- [ARTH 117](#) Introduction to Modern and Contemporary Art (1)
- [CLAS 171](#) Love and War, Gods and Heroes: Greek and Roman Epic Poetry (1)
- [CLAS 244W](#) The Greek and Roman Stage (1)
- [CLHI 250](#) Introduction to Comparative Literature and the History of Ideas (1)
- [CINE 110](#) Introduction to Cinema Studies (1)
- ENG 116W Topics in American Literature
- ENG 117W Topics in British Literature (1)
- ENG 118W Topics in World Literature (1)
- [ENG 371](#) Regional Literature (1)
- [PHIL 113](#) Topics in United States History: Early Period (1)
- [PHIL 114](#) Topics in United States History: Later Period (1)
- PHIL 115 Western Civilization to 1650 (1)
- [PHIL 116](#) Western Civilization since 1650 (1)
- [PHIL 118](#) East Asian Civilization Since 1800 (1)
- [PHIL 240](#) Ancient to Early-Medieval European Ideas (1)

- [IDS 322](#) The Idea of Europe (1)
- [MUSC 210](#) Music in America (1)
- [MUSC 212](#) Jazz, America and Beyond (1)
- [MUSC 242](#) Music History I
- [MUSC 343](#) Music History II
- [PHIL 110](#) Philosophical Problems (1)
- [PHIL 111W](#) Philosophical Problems (1)
- [PHIL 112](#) Philosophy and Religion (1)
- [PHIL 151](#) Historical Introduction to Western Philosophy (1)
- [POLI 203](#) Themes in Political Theory (1)
- [POLI 212](#) History of Western Political Philosophy (1)
- [REL 115](#) Introduction to the Study of Religion (1)
- REL 116 Introduction to Major Religious Texts (1)
- [RHET 231](#) Classical Rhetoric (1)
- [THTR 110](#) Introduction to Theatre: The Act of Creativity (1)
- [THTR 217W](#) Performance Historiography (1)
- [THTR 219W](#) Theatre Literature and History: 1850-present (1)
- [THTR 318W](#) 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](#) Art Literature and Criticism\* (1)
- [ARTH 362W](#) Theories and Methodologies of Art History\* (1)
- ENGL 119 The Forms of Literature: The Art of Reading, Poetry, Drama, and Fiction
- [ENGL 202](#) Literary and Critical Theories (1)
- [ENGL 355](#) Feminist Film Criticism\* (1)
- [ENGL 458W](#) Advanced Studies in Literary Theory (1)
- [PHIL 221W](#) History Workshop (1)
- [PHIL 444W](#) Seminar in Historiography and Philosophy of History (1)
- [PHIL 453W](#) History in the Archives (1)
- [PHIL 242](#) What is Art? (1)
- [PHIL 335](#) History, Sexuality, Power (1)
- [PHIL 370W](#) Philosophy of Language (1)
- POLI 303 Topics in Political Theory (1)
- POLI 305W Modern and Contemporary Political Theory (1)
- [POLI 328W](#) Political Metaphors (1)
- RHET 335W Burke and Film: Equipment for Living\* (1)
- [RHET 341W](#) Narrative Theory\* (1)
- [RHET 362W](#) 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](#) Contemporary Art: 1970-present (1)
- [ARTH 246](#) Modern Art [Europe and America]: 1890-1945 (1)
- [ARTH 247](#) 18th- and 19th-Century Art History (1)
- [CCM 201](#) Arguing about the Right Thing to Do (1)
- [CCM 245](#) Civic Media (1)
- [CCM 260W](#) Media and the Environment (1)
- [CCM 261](#) Persuasion and Mass Media (1)
- [CCM 345](#) Latina/o/x Communication Studies (1)
- [PHIL 259](#) American Jewish History (1)
- [PHIL 153](#) Self and Other (1)
- [REL 214](#) Religion in America (1)
- RHET 125 Creating Visual Rhetoric (1)
- [RHET 242](#) Rhetoric and Leadership (1)
- [RHET 271](#) Telling the Internment Story (1) 300-Level and Higher Courses:
- [ARTH 339W](#) Post-War Art: 1945-1970 (1)
- [ARTH 376W](#) History of Photography (1)
- [CHNSE 258](#) Gender and Mass Communication in Asia (1)
- [PHIL 315](#) Western Civilization and Sustainability: Beginnings to 1600 (1)
- PHIL 393 Oral History: Theory, Methods, Practice (1)
- IDS 327W The American Story and the Legacy of Vietnam (1)
- [PHIL 330W](#) Theories of Justice (1)
- POLI 316 The Politics of International Justice (1)
- [POLI 328W](#) Political Metaphors (1)
- POLI 384 Transnational Feminist Politics (1)

- [POLI 314](#) Politics and Religion in the United States (1)
- [POLI 383](#) Dissent in 20th-Century American Political Thought (1)
- [REL 323](#) The Bible and American Culture (1)
- [REL 334](#) Liberation Theology and Social Change (1)
- RHET 361 Visual Rhetoric: Memory and Memorials (1)
- [RHET 362W](#) 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](#) 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](#) 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](#) Earth's Climate: Past, Present, and Future (1) Choose three or four from the following:
- [ANTH 351](#) Indigenous Peoples, Human Rights, and the Environment (1)
- [CCM 260W](#) Media and the Environment (1)
- [ECON 445](#) Environmental Economics (1)
- [ENGL 371](#) Regional Literature (1)
- [ENGL 441](#) Tradition and Influence in Literature: Poetry of the Pacific
- [ENVS 304W](#) Politics of Environmental Ethics (1)
- [ENVS 326](#) Environmental History (1)
- [ENVS 321](#) Environmental Policymaking: Policy and Process (1)
- [ENVS 334](#) Political Ecology (1)
- [PHIL 131](#) Historical Inquiry (Topic: The Rise of Capitalism) (1)
- [PHIL 255](#) Cities and the Making of Modern Europe: 1750 to Present (1)
- [PHIL 315](#) Western Civilization and Sustainability: Beginnings to 1600 (1)
- [PHIL 331](#) Asian Environmental History (1)
- [IDS 208](#) Sustainability and Design (1)
- [IDS 214](#) Food Justice Practicum (1)
- IDS 311 Perspectives in Sustainable Agriculture (1)
- [IDS 334](#) Field Studies: Environmental Studies and Sustainability in Japan (1)
- [PSYC 370A](#) Topics in Psychology (Psychology for Sustainability) (1)
- [SOC 131](#) 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](#) Introduction to Cinema Study (1)
- [RHET 125](#) Creating Visual Rhetoric (1) Choose three or four from the following:
- [ANTH 303](#) Museum Studies Seminar (1)
- [ANTH 335](#) Visual Anthropology (1)
- [ARCH 237](#) Introduction to Global Archaeology (1)
- [ARTH 202W](#) Introduction to Art Museum Studies (1)
- [ARTH 225W](#) Monographic Studies in Art History (1)
- [ARTH 243](#) Contemporary Art: 1970-present (1)
- [ARTH 246](#) Modern Art [Europe and America]: 1890-1945 (1)



- [ARTH 247](#) 18th- and 19th-Century Art History (1)
- [ARTH 259](#) Western Medieval Art and Architecture (1)
- [ARTH 263](#) Baroque and Neoclassical Visual Culture (1)
- [ARTH 267](#) Renaissance Visual Culture (1)
- [ARTH 270](#) Roman Art and Architecture (1)
- [ARTH 271](#) Greek Art and Architecture (1)
- [ARTH 275W](#) Art, Literature, and Criticism (1)
- [ARTH 339W](#) Post-War Art: 1945-1970 (1)
- [ARTH 345W](#) Advanced Topics in Art History (1)
- [ARTH 376W](#) History of Photography (1)
- [IDS 327W](#) The American Story and the Legacy of Vietnam (1)
- [LAS 380](#) Latin American Cinema (1)
- [PHIL 242](#) What is Art? (1)
- [RHET 271](#) Telling the Internment Story (1)
- RHET 319W Filming Conflict and Identity (1)
- RHET 335W Burke and Film: Equipment for Living (1)
- RHET 341W Narrative Theory (1)
- RHET 361 Visual Rhetoric: Memory and Memorials (1)
- SPAN 261 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 371) 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](#) Native North American Cultures (1)
- [ENGL 371](#) Regional Literature (Topic: Northwest) (1)
- [PHIL 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](#) 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 441W](#) Tradition and Influence in Literature (1)
- [PHIL 369](#) History of the Pacific Northwest (1)

- [PHIL 453W](#) History in the Archives (1)
- [IDS 396](#) Chemawa Indian School Partnership Program Internship (.5-1)
- [RHET 271](#) 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)
- [PHIL 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 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; Arts & Humanities
- **Prerequisite:** First- and second-year students only
- Offering: On Demand
- Instructor: Staff

#### HUM 199 Topics in Humanities (.25-1)

A semester-long study of topics in Humanities. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

#### HUM 250 Independent Study in the Humanities I (.5-1)

Directed reading and/or research in the Humanities.

- General Education Requirement Fulfillment: Arts & Humanities
- Offering: On Demand
- Instructor: Staff

### **HUM 299 Topics in Humanities (.25-1)**

A semester-long study of topics in Humanities. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: 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.

- General Education Requirement Fulfillment: Arts & Humanities
- **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; Arts & Humanities
- **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.

- General Education Requirement Fulfillment: Arts & Humanities
- **Prerequisite:** No first-year students
- Offering: On Demand
- Instructor: Staff

### **HUM 399 Topics in Humanities (.25-1)**

A semester-long study of topics in Humanities. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **HUM 429 Topics in Humanities (.25-1)**

A semester-long study of topics in Humanities. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: 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.

- General Education Requirement Fulfillment: Arts & Humanities
- **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; Arts & Humanities
- **Prerequisite:** Senior standing
- **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](#) Scripting God: A Critical Introduction to the Bible
- [REL 215](#) How Christianity Began: The History and Literature of Early Christianity
- [REL 223](#) History and Literature of Early Judaism
- [REL 225](#) Forgotten Scriptures: Apocryphal Literature and the Origins of Christianity
- [REL 227](#) Paganism: The Religions of Greece and Rome
- [REL 322](#) In Search of the Historical Jesus
- [REL 335W](#) 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](#) Introduction to Islam
- [REL 214](#) Religion in America
- [REL 244](#) Introduction to Judaism
- [REL 250](#) Introduction to the Qur'an
- [REL 320](#) Religion and Science
- [REL 323](#) The Bible and American Culture
- [REL 333](#) Topics in Contemporary American Theology
- [REL 334](#) Liberation Theology and Social Change
- [REL 390](#) Independent Study (.5 or 1)

### **Area C - Asian and Comparative Studies**

- [REL 115](#) Introduction to the Study of Religion
- [REL 135](#) Religions of Asia
- [REL 233W](#) History and Culture Along the Silk Road
- [REL 239](#) Introduction to Chinese Religions
- [REL 262](#) Japanese Religions
- [REL 336](#) Topics of Women in World Religions
- [REL 348](#) Buddhism
- [REL 352](#) Shamanism
- [REL 354](#) Topics in Asian Religion
- [REL 356](#) 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](#) Rites of Passage in Chinese Societies
- [PHIL 131W](#) Historical Inquiry: The Crusades (*Note: only the topic on the Crusades counts*)
- [PHIL 259](#) American Jewish History
- [PHIL 235W](#) Philosophical Ethics
- [PHIL 325](#) Kierkegaard, Meaning and the Self
- [POLI 314](#) 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

- 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).

- 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).
- 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).
- 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).
- 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

- [Stephen Patterson](#), George H. Atkinson Professor of Religious and Ethical Studies
- [Xijuan Zhou](#), Associate Professor of Religious Studies
- [Dr. Karen L. Wood](#), University Chaplain

## Part-Time and Visiting Faculty

- [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 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: Arts & Humanities; World Engagement: CV
- Offering: Annually
- Instructor: Patterson

## **REL 115W Introduction to the Study of Religion (1)**

This course will explore a variety of approaches to the study of religion by investigating the key aspects of religions such as myth, sacred texts, beliefs, tradition, community, ethics, ritual and practices. The course will critically examine these approaches and key elements of religions through studying examples from several religious traditions.

- **General Education Requirement Fulfillment:** Writing-centered; Arts & Humanities; World Engagement: CV
- Offering: Annually
- Instructor: Staff

## **REL 135 Religions of Asia (1)**

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

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- Offering: Fall
- Instructor: Zhou

## **REL 150 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: Arts & Humanities; World Engagement: CV
- **Offering:** Every semester
- Instructor: Staff

## **REL 199 Topics in Religious Studies (.25-1)**

A semester-long study of topics in Religious Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

## **REL 214 Religion in America (1)**

Religion in North America from prehistory to the present, emphasizing the diverse traditions brought to these shores in continuing waves of immigration and the reshaping they received in the New World context. Popular and civil, as well as traditional institutional manifestations and new traditions made in America will be studied — all in creative interplay with other social, cultural and intellectual forces.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: PDE



- Offering: Fall
- Instructor: Staff

### **REL 215 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: Arts & Humanities; World Engagement: CV
- 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.

- General Education Requirement Fulfillment: Arts & Humanities
- **Offering:** Alternate springs
- Instructor: Patterson

### **REL 225 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: Arts & Humanities; World Engagement: CV
- **Offering:** Alternate Years
- Instructor: Patterson

### **REL 227 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: Arts & Humanities; World Engagement: CV
- **Offering:** Alternate Falls
- Instructor: Patterson

### **REL 231 Religion, Peace, and Violence: Introduction to Peace Studies (1)**

This course looks at nonviolent movements throughout the world, within Hinduism, Buddhism,

Christianity, Judaism, Islam, Rastafari, and Native American religions. The course examines how thinkers within these religious traditions have interpreted and re-interpreted texts that are at times taken to promote peace and at other times to promote violence. We look at the lives of founding religious figures such as the Buddha, Jesus, and Muhammad, as well as later interpreters and thinkers such as Martin Luther King Jr, Mahatma Gandhi, and Leymah Gbowee. We also examine religious justifications for and critiques of imperialism, colonialism, and terrorism.

- General Education Requirement Fulfillment: Arts & Humanities
- Offering: Annually
- Instructor: Almutawa

### **REL 233W 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:** Writing-centered, Arts & Humanities; World Engagement: CV
- **Offering:** Alternate years
- Instructor: Zhou

### **REL 239 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: Arts & Humanities; World Engagement: CV
- **Offering:** Alternate years in spring
- Instructor: Zhou

### **REL 244 Introduction to Judaism (1)**

A survey of Jewish texts, thought, practices and sancta. Attention will be given to the development of Judaism from the biblical period to the present.

- General Education Requirement Fulfillment: Arts & Humanities
- **Offering:** Alternate years in spring
- Instructor: Staff

### **REL 250 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:** Arts & Humanities; World Engagement: CV
- Offering: Annually
- Instructor: Staff

### **REL 256 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: Arts & Humanities; World Engagement: CV
- **Offering:** Alternate years
- Instructor: Zhou

### **REL 262 Japanese Religions (1)**

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

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- **Offering:** Alternate years in spring
- Instructor: Zhou

### **REL 299 Topics in Religious Studies (.25-1)**

A semester-long study of topics in Religious Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **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.

- General Education Requirement Fulfillment: Arts & Humanities
- **Offering:** Alternate years in fall
- Instructor: Staff

### **REL 322 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: Arts & Humanities
- **Offering:** Alternate years
- Instructor: Patterson

### **REL 323 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: Arts & Humanities; World Engagement: CV
- **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.

- General Education Requirement Fulfillment: Arts & Humanities
- **Offering:** Alternate years in fall
- Instructor: Staff

### **REL 334 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:** Arts & Humanities; World Engagement: CV, PDE
- **Offering:** Alternate years in spring
- Instructor: Staff

### **REL 335W 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; Arts & Humanities; World Engagement: CV

- **Offering:** Alternate years
- Instructor: Patterson

### **REL 336 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: Arts & Humanities
- **Offering:** Alternate years
- Instructor: Staff

### **REL 347 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: Arts & Humanities
- Offering: Annually
- Instructor: Staff

### **REL 348 Buddhism (1)**

This course is an introduction to the basic beliefs of Buddhism in East Asia. It will examine three main Buddhist traditions: Theravada, 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: Arts & Humanities
- **Offering:** Alternate years in spring
- Instructor: Zhou

### **REL 352 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: Arts & Humanities
- **Offering:** Alternate years
- Instructor: Zhou

### **REL 354 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: Arts & Humanities
- **Offering:** Alternate years

- Instructor: Zhou

### **REL 356 Taoism (1)**

An examination of classical Taoist philosophical texts such as Tao Te Ching and Chaung Tzu. The course focuses on the development of Taoist religious beliefs and rituals. The relationship between Tao, Ch'I, Chinese medicine and martial arts will be discussed.

- General Education Requirement Fulfillment: Arts & Humanities
- **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.

- General Education Requirement Fulfillment: Arts & Humanities
- **Offering:** Alternate years
- Instructor: Staff

### **REL 364W Islam and Resistance to Colonialism and Imperialism (1)**

What is colonialism? Why were Muslim-majority populations and lands colonized by the British, France, Dutch, and Portuguese? What impact has colonialism had on Muslim populations around the world? What is the relationship between colonialism and racism? This course examines the history and legacy of colonialism in Muslim-majority countries. Muslims resisted the violence, humiliation, and erasure that the colonizers inflicted on them using different methods. Some wrote poetry, others organized armed or non-violent armies. The widespread colonization of Muslim populations led Muslims to seek each other out and unite against the colonizers. As a result, the idea of a "Muslim world" emerged in the works of historians, activists, politicians, and theologians. Readings for this course include the works of Muslims who studied and resisted colonialism while the colonizers were in their lands and the works of those who reflected on colonialism after the withdrawal of colonizing forces.

- **General Education Requirement Fulfillment:** Writing-centered; Arts & Humanities; World Engagement: PDE
- **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.

- General Education Requirement Fulfillment: Arts & Humanities
- **Prerequisite:** Departmental approval
- Offering: On demand
- Instructor: Staff

### **REL 399 Topics in Religious Studies (.25-1)**

A semester-long study of topics in Religious Studies. Topics and emphases will vary according to

the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **REL 429 Topics in Religious Studies (.25-1)**

A semester-long study of topics in Religious Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: 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.

- General Education Requirement Fulfillment: Arts & Humanities
- **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; Arts & Humanities
- **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 Arts & Sciences 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

- Students demonstrate the ability to read, process and employ theory appropriately (as measured by rhetorical analysis rubric)
- Students can identify and critique the role of symbols in communication (as measured by rhetorical analysis rubric)
- 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)
- Students demonstrate the ability to consider ethical issues within disciplinary concerns (as measured by comprehensive exams in ethics)
- Students demonstrate the ability to make appropriate critical analysis choices based on the form of communication (as measured by rhetorical analysis rubric)
- Students present clear arguments in writing and speaking, including the ability to use sound mechanics in writing

## Faculty

- [Jeanne Clark](#), Professor of Cinema Studies and Rhetoric
- [Catherine A. Collins](#), Professor Emerita of Rhetoric

## Course Listings

### RHET 199 Topics in Rhetoric (.25-1)

A semester-long study of topics in Rhetoric. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### RHET 235W Propaganda: WWII & Cold War (.5)

Propaganda is a word that people often mistakenly associate with what “the other” does rather than what “we” do. This course will introduce theories relevant to the study of propaganda and examine strategies that propagandists employ in their efforts to direct the beliefs and attitudes of their audience. This course will focus on film and cartoon propaganda of WWII and the Cold War, but will not be limited to that era or those media. Students will be asked to consider the ethical implications of propaganda use. The course is writing centered and discussion based.

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities
- **Offering:** Alternating years



- Instructor: Clark

### **RHET 240W Propaganda: 21st Century (.5)**

Propaganda is a word that people often mistakenly associate with what “the other” does rather than what “we” do. This course will introduce theories relevant to the study of propaganda and examine strategies that propagandists employ in their efforts to direct the beliefs and attitudes of their audience. The course will consider some combination of North Korean propaganda, Islamophobia, “fake news,” Neo-Nazi discourse, political ads, and the anti-Vax campaign. Students will be asked to consider the ethical implications of propaganda use. The course is writing centered and discussion based.

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities
- **Offering:** Alternating years
- Instructor: Clark

### **RHET 242 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: Arts & Humanities
- **Offering:** Alternating years
- Instructor: Clark

### **RHET 271 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: Arts & Humanities; World Engagement: PDE
- Offering: Annually
- Instructor: Staff

### **RHET 299 Topics in Rhetoric (.25-1)**

A semester-long study of topics in Rhetoric. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent

- **Offering:** Occasionally
- Professor: Staff

### **RHET 309W Filming Identity: Israeli & Palestinian Documentary (.5)**

This course examines how national identity is structured and conflict is portrayed in documentary film depictions of the disputed homeland of Israel/Palestine. Through the lens of documentary theory the course will consider of the filmmakers problems of documentary, stereotyping, nontraditional narrative structure, and docu-animation within the context of the religious, social and political tensions in the region. Subject films will range from archival footage and independent documentaries to major feature films drawn primarily from the work of Israeli and Palestinian filmmakers including Ben Dov, Leman, Schoenfeld, Sontag, Gitai, Loushy, Mograbi, Mer Khamis, Yaqubi, Shomali & Cowan, Burnat & Daviidi, Masri and Miller. The precise viewing list may vary.

- **General Education Requirement Fulfillment:** Writing-centered; Arts & Humanities; World Engagement: PDE
- **Offering:** Alternate Years
- Instructor: Clark

### **RHET 310W Conflict & Identity: Israeli & Palestinian Feature Films (.5)**

This course examines how national identity is structured and conflict is portrayed in feature film depictions of the disputed homeland of Israel/Palestine. Through the lens of documentary theory (including Bal, Chatman, Fisher, and Genette) the course will consider how diverse Israeli and Palestinian filmmakers have portrayed the religious, social and political tensions in the region. War, wedding, and comedy films (including, among others, Waltz with Bashir, Lebanon, Cup Final, Wedding in Galilee, Rana's Wedding, Fill the Void, Divine Intervention, and the Time that Remains) enable an exploration of trauma and victimage, structural inequality, gender inequity, cultural erasure, and comedic resistance.

- **General Education Requirement Fulfillment:** Writing-centered; Arts & Humanities; World Engagement: PDE
- **Offering:** Alternate Years
- Instructor: Clark

### **RHET 362W 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; Arts & Humanities
- **Offering:** Alternate years
- Instructor: Clark

### **RHET 399 Topics in Rhetoric (.25-1)**

A semester-long study of topics in Rhetoric. Topics and emphases will vary according to the

instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **RHET 429 Topics in Rhetoric (.25-1)**

A semester-long study of topics in Rhetoric. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

## **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](#) Applied Quantitative Modeling and Analysis in Social Research (1) **or**
- SOC 341 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

- Students will develop their capacity to think sociologically, cultivating in them a “sociological imagination” with which to interpret the social world
- Students will develop their ability to recognize and apply multiple theoretical perspectives to an understanding and analysis of human agency and social structure
- Students will develop the tools needed to think methodologically about how to gather and use data to study social life
- Students will cultivate and strengthen their ability to think critically and write analytically
- 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

- [Emily Drew](#), Associate Professor of Sociology, Department Chair
- [Jonneke Koomen](#), Associate Professor of Sociology
- [Janet Lorenzen](#), Associate Professor of Sociology
- [Kelley Strawn](#), Faculty Associate Dean for Curriculum, Associate Professor of Sociology

## Course Listings

### SOC 114 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.

- General Education Requirement Fulfillment: Social Sciences
- **Prerequisite:** First and second year only
- Offering: Annually
- Instructor: Drew

### **SOC 121 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.

- General Education Requirement Fulfillment: Social Sciences; World Engagement: PDE
- **Prerequisite:** First and second year only
- Offering: Annually
- Instructor: Staff

### **SOC 124 Global Sociology: Nation/Empire/Race/Gender (1)**

Why do nation-states go to war? Can international institutions promote peace? And how do people organize across borders to address injustice? This course examines the politics and sociology of war, peace, and knowledge-making across borders and investigates how race, class, gender and colonial legacies structure the world. We will think about power, inequality and resistance from a “global perspective” and reflect on the ways that global events shape our everyday lives.

- General Education Requirement Fulfillment: Social Sciences; World Engagement: PDE
- **Prerequisite:** First and second year only
- Offering: Annually
- Instructor: Koomen

### **SOC 131 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: Social Sciences
- Offering: Annually
- Instructor: Staff

### **SOC 132 Sport and Society (1)**

This course introduces the student to sociology through examination of "sport" as a social thing. Students will critically analyze how sport is a prominent manifestation of culture, values and norms, socialization, stratification, difference and inequality, social mobility, economy, and the media, among other dimensions of society. Freshmen and Sophomores only or consent of instructor.

- General Education Requirement Fulfillment: Social Sciences
- **Prerequisite:** First or second year only
- **Offering:** Alternate Years
- Instructor: Strawn

### **SOC 199 Topics in Sociology (.25-1)**

A semester-long study of topics in Sociology. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **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.

- General Education Requirement Fulfillment: Social Sciences
- **Prerequisite:** First and second year only
- **Offering:** Every semester
- Instructor: Staff

### **SOC 299 Topics in Sociology (.25-1)**

A semester-long study of topics in Sociology. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent

- **Offering:** Occasionally
- Professor: 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, 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.

- General Education Requirement Fulfillment: Social Sciences
- **Prerequisite:** [SOC 201](#) or any 100-level Sociology course
- **Offering:** Every semester
- Instructor: Lorenzen

### **SOC 310 Human Rights: Research and Advocacy (1)**

Can activists working across borders change the world? How can researchers and activists promote human rights in the face of repression? This upper division seminar examines scholarship on human rights and transnational advocacy networks. We will study interconnected transnational struggles for women's human rights, workers' rights, immigrant rights, racial justice, and the rights of indigenous peoples.

- General Education Requirement Fulfillment: Social Sciences; World Engagement: PDE
- **Prerequisite:** [SOC 201](#) or any 100-level Sociology course
- **Offering:** Alternate years
- Instructor: Koomen

### **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.

- General Education Requirement Fulfillment: Social Sciences; World Engagement: PDE
- **Prerequisite:** [SOC 201](#) or any 100-level Sociology course
- **Offering:** Occasionally
- Instructor: Staff

### **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.

- General Education Requirement Fulfillment: Social Sciences
- **Prerequisite:** [SOC 201](#) or any 100-level Sociology course
- **Offering:** Occasionally
- Instructor: Staff

### **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.

- General Education Requirement Fulfillment: Social Sciences; World Engagement: PDE
- **Prerequisite:** [SOC 201](#) or any 100-level Sociology course
- Offering: Annually
- Instructor: Drew

### **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."

- General Education Requirement Fulfillment: Social Sciences
- **Prerequisite:** [SOC 201](#) or any 100-level Sociology course
- **Offering:** Alternate years
- 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.

- **General Education Requirement Fulfillment:** Social Sciences; World Engagement: PDE (topic dependent for WE requirement)



- **Prerequisite:** [SOC 201](#) or any 100-level Sociology course or consent of instructor
- **Offering:** Every semester
- 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.

- **General Education Requirement Fulfillment:** Arts & Humanities, Social Sciences; World Engagement: PDE
- **Prerequisite:** [SOC 201](#) or any 100-level Sociology course
- Offering: Annually
- Instructor: Aguilar

### **SOC 384 Transnational Feminism (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? This course asks students to critically examine these questions through the study of black feminisms, critical race theory, anticolonial and postcolonial theories, and other approaches. 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 the dilemmas and opportunities of transnational feminist theory and praxis.

- **General Education Requirement Fulfillment:** Arts & Humanities, Social Sciences; World Engagement: PDE
- **Prerequisite:** [SOC 201](#) or any 100-level Sociology course or one AES course at any level
- **Offering:** Alternate years
- Instructor: Koomen

### **SOC 387 Pan-African Revolutions and Black Liberation (1)**

This course examines Pan-African revolutions, black liberation struggles, and anti-colonial solidarity movements around the world. Through the texts of Pan-Africanist thinkers and revolutionaries, we will investigate the history of black internationalist theorizing and organizing and examine international political sociology through anticolonial and Afro-centric lenses. Case studies may include black liberation struggles, revolutions and solidarity movements in Burkina Faso, Cuba, Ethiopia, Ghana, Haiti, the Pacific, South Africa, Tanzania, the USA, Western Europe, and their transnational reach.

- **General Education Requirement Fulfillment:** Arts & Humanities, Social Sciences; World Engagement: PDE
- **Prerequisite:** [SOC 201](#) or any 100-level Sociology course

- **Offering:** Alternate years
- Instructor: Koomen

### **SOC 399 Topics in Sociology (.25-1)**

A semester-long study of topics in Sociology. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **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.

- General Education Requirement Fulfillment: Writing-centered; Social Sciences
- **Prerequisite:** [SOC 201](#) and [SOC 303](#)
- **Offering:** Every Semester
- Instructor: Lorenzen

### **SOC 429 Topics in Sociology (.25-1)**

A semester-long study of topics in Sociology. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: 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.

- General Education Requirement Fulfillment: Social Sciences
- **Prerequisite:** [SOC 201](#), [SOC 303](#), and [SOC 402W](#)
- **Offering:** Occasionally
- Instructor: Staff

### **SOC 495W Internship in Sociology (1.25)**

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; Social Sciences
- **Prerequisite:** [SOC 201](#), [SOC 303](#), and [SOC 402W](#)
- Offering: Spring
- Instructor: Drew

### **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.

- General Education Requirement Fulfillment: Writing-centered; Social Sciences
- **Prerequisite:** [SOC 201](#), [SOC 303](#), and [SOC 402W](#)
- **Offering:** Spring 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](#) Hispanic Civilization (1) **or**
- [SPAN 335](#) 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](#) Introduction to Spanish Literature (1)
- [SPAN 352](#) Peninsular Literature I: Medieval and Early Modern (1)
- [SPAN 353](#) Peninsular Literature II: Modern and Contemporary (1)
- [SPAN 355](#) Latin American Literature I: Conquest to Independence (1)
- [SPAN 356](#) 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](#) Hispanic Civilization (1) **or**
- [SPAN 335](#) 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

- 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
- 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
- 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

- [Maria Blanco-Arnejo](#), Professor of Spanish,
- [Gustavo Fonseca](#), Continuing Instructor of Spanish
- [Ana Montero](#), Professor of Spanish
- [April Overstreet](#), Associate Professor of Spanish
- [Patricia Varas](#), Professor of Spanish

### Part-Time and Visiting Faculty

- [Erica Duncan](#),
- [Marya Hunsinger](#),

### Professors Emeriti

- [John Uggen](#), Professor Emeritus 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 199 Topics in Spanish (.25-1)**

A semester-long study of topics in Spanish. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **SPAN 220 Culture of Ecuador, Level 1 (1)**

This course introduces students to Ecuador's present-day culture and society. To achieve this goal, the course covers significant aspects of Ecuadorian history, sociocultural traits, and current affairs that provide students with some of the fundamental facts and information that have shaped the country and its people. This course is offered in the Quito, Ecuador, Summer Program.

- **General Education Requirement Fulfillment:** Arts & Humanities; World Engagement: Study Abroad
- **Prerequisite:** [SPAN 132](#)
- **Offering:** Summer program
- 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 cosmopolitanism, 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.

- General Education Requirement Fulfillment: Arts & Humanities
- **Prerequisite:** [SPAN 231](#)
- **Offering:** Summer program in Ecuador
- Instructor: Staff

### **SPAN 260 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: Arts & Humanities; World Engagement: CV
- **Prerequisite:** [SPAN 231](#)
- **Offering:** Every semester
- Instructor: Staff

### **SPAN 299 Topics in Spanish (.25-1)**

A semester-long study of topics in Spanish. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **SPAN 320 Culture of Ecuador, Level 2 (1)**

This course continues the study of Ecuador's culture and society. To achieve this goal, the course covers in depth aspects of Ecuadorian history, sociocultural traits, and current affairs that provide students with important facts and information so they can understand the country and its people.

This course is offered in the Quito, Ecuador, Summer Program.

- **General Education Requirement Fulfillment:** Arts & Humanities; World Engagement: Study Abroad
- **Prerequisite:** [SPAN 232](#)
- **Offering:** Summer program
- Instructor: Staff

### **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; Arts & Humanities; World Engagement: NEL 231 or higher, Service Learning (topic dependent on Service Learning component)



- **Prerequisite:** [SPAN 232](#) or completion of language proficiency
- **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.

- General Education Requirement Fulfillment: Arts & Humanities
- **Prerequisite:** [SPAN 331W](#)
- Offering: Spring
- Instructor: Staff

### **SPAN 333 Hispanic Civilization (1)**

Studies in the geography, history and chronological development of culture and ideas in Hispanic America from 1492 to the present. Class discussion, oral and written reports. Oral and written exams. Conducted in Spanish.

- General Education Requirement Fulfillment: Arts & Humanities
- **Prerequisite:** [SPAN 331W](#)
- Offering: Fall
- Instructor: Staff

### **SPAN 335 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: Arts & Humanities
- **Prerequisite:** [SPAN 331W](#)
- Offering: Spring
- Instructor: Staff

### **SPAN 340 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: Arts & Humanities
- **Prerequisite:** [SPAN 331W](#)
- **Offering:** Every semester
- Instructor: Staff

### **SPAN 352 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: Arts & Humanities; World Engagement: CV
- **Prerequisite:** [SPAN 331W](#)
- Offering: Fall
- Instructor: Montero

### **SPAN 353 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: Arts & Humanities
- **Prerequisite:** [SPAN 331W](#)
- Offering: Spring
- Instructor: Overstreet

### **SPAN 355 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: Arts & Humanities; World Engagement: CV
- **Prerequisite:** [SPAN 331W](#)
- **Offering:** Fall semester
- Instructor: Varas

### **SPAN 356 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: Arts & Humanities; World Engagement: CV
- **Prerequisite:** [SPAN 331W](#)
- **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.

- General Education Requirement Fulfillment: Arts & Humanities
- **Prerequisite:** [SPAN 331W](#)
- **Offering:** Alternate years in fall
- **Instructor:** Blanco-Arnejo

### **SPAN 380 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: Arts & Humanities; World Engagement: PDE
- **Prerequisite:** [SPAN 340](#) or [SPAN 352](#) or [SPAN 353](#) or [SPAN 355](#) or [SPAN 356](#)
- **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.

- General Education Requirement Fulfillment: Arts & Humanities
- **Prerequisite:** [SPAN 331](#)
- **Offering:** Every semester
- Instructor: Staff

### **SPAN 391 Reading and Conference (.5 or 1)**

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.

- General Education Requirement Fulfillment: Arts & Humanities
- **Prerequisite:** [SPAN 331](#)
- **Offering:** On demand
- Instructor: Staff

### **SPAN 399 Topics in Spanish (.25-1)**

A semester-long study of topics in Spanish. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: 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.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- **Prerequisite:** [SPAN 340](#) or [SPAN 352](#) or [SPAN 353](#) or [SPAN 355](#) or [SPAN 356](#)
- 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.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- **Prerequisite:** [SPAN 340](#) or [SPAN 352](#) or [SPAN 353](#) or [SPAN 355](#) or [SPAN 356](#)
- **Offering:** Alternate years
- Instructor: Staff

### **SPAN 429 Topics in Spanish (.25-1)**

A semester-long study of topics in Spanish. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **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.

- General Education Requirement Fulfillment: Arts & Humanities
- **Prerequisite:** [SPAN 331W](#) and [SPAN 340](#) or [SPAN 352](#) or [SPAN 353](#) or [SPAN 356](#)
- **Offering:** Alternate years, Spring
- **Instructor:** Blanco-Arnejo

### **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.
- General Education Requirement Fulfillment: Arts & Humanities
- **Prerequisite:** [SPAN 340](#) or [SPAN 352](#) or [SPAN 353](#) or [SPAN 355](#) or [SPAN 356](#)
- **Offering:** Alternate years in fall
- **Instructor:** Blanco-Arnejo

### **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.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- **Prerequisite:** [SPAN 340](#) or [SPAN 352](#) or [SPAN 353](#) or [SPAN 355](#) or [SPAN 356](#)
- **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.

- General Education Requirement Fulfillment: Arts & Humanities
- **Prerequisite:** [SPAN 340](#) or [SPAN 352](#) or [SPAN 353](#) or [SPAN 355](#) or [SPAN 356](#)
- **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.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- **Prerequisite:** [SPAN 340](#) or [SPAN 352](#) or [SPAN 353](#) or [SPAN 355](#) or [SPAN 356](#)
- **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.

- General Education Requirement Fulfillment: Arts & Humanities
- **Prerequisite:** [SPAN 340](#) or [SPAN 352](#) or [SPAN 353](#) or [SPAN 355](#) or [SPAN 356](#)
- **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; Arts & Humanities
- **Prerequisite:** Senior standing and Spanish major or minor
- **Offering:** Every semester
- Instructor: Staff

## **Sustainability**

The university sustainability minor is designed to prepare undergraduate students to understand and address complex issues of environmental, economic, and social sustainability from a variety of perspectives utilizing a systems thinking or systems theory framework.

Because environmental and social systems are connected, issues like climate change, pollution, sustainable development, racial and economic inequality, and ecosystem health cannot be studied in isolation. Students completing the university minor in sustainability in

conjunction with their disciplinary major leave Willamette prepared to live lives of meaning and service reflecting the University's motto, "Not Unto Ourselves Alone are We Born."

### **Requirements for the Sustainability Minor (5 Credits)**

Students may not take more than two courses in a field.

Students cannot count more than two courses with the same prefix towards the minor.

**Choose five (5) credits from these course fields:**

#### **Field 1: Natural Systems**

- [BIOL 120](#) Introduction to Biological Inquiry (1)
- [CHEM 230](#) Environmental Chemistry (1)
- [ENVS 121](#) Earth Systems Science (1)
- [ENVS 358](#) Principles of Hydrology (1)
- [ENVS 340](#) Biogeochemistry (1)
- [ENVS 385](#) Research in Urban Geochemistry (1)
- [ENVS 347](#) Earth's Climate (1)

#### **Field 2: Economic and Social Sustainability**

- [ENVS 321](#) Environmental Policymaking (1)
- [ENVS 334](#) Political Ecology (1)
- [ENVS 327W](#) Water Resources of the Western US (1)
- [ECON 445](#) Environmental Economics (1) (substantial coverage of Sustainability)
- [ECON 470W](#) Advanced Topics in Economics (1) (when the topic is Sustainability)
- [PSYC 321](#) Psychology for Sustainability (1)

#### **Field 3: Equity and Community**

- [CCM 260](#) Communicating Environmental and Climate Justice (1)
- [ENVS 304W](#) Politics of Environmental Science (1)
- [PHIL 315](#) Western Civilization and Sustainability: Beginnings to 1600 (1)

- [IDS 208](#) Sustainability and Design (1)
- [IDS 214](#) Food Justice Practicum (1)

#### Field 4: Graduate School Offerings

- [LW 348](#) Environmental Law and Policy: Sustainable Natural Resources (1)
- [LW 386](#) Global Sustainability (0.75)
- [LW 387](#) Energy & Climate Law (1)
- [IDS 333](#) Development Economics
- [IDS 335](#) Organizational Integrity: Sustainability

#### Indicators of Achievement

Upon completion of the minor students will be given an exit interview by one faculty member and the director of the Sustainability Institute.

#### Student Learning Outcomes for the Sustainability Minor

- Define sustainability and assess the ways that sustainability topics are approached by a diversity of academic disciplines
- Explain how natural, economic, and social systems interact to foster or prevent sustainability
- Learn how to address large-scale problems using a multitude of tools and approaches
- Consider sustainability principles while developing personal and professional values

#### CAS Faculty

- [Karen Arabas](#), Professor of Environmental Science
- [Wendy Petersen Boring](#), Associate Professor of History; Sabbatical 2020 - 2021 academic year
- [Joe Bowersox III](#), Professor of Environmental Science, Dempsey Endowed Chair
- [Melinda Butterworth](#), Assistant Professor of Environmental Science
- [Sue Koger](#), Professor of Psychology
- [Janet Lorenzen](#), Associate Professor of Sociology
- [Katja Meyer](#), Assistant Professor of Environmental Science
- [Donald H. Negri](#), Peter C. and Bonnie S. Kremer Chair in Economics; Professor of Economics
- [Scott Pike](#), Professor of Environmental Science and Archaeology, Program Chair, Environmental Science
- [Nathan Sivers Boyce](#), Associate Professor of Economics
- [Rachel Kinsman Steck](#), Faculty Associate Dean for Faculty Development, Professor of Theatre and Women's & Gender Studies

#### AGSM Faculty

- [Fred Thompson](#), Emeritus Professor of Public Management and Public Policy
- [Heather J. Van Meter](#), Contributing Associate Professor

#### 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 Arts & Sciences. 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 (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](#) Stagecraft I (1)
- [THTR 217W](#) Performance Historiography (1)
- [THTR 219](#) Theatre Literature and History: 1850-present (1) **or**
- [THTR 318W](#) Theatre and Culture (1)
- 1 credit in Design from (1):
- [THTR 233](#) Costume Design (1)
- [THTR 355](#) Fundamentals of Scene Design: Sculpting the Experience (1)
- [THTR 356](#) Fundamentals of Stage Lighting (1)
- 0.5 credit of Dance from (0.5):
- [THTR 175](#) Introduction to Dance Technique (.5)
- [THTR 181](#) Ballet I (.5)
- [THTR 182](#) Contemporary Dance I (.5)
- [THTR 213](#) Intro & Appreciation to Dance Studies (1)
- [THTR 234](#) Choreography I (.5)
- [THTR 282](#) Contemporary Dance II (.5)
- [THTR 284](#) Ballet II (.5)
- [THTR 441](#) Special Topics in Dance (1)
- [THTR 499W](#) Senior Thesis (1)

### Acting Emphasis (4.5 additional credits; 11.5 credits total)

- [THTR 141](#) Acting II (1)
- [THTR 151](#) Voice and Speech (.5)
- [THTR 340](#) Acting Studio I (1)
- [THTR 341](#) Acting Studio II (1)
- 1 additional credit in THTR (1)



## **Tech/Design Emphasis (4 additional credits; 11 credits total)**

- [THTR 251](#) Introduction to Computer Aided Design/Drafting (1)
- [THTR 357](#) Design/Production Studio I (1)
- [THTR 358](#) Design/Production Studio II (1)
- 1 additional credit in THTR (1)
- Assistant Tech. Direct 2 productions if Tech focus
- Assistant Design 2 production if Design focus

## **Stage Manager Emphasis (4 additional credits; 11 credits total)**

- [THTR 251](#) Introduction to Computer Aided Design/Drafting (1)
- 2 additional design courses (2)
- 1 additional credit in THTR (1)
- Stage Manage 2 productions

## **Performance Studies Emphasis (4 additional credits; 11 credits total)**

- 2 methodology courses as approved by advisor (2)
- 1 additional credit in [THTR](#) (1)
- [ENGL 301](#) Literary and Critical Theories or advisor-approved close reading course (1)

## **Directing Emphasis (4.5 additional credits; 11.5 credits total)**

- [THTR 219](#) Theatre Literature and History: 1850-present (1)\* or
- [THTR 318W](#) Performance in the 20th Century (1)\* or
- [THTR 320W](#) Playwriting Workshop (1)\*
- [THTR 379](#) Directing I (1)
- Advanced Topics course (specifics to be finalized with advisor) (.5)
- 1 credit "open" elective in THTR or close reading course approved by advisor (1)
- 1 additional credit in Design (from [THTR 233](#), [THTR 355](#), or [THTR 356](#)) (1)
- Assistant Direct 2 productions
- Choose one of two which the student has not completed as part of the core

## **Requirements for the Theatre Minor (5.5 Credits)**

- [THTR 140](#) Acting I (1)
- [THTR 150](#) Voice for the Stage (.5)
- [THTR 155](#) Stagecraft I (1)
- [THTR 217W](#) Performance Historiography (1)
- [THTR 219](#) Theatre Literature and History: 1850-present (1)
- [THTR 355](#) Fundamentals of Scene Design: Sculpting the Experience (1)

## **Indicators of Achievement**

## **Student Learning Outcomes for the Theatre Major**

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

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

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

Acting/directing students will demonstrate an understanding of individual character motivations & action choices through the public presentation of effectively interactive performance dynamics between characters

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

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

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
- [Jonathan Cole](#), Theatre Department Chair, Associate Professor of Theatre,
- [Susan Coromel](#), Professor of Theatre
- [Christopher L. Harris](#), Professor of Theatre
- [EJ Reinagle](#), Continuing Instructor of Theatre, Technical Director
- [Rachel Kinsman Steck](#), Faculty Associate Dean for Faculty Development, Professor of Theatre and Women's & Gender Studies

## Dance Faculty

- [Michele Ainza](#), Instructor of Dance

- [Annie Joslin](#), Instructor of Dance
- [Faith Morrison](#), Instructor of Dance

## Theatre Manager

- [Stephen Alexander](#), Theatre Manager, Administrative Assistant for Music and Art

## Course Listings

### THTR 010X 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: Arts & Humanities; World Engagement: CV
- **Prerequisite:** Consent of instructor
- **Offering:** Every semester
- Instructor: Harris

### THTR 011X 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: Arts & Humanities; World Engagement: CV
- **Prerequisite:** Consent of instructor
- **Offering:** Every semester
- Instructor: Staff

### THTR 020X 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: Arts & Humanities
- Prerequisite: Fall audition
- Offering: Annually
- Instructor: Staff

### THTR 110 Introduction to Theatre: The Act of Creativity (1)

An introductory class geared for non-majors or those with little or no theatre experience. We will explore theatre's principles, goals, physical resources and essential working processes through

creative work. Activities are designed to focus on the fundamental precepts of theatre, looking at acting, design, writing, directing, and audience. The class will also focus on the act of creating and performance, writing and discussion, and will involve attendance at a few outside theatre events, both on and off campus. No text required. Participation an absolute necessity.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- Offering: Annually
- Instructor: Harris

### **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.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- **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.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- **Prerequisite:** [THTR 140](#)
- Offering: Spring
- Instructor: Coromel

### **THTR 145 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: Arts & Humanities
- 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.

- General Education Requirement Fulfillment: Arts & Humanities
- **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.

- General Education Requirement Fulfillment: Arts & Humanities
- **Prerequisite:** [THTR 140](#), [THTR 150](#)
- **Corequisite:** [THTR 141](#)
- Offering: Spring
- Instructor: Coromel

### **THTR 155 Stagecraft I (1)**

An introduction to the design process of theatre production. This course provides students with the basic knowledge and skills used in backstage production support. Areas of study include welding, carpentry, drafting, scenic and lighting design. 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 complete 3 lab hours per week in the Scenic Studio.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- Offering: Annually
- Instructor: Reinagel

### **THTR 157 Introduction to Design for the Stage: Sculpting and Clothing the Theatrical Experience (1)**

An introductory, practical design course geared predominantly for non-majors or those with little or no theatre experience. In creating designs for two plays, the class will explore the basic ideas and techniques of designing for the stage. Particular attention will be paid to the close reading of a script, the development of an appropriate theatrical image and concept, and understanding how each of the various design areas contribute and support each other in creating a seamless, unified whole that supports the staging of the script.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- Offering: Annually
- 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.

- General Education Requirement Fulfillment: Arts & Humanities
- **Prerequisite:** [THTR 155](#)
- Offering: Fall
- Instructor: Staff

### **THTR 175 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: Arts & Humanities; World Engagement: CV
- Offering: Fall
- Instructor: Staff

### **THTR 181 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: Arts & Humanities
- **Offering:** Every Semester
- Instructor: Staff

### **THTR 182 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: Arts & Humanities
- Offering: Annually
- Instructor: Staff

### **THTR 187 Introduction to Dance Partnering (.5)**

In this movement-based course, students are introduced to the fundamental principles and forms of partner dance technique. This course aims to help students develop an appreciation of dance partnering as a physical and social practice, and is designed for students with little or no previous dance experience. Classes are focused on developing spatial awareness, rhythmic responsiveness, self-expression, and kinesthetic awareness. Partner dance forms explored in this course may include swing, salsa, tango, blues, fusion, contact improvisation, and contemporary dance partnering technique.

- General Education Requirement Fulfillment: Arts & Humanities
- **Offering:** Spring semester
- Instructor: Morrison

### **THTR 199 Topics in Theatre (.25-1)**

A semester-long study of topics in Theatre. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally

- Professor: Staff

### **THTR 212 Global Fashion History (1)**

This course examines the wearing of clothes throughout history, the customs around wearing clothes, and the way that global fashion change has been impacted by a myriad of influences. By focusing on the specifics of fashion change over time we will uncover not only the obvious sartorial influences on our current lives, but also the lingering effects of what has come before including social and political ramifications, gender and economics, and issues of psychology, sexuality, and race. In addition to the study of visual images, the reading of current costume history scholarship will allow students to discuss topically relevant issues in and outside the classroom setting.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- **Offering:** Alternate years
- **Instructor:** Brewer-Wallin

### **THTR 213 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: Arts & Humanities
- **Offering:** Alternate Years
- Instructor: Staff

### **THTR 217W Performance Historiography (1)**

Examines how histories of theatrical performance are constructed and used in theatrical production. Special attention paid 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; Arts & Humanities; World Engagement: CV
- Offering: Annually
- Instructor: Cole

### **THTR 219 Theatre Literature and History: 1850 to present (1)**

Study of dramatic traditions from the mid-19th century to the present day. Special attention to how dramatic text, cultural values, political structures, and performance spaces and styles interact to create performance phenomena from the mid-nineteenth century to the present day.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- Offering: Annually

- Instructor: Cole

### **THTR 233 Costume Design (1)**

This course explores dramatic text with regard to costume for character and gives students a hands-on understanding and appreciation for process in creative expression. We will begin with the basic elements of design, learn how to manipulate those elements, apply that knowledge by visually interpreting a text and communicating your ideas clearly to others, via drawings and visual images. Students read and analyze a handful of plays that examine powerful human interaction across time and culture.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- Offering: Annually
- **Instructor:** Brewer-Wallin

### **THTR 234 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: Arts & Humanities
- **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.

- General Education Requirement Fulfillment: Arts & Humanities
- Offering: Fall
- **Instructor:** Brewer-Wallin

### **THTR 250 Sound Design for Stage and Screen (1)**

Sound Design for the Stage and Screen offers students an opportunity to explore concepts, [LINK TO AEsthetics](#), and technologies related to designing sound for theatre, online media, television, and film. Students will create a series of portfolio pieces as they work towards full length plays and screen events.

- General Education Requirement Fulfillment: Arts & Humanities
- **Offering:** Alternate springs
- Instructor: Steck

### **THTR 251 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. This course also includes an introduction to 3-D drafting techniques. We will be using AutoCAD and Vectorworks for our work environments. The fundamentals of CAD will be



covered with a focus on their use in the theatrical world, but with broader applications in environmental, engineering, and other fields.

- General Education Requirement Fulfillment: Arts & Humanities
- **Offering:** Alternate years
- Instructor: Reinagel

### **THTR 260 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: Arts & Humanities
- **Prerequisite:** [THTR 140](#), [THTR 145](#)
- **Offering:** Alternate years
- Instructor: Cole

### **THTR 282 Contemporary Dance II (.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: Arts & Humanities
- **Prerequisite:** Previous modern dance training
- **Offering:** Alternate Years
- Instructor: Staff

### **THTR 284 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: Arts & Humanities
- **Prerequisite:** Previous ballet training
- Offering: Spring
- Instructor: Staff

### **THTR 299 Topics in Theatre (.25-1)**

A semester-long study of topics in Theatre. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **THTR 318W 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; Arts & Humanities; World Engagement: CV
- **Offering:** Alternate Years
- Instructor: Cole

### **THTR 320W 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; Art & Humanities
- Prerequisite: ENGL 135
- 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.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- **Prerequisite:** [THTR 140](#), [THTR 141](#), [THTR 150](#), and [THTR 151](#) (may be taken concurrently)
- 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.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- **Prerequisite:** [THTR 140](#), [THTR 141](#), [THTR 150](#), and [THTR 151](#) (may be taken concurrently)
- Offering: Spring
- Instructor: Coromel

### **THTR 355 Fundamentals of Scene Design: Sculpting the Experience (1)**

This course for theatre majors—or those with an arts background—promotes a grounded understanding of the process of creating scenic designs. Intended to build on basic skills and knowledge developed in [THTR 155](#), through three specific practical project assignments, class work will focus upon the close reading and analysis of texts, discussion of design aesthetics, and the discovery and selection of dramatic images and their translation into a viable and appropriate three-dimensional scenic form that supports the staging of the script.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- Offering: Annually

- Instructor: Harris

### **THTR 356 Fundamentals of Stage Lighting (1)**

The study of lighting design theory and its application to performance and performance spaces. The course will cover electricity, uses of instruments and control equipment, the principles and theory of light and color, textual analysis, enhancement of dramatic atmosphere and image.

- General Education Requirement Fulfillment: Arts & Humanities; World Engagement: CV
- **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.

- General Education Requirement Fulfillment: Arts & Humanities
- **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.

- General Education Requirement Fulfillment: Arts & Humanities
- **Prerequisite:** [THTR 233](#), [THTR 355](#), [THTR 356](#), **OR** Equivalent.
- **Offering:** Alternate Years
- **Instructor:** Harris, Brewer-Wallin, Steck, Reinagel

### **THTR 379 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.

- General Education Requirement Fulfillment: Arts & Humanities
- **Prerequisite:** [THTR 140](#), [THTR 150](#), [THTR 155](#), [THTR 217W](#) or [THTR 219](#), and any Theatre design course ([THTR 233](#), [THTR 251](#), [THTR 355](#), [THTR 356](#))
- **Offering:** Alternate years
- Instructor: Cole

### **THTR 399 Topics in Theatre (.25-1)**

A semester-long study of topics in Theatre. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent

- **Offering:** Occasionally
- Professor: Staff

### **THTR 429 Topics in Theatre (.25-1)**

A semester-long study of topics in Theatre. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **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.

- General Education Requirement Fulfillment: Arts & Humanities
- Offering: On demand
- Instructor: Staff

### **THTR 441 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: Arts & Humanities
- 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.

- General Education Requirement Fulfillment: Arts & Humanities
- Offering: On demand
- Instructor: Staff

### **THTR 491 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.

- General Education Requirement Fulfillment: Arts & Humanities
- **Prerequisite:** Consent of instructor
- **Offering:** Every semester
- Instructor: Staff

## **THTR 499W Senior Thesis (1)**

Required for senior Theatre majors. Research, create and perform solo performance in addition to written thesis.

- General Education Requirement Fulfillment: Writing-centered; Arts & Humanities
- **Prerequisite:** [THTR 140](#), [THTR 150](#), [THTR 155](#), [THTR 182](#), [THTR 217W](#), [THTR 219](#), and [THTR 355](#); Theatre Majors only
- Offering: Annually
- 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](#) 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 202](#) Literary and Critical Theories (1) [[ENGL 101W](#)]

- [PHIL 306](#) History through Biography: Women in World History (1) [no prerequisites]
- PHIL 393 Oral History: Theory, Methods, Practice (1) [junior or senior status, or consent of instructor]
- [PHIL 335](#) History, Sexuality, and Power (1) [One Philosophy course or consent of instructor; closed to first year students]
- [PSYC 252W](#) 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](#) 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](#) Gender and Mass Media in Asia (1)
- [CLAS 247](#) Women in Roman Literature and Life (1) [no prerequisites]
- [CLAS 260](#) Gender and Sexuality in Greek Society (1) [no prerequisites]
- ENGL 116W Topics in American Literature (topic dependent) (1) [no prerequisites]
- [ENGL 355](#) 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](#) Latinx Literature and Culture (1) [[ENGL 201](#) or [AES 150](#)]
- [ENGL 438](#) Literature and Sexuality [ENGL 101W or ENGL 202, or consent of instructor]
- [FREN 285W](#) Gender and Sexuality in African Literature and Cinema (1)
- [PHIL 131](#) Historical Inquiry: Gender and Society in East Asia (topic dependent) (1) [freshmen and sophomores only]
- [PHIL 131](#) Historical Inquiry (topic dependent) (1) [freshmen and sophomores only]
- [PHIL 262](#) American Women's History (1) [no prerequisites]
- [PHIL 306](#) History through Biography: Women in World History (1) (may count as methods/theory course instead) [no prerequisites]
- [PHIL 375](#) Women and Gender in Medieval Europe (1) [no prerequisites]
- [HUM 497W](#) Humanities Senior Seminar: Our Bodies Ourselves (topic dependent) (1) [no prerequisites]
- [PHIL 335](#) 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 INTST 214, POLI 216, INTST 218 or consent of instructor]
- [POLI 351W](#) Women in American Politics (1) [[POLI 210](#) or consent of instructor]
- [PSYC 354](#) Psychology of Women and Gender (1) [[PSYC 210](#) or consent of instructor]
- [REL 256](#) Goddesses and Ghosts: Images of Women in Chinese Traditions (1) [no prerequisites]
- [REL 336](#) Women in World Religion (1) [no prerequisites]
- [RUSS 245W](#) From Russia with Love: Family and Sexuality in Twentieth-Century Russian Literature (1) [no prerequisites]
- [SOC 121](#) 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](#) 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](#) 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](#) Gender and Mass Media in Asia (1)
- [CLAS 247](#) Women in Roman Literature and Life (1) [no prerequisites]
- [CLAS 260](#) Gender and Sexuality in Greek Society (1) [no prerequisites]
- ENGL 116W 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](#) Latinx Literature and Culture (1) [[ENGL 201](#) or [AES 150](#)]
- [ENGL 438](#) Literature and Sexuality [ENGL 101W or ENGL 202, or consent of instructor]
- [FREN 285W](#) Gender and Sexuality in African Literature and Cinema (1)
- [PHIL 131](#) Historical Inquiry: Gender and Society in East Asia (topic dependent) (1) [freshmen and sophomores only]
- [PHIL 131](#) Historical Inquiry (topic dependent) (1) [freshmen and sophomores only]
- [PHIL 262](#) American Women's History (1) [no prerequisites]
- [PHIL 306](#) History through Biography: Women in World History (1) (may count as methods/theory course instead) [no prerequisites]
- [PHIL 375](#) Women and Gender in Medieval Europe (1) [no prerequisites]
- [HUM 497W](#) Humanities Senior Seminar: Our Bodies Ourselves (topic dependent) (1) [no prerequisites]
- [PHIL 335](#) 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 INTST 214, POLI 216, INTST 218 or consent of instructor]
- [POLI 351W](#) Women in American Politics (1) [[POLI 210](#) or consent of instructor]
- [PSYC 354](#) Psychology of Women and Gender (1) [[PSYC 210](#) or consent of instructor]
- [REL 256](#) Goddesses and Ghosts: Images of Women in Chinese Traditions (1) [no prerequisites]
- [REL 336](#) Women in World Religion (1) [no prerequisites]
- [RUSS 245W](#) From Russia with Love: Family and Sexuality in Twentieth-Century Russian Literature (1) [no prerequisites]
- [SOC 121](#) 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

- Identify and analyze a diverse range of historical and contemporary feminisms
- Articulate and apply theories of feminism and gender to a variety of social, political, and cultural issues
- Recognize and analyze intersections between gender and other axes of social identity and power such as race, class, or nation
- Integrate knowledge, perspectives, and/or methods from multiple academic disciplines
- Experience community engagement on behalf of gender equity

## Faculty

- [Emma Coddington](#), Associate Professor of Biology
- [Melissa Buis Michaux](#), Professor of Politics, Policy, Law and Ethics
- [Mary R. Bachvarova](#), Professor of Classics
- [Sarah Clovis Bishop](#), Associate Professor of Russian
- [Wendy Petersen Boring](#), Associate Professor of History; Sabbatical 2020 - 2021 academic year
- [Stephanie DeGooyer](#), Assistant Professor of English, On leave 2020 - 2021 academic year
- [Rebecca J. Dobkins](#), Professor of Anthropology, Curator of Native American Art - Hallie Ford Museum of Art
- [Emily Drew](#), Associate Professor of Sociology, Department Chair
- [Marva Duerksen](#), Department Chair, 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
- [Ortwin Knorr](#), Professor of Classics, Director, Center for Ancient Studies and Archaeology (CASA), Chair, Comparative Literature and History of Ideas
- [Jonneke Koomen](#), Associate Professor of Politics
- [Cecily McCaffrey](#), Associate Professor of History
- [Frann Michel](#), Professor of English

- [Ana Montero](#), Professor of Spanish
- [April Overstreet](#), Associate Professor of Spanish
- [Cindy Koenig Richards](#), Professor, Department Chair, Director of Ring Media Lab
- [Saghar Sadeghian](#), Assistant Professor of History
- [Rachel Kinsman Steck](#), Faculty Associate Dean for Faculty Development, Professor of Theatre and Women's & Gender Studies
- [Abigail Susik](#), Associate Professor of Art History
- [Patricia Varas](#), Professor of Spanish
- [Huike Wen](#), Associate Professor of Chinese
- [Aili Zheng](#), Associate Professor of German; Chair of German and Russian Department
- [Xijuan Zhou](#), Associate Professor of Religious Studies

## Course Listings

### WGS 134 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.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- Prerequisite: Open to 1st and 2nd year students only
- Offering: Annually
- Instructor: Staff

### WGS 158 Womxn in the Arts (1)

This seminar examines the lives and contributions of womxn “artists” in multiple art forms and from a range of cultural and geographical settings. A series of case studies establishes a methodological foundation for subsequent student-directed investigations of womxn of particular interest to them, with an emphasis on contemporary artists and contemporary art forms. Topics may include: historiography of womxn; womxn’s artistic products (music, visual art, street art, literature, (slam) poetry, drag performance, videos, (e)motion pictures); womxn’s lives as fine artists in their respective historical, demographic, and cultural milieu; womxn’s representations of themselves as artists in such documents as letters, self-portraits, videos, blogs, and other sources; and challenges of womxn fine artists both historically and in the present.

- General Education Requirement Fulfillment: Arts & Humanities
- **Offering:** Alternate years
- Instructor: Duerksen

### WGS 199 Topics in Women's and Gender Studies (.25-1)

A semester-long study of topics in Women's and Gender Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent

- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: 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.

- General Education Requirement Fulfillment: Arts & Humanities, Social Sciences
- Offering: Fall
- **Instructor:** Michel, Dunlap

### **WGS 299 Topics in Women's and Gender Studies (.25-1)**

A semester-long study of topics in Women's and Gender Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **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; Arts & Humanities, Social Sciences
- **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
- **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 399 Topics in Women's and Gender Studies (.25-1)**

A semester-long study of topics in Women's and Gender Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: Staff

### **WGS 429 Topics in Women's and Gender Studies (.25-1)**

A semester-long study of topics in Women's and Gender Studies. Topics and emphases will vary according to the instructor. This course may be repeated for credit with different topics.

- General Education Requirement Fulfillment: Topic dependent
- **Prerequisite:** Topic dependent
- **Offering:** Occasionally
- Professor: 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](#)

[Carson Undergraduate Research Grant](#)

[Science Collaborative Research Program](#)

[Shuchat Arts Fellowship Program](#)

[Presidential Scholarships](#)

[Webber Scholarships/Science Outreach Program](#)

[Tokyo International University of America \(TIUA\)](#)

## **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 Arts & Sciences (CAS) and Atkinson Graduate School of Management (AGSM) offer a combined degree program (B.A./M.B.A.) which allows eligible Willamette University CAS 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 CAS during their first three years of study at Willamette University, completing at least 23 credits and most courses required for their major. CAS 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 CAS credits a student must complete during the first three years are determined by the student's CAS major department.

During the fourth year of study, B.A./M.B.A. students complete their senior experience courses at the CAS 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 CAS 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 CAS 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 CAS major department or program concerned, a personal statement of experience and goals, and an interview.

## Law

Willamette University, through its College of Arts & Sciences 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 Arts & Sciences and the Oregon Capitol, the College of Law is situated in the epicenter of state law, government and business. Like the College of Arts & Sciences, 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 Arts & Sciences.
- Complete all requirements of the general education program of the College of Arts & Sciences.
- 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/academics/masters-programs/concurrent-degree-programs>.

Interested students should contact Dr. Karen Arabas ([karabas@willamette.edu](mailto:karabas@willamette.edu)) 503-370-6666.

## **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 Arts & Sciences. 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:

- 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.
- Current transcript
- Appendices: The applicant may attach additional supporting documents such as photographs, artwork, letters of cooperation from agencies or persons necessary to the

research.

- 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 Atkinson](#)

### [Graduate School of Management College of Law](#)

## **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 CAS 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.

## **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 Arts & Sciences 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 ([POLI 334](#)) and Constitutional Law ([POLI 337](#)). The Department of

History also offers American Legal History ([PHIL 308](#)). A limited number of undergraduate students have obtained internships in the College of Law's Clinical Law Program.

In the College of Arts & Sciences, 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](mailto:law-admission@willamette.edu), call 503-370-6282 or [College of Law Web site](#).

# **2020-2021 Calendar**

## **Fall Semester**

### **August 2020**

#### **AUGUST 19**

Opening Days begins  
College of Arts & Sciences

#### **AUGUST 24**

Fall semester Begins. Tuition and Fee Payment Due  
College of Arts & Sciences, College of Law, Early Career / Career Change MBA

### **September 2020**

#### **SEPTEMBER 1**

Graduation applications due for January 15, 2021 graduation  
College of Arts & Sciences, College of Law, Early Career / Career Change MBA

#### **SEPTEMBER 4**

Last day to Add/Drop or choose Audit (AUD) grading for Full Semester and First Half- Semester classes  
College of Arts & Sciences

#### **SEPTEMBER 11**

Last day to choose credit/no credit (CR/NC) grading for first half-semester classes  
College of Arts & Sciences

#### **SEPTEMBER 22**

Last day to withdraw from first half-semester classes  
College of Arts & Sciences

### **October 2020**

#### **OCTOBER 2**

Last day for students to submit work to faculty for grading to replace grades of Incomplete (I) From the spring 2020 semester – College of Arts & Sciences

#### **OCTOBER 9**

Last day of first half-semester classes (final exams administered in class) College of Arts & Sciences

#### **OCTOBER 12**

First day of second half-semester classes  
College of Arts & Sciences

**OCTOBER 23**

Last day to add/drop or choose Audit (AUD) grading for second half-semester classes College of Arts & Sciences

**OCTOBER 26**

Advising for spring 2021 registration begins  
College of Arts & Sciences

**OCTOBER 28**

Last day to choose credit/no credit (CR/NC) grading for full semester classes College of Arts & Sciences

**OCTOBER 28**

Last day to withdraw from full semester classes College of Arts & Sciences

**OCTOBER 30**

Last day to choose credit/no credit (CR/NC) grading for second half-semester classes College of Arts & Sciences

**November 2020**

**NOVEMBER 11**

Registration begins for students with 23 or more earned credits  
College of Arts & Sciences

**NOVEMBER 12**

Registration begins for students with 15-22.75 earned credits  
College of Arts & Sciences

**NOVEMBER 13**

Last day to withdraw from second half-semester classes  
College of Arts & Sciences

**NOVEMBER 16**

Registration begins for students with 7-14.75 earned credits  
College of Arts & Sciences

### **NOVEMBER 17**

Registration begins for students with 6.75 or fewer earned credits (Students may enroll in up to 2 credits) – College of Arts & Sciences

### **NOVEMBER 19**

Registration continues for students with 6.75 or fewer earned credits (Students may enroll in up to 4.5 credits) –  
College of Arts & Sciences

### **NOVEMBER 24**

Last Day of Classes  
College of Arts & Sciences

### **NOVEMBER 25 - NOVEMBER 27**

Fall Break  
College of Arts & Sciences

### **NOVEMBER 30**

Open registration begins (9:00am)  
College of Arts & Sciences, College of Law

### **NOVEMBER 30 - DECEMBER 1**

Study Days  
College of Arts & Sciences

## **December 2020**

### **DECEMBER 1**

Graduation applications due for May 2021 graduation  
College of Arts & Sciences, College of Law

### **DECEMBER 2 - DECEMBER 8**

Final examinations College of  
Arts & Sciences

### **DECEMBER 16**

Fall 2020 semester final grades due in Registrar's Office at 8:00 am College of Arts & Sciences



## **Spring Semester**

### **January 2021**

#### **JANUARY 18**

Martin Luther King Jr. Holiday (University Closed)

College of Arts & Sciences, College of Law, Early Career / Career Change MBA, MBA for Professionals, Graduate Data Science

#### **JANUARY 20**

Spring Semester Begins. Tuition and Fee Payment Due College of Arts & Sciences

### **February 2021**

#### **FEBRUARY 1**

Willamette Day (179 Years)

College of Arts & Sciences, College of Law, Early Career / Career Change MBA, MBA for Professionals, Graduate Data Science

#### **FEBRUARY 2**

Last day to add/drop or choose Audit (AUD) grading for full semester and first half-semester classes  
College of Arts & Sciences

#### **FEBRUARY 9**

Last day to choose credit/no credit (CR/NC) grading for first half-semester classes  
College of Arts & Sciences

#### **FEBRUARY 19**

Last day for students to submit work to faculty for grading to replace grades of Incomplete (I) From the fall 2020 semester – College of Arts & Sciences

#### **FEBRUARY 19**

Last day to withdraw from first half-semester classes  
College of Arts & Sciences

### **March 2021**

#### **MARCH 2**

Last day to choose credit/no credit (CR/NC) grading for full semester classes  
College of Arts & Sciences

#### **MARCH 8**

Advising for fall 2021 registration begins  
College of Arts & Sciences

**MARCH 9**

Last day of first half-semester classes (final exams administered in class)  
College of Arts & Sciences

**MARCH 10**

First day of second half-semester classes  
College of Arts & Sciences

**MARCH 23**

Last day to add/drop or choose Audit (AUD) grading for second half-semester classes  
College of Arts & Sciences

**MARCH 24**

Last day to withdraw from full semester classes  
College of Arts & Sciences

**MARCH 25 - MARCH 26**

Mid-Semester Break  
College of Arts & Sciences

**April 2021**

**APRIL 1**

Last day to choose credit/no credit (CR/NC) grading for second half-semester classes  
College of Arts & Sciences

**APRIL 12**

Registration begins for students with 19 or more earned credits  
College of Arts & Sciences

**APRIL 13**

Registration begins for students with 11-18.75 earned credits  
College of Arts & Sciences

**APRIL 15**

Last day to withdraw from second half-semester classes  
College of Arts & Sciences

**APRIL 15**

Registration begins for students with 10.75 or fewer earned credits  
College of Arts & Sciences

**APRIL 19**

Open registration begins (9:00am)  
College of Arts & Sciences

**APRIL 20 - APRIL 21**

Student Scholarship Recognition Day  
(no classes so all students can attend student research presentations)  
College of Arts & Sciences

**APRIL 30**

Last Day of Classes  
College of Arts & Sciences

**May 2021****MAY 4 - MAY 8**

Final examinations  
College of Arts & Sciences

**MAY 8 - MAY 14**

Senior Week  
College of Arts & Sciences

**MAY 13**

Spring 2021 semester final grades for graduating students due in Registrar's Office at 10:00 am  
College of Arts & Sciences

**MAY 16**

Commencement  
College of Arts & Sciences, College of Law, Early Career / Career Change MBA

**MAY 25**

Spring 2021 semester final grades for all other students due in Registrar's Office at 5:00 pm  
College of Arts & Sciences

## **June 2021**

### **JUNE 1 - AUGUST 1**

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](mailto:advising@willamette.edu) for assistance.

College of Arts & Sciences

## **July 2021**

### **JULY 1**

Graduation applications due for August 31, 2021 graduation

College of Arts & Sciences

## **August 2021**

### **AUGUST 2**

Open registration for continuing students resumes (9:00am).

New freshman and transfer students may contact [advising@willamette.edu](mailto:advising@willamette.edu) to inquire about schedule changes.

College of Arts & Sciences

# Directory of Trustees, Faculty, and Administrators

## Trustees

### Members

- **James F. Albaugh '72**, Chairman, National Aeronautic Association, Elected: 2007
- **Robin O. Brena JD'83 MBA'83**, Owner/Managing Attorney, Brena, Bell & Walker P.C., Elected: 2015
- **Katherine S. Cahill P'13**, Director (retired), BlackRock, Inc. Managing, Elected: 2017
- **Charlotte Carpenter P'14**, Director of Admissions and Marketing Strategy, Sage Ridge School, Elected: 2018
- **Jeff Chung '90**, President, Allen Broadcasting Co., Elected: 2019
- **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
- **Rev. Patricia Farris, Senior Minister**, First United Methodist Church Santa Monica UMC Conference Clergy Representative, Elected: 2019
- **Julie Filizetti**, Ed. D. Partner, Isaacson, Miller, Elected: 2018
- **James A. Fitzhenry JD'81 MBA'81**, Owner, Roy Manufacturing, CEO, ABOM Optics, Inc., Elected: 2006
- **Joseph Hoffman '71**, Partner/Board Member (Retired), KPMG LLP, Elected: 2011
- **Brian Hufft '01**, Principal, Upward Partners, Elected: 2012
- **Lucy Jensen JD'13 MBA'13**, Associate General Counsel, Pluralsight, Inc. Early Career Trustee, Elected: 2019
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- **Konrad "Chip" Kruger P'15 P'16 MBA'22**, Managing Member, Five Mile Capital Partners LLC Elected: 2013
- **Liz Large JD '96**, Co-Founder, Office of General Counsel Network, Elected: 2016
- **Linda Lewis '79**, Retired Principal, Framework LLC Alumni Association Representative Elected: 2020
- **Mike Martinez '00 MBA'11**, CEO, Natural Plant Products, Inc. Elected: 2018
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- **Lynn Ristig JD'85 MBA'85**, Chief Counsel - Shared Services Group, The Boeing Company (Retired), Elected: 2013
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- **Dale C. Sause '74**, CEO & Chairman of the Board, Sause Brothers, Inc. Immediate Past Chair, Elected: 2008
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- **Kevin R. Smith '79**, Head of Americas (Retired), PGIM Real Estate Vice Chair of the Board, Elected: 2010

- **Melissa L. Smith, PhD, '79**, Principal, Arktos Organizational Design and Development, Elected: 2012
- **Bishop Elaine J W Stanovsky**, Bishop, Greater Northwest Episcopal Area, The United Methodist Church Methodist Representative, Elected: 2016
- **Colby R. Takeda '11**, Senior Manager, Sharecare Early Career Trustee, Elected: 2020
- **Jon T. Thomsen '92**, Chief Executive Officer, Atmosera, Elected: 2020
- **Stephen E. Thorsett**, President, Willamette University Ex-Officio All Committees, Elected: 2011
- **Dan Valles**, Vice President for Finance and Treasurer, Willamette University, Treasurer
- **Johnny C. Vong '02 President**, Blackfish Capital, Elected: 2020
- **Patrick J. Waite MM'84**, Elected: 2010
- **BJ Wright, Ph.D., '03**, Partner, ghSMART & Company Early Career Trustee, Elected: 2018

### **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**, Investor
- **Wallace P. Carson Jr. JD'62 Gerald W. Frank**, President, Gerry's Frankly Speaking
- **Eric M. Friedenwald-Fishman '88**, Creative Director/Founder, Metropolitan Group, LLC
- **Allan Brian Gard '68**, Senior Partner, Gard Communications
- **Alan C. Goudy '51**
- **Dale C. Harris '55**, United Methodist clergy, retired
- **Melvin Henderson-Rubio '74**
- **Dale M. Hermann '65 JD'69**, Director, CorSource Technology Group, Inc.
- **Henry H. Hewitt JD'69**, Senior Counsel - Retired, 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**, Business Counselor at Law (Retired)
- **Robert G. Packard '73**, Partner, ZGF Architects LLP
- **Claris C. Poppert '57**
- **Patricia Smullin**, President & Owner, California Oregon Broadcasting, Inc.
- **Guy C. Stephenson '73**, President, Westwood Shipping Lines Incorporated
- **Kerry R. Tymchuk '81 JD'84**, Executive Director, Oregon Historical Society

- **Roderick C. Wendt JD'80**, Vice Chairman, JELD-WEN Holdings Inc.
- **Steven E. Wynne '74 JD'77**, Private Investor