
WHITMAN COLLEGE

The Catalog 2008-2009

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Whitman College maintains a strong commitment to the principle of nondiscrimination. In its admission and employment practices, administration of educational policies, scholarship and loan programs, and athletic and other school-administered programs, Whitman College does not discriminate on the basis of race, color, sex, gender, religion, age, marital status, national origin, physical disability, veteran's status, sexual orientation, gender identity, or any other basis prohibited by applicable federal, state, or local laws.

The 2008-2009 Academic Calendar

All dates are inclusive. A more detailed Academic Calendar is published by the Registrar's Office in August of each academic year.

Fall Semester, 2008

August 28, Thursday	Residence halls open at 9 a.m. for new students. Check-in is from 9 a.m. to 5 p.m.
August 29, Friday	Residence halls open at 9 a.m. for all students.
September 2, Tuesday	Fall semester classes begin.
September 15, Monday	Last day to add classes.
October 13-14	Mid-semester break; no classes.
October 15, Wednesday	Last day to withdraw from classes or the college without record.
October 24-26	Family Weekend.
November 7, Friday	Final day to withdraw from classes or the college with W grades. Close of P-D-F registration period.
November 7-14	Spring semester registration period.
November 21, Friday	Thanksgiving vacation begins at 6 p.m., Friday and ends at 8 a.m., Monday, December 1. All residence halls remain open.
December 12, Friday	Last day of classes, fall semester.
December 15-19	Final examination period.
December 19, Friday	Fall semester ends. All residence halls close at noon Saturday, December 20.

Spring Semester, 2009

January 16, Friday	Orientation for new students and parents begins.
January 18, Sunday	Residence halls open at 9 a.m. for returning students.
January 19, Monday	Martin Luther King, Jr. Day; no classes.
January 20, Tuesday	Spring semester classes begin.
January 30, Friday	Last day to add classes.
February 23, Monday	Presidents' Day; no classes.
February 27, Friday	Last day to withdraw from classes or the college without record.
March 13, Friday	Spring vacation begins at 6 p.m., Friday (all residence halls close at 9 a.m., Saturday, March 14) and ends at 8 a.m., Monday, March 30 (all residence halls open at noon, Sunday, March 29).
April 7, Tuesday	Whitman Undergraduate Conference; no classes.
April 10, Friday	Final day to withdraw from classes or the college with W grades. Close of P-D-F registration period.
April 17-24	Registration period for the fall semester 2009.
May 12, Tuesday	Last day of classes, spring semester.
May 13, Wednesday	Reading day; no classes.
May 14-19	Final examination period.
May 24, Sunday	Commencement. Residence halls close at 6 p.m.

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The information in this catalog is as accurate as possible at the time of publication. Periodic revisions are made to the online version of the catalog, at www.whitman.edu/registrar/catalog.

Whitman College

Whitman College's programs in the arts, humanities, social sciences, and natural sciences have earned a national reputation for excellence. In the classroom and the laboratory, as well as through participation in the college's residential and extracurricular programs, Whitman students acquire the knowledge and talents to succeed in whatever careers and life paths they choose.

What students from across the United States and from many other countries find at Whitman today, as students did a century ago, is a close-knit community of dedicated teachers and students working together to achieve intellectual vitality, moral awareness, personal confidence, social responsibility, and the flexibility to adapt to a rapidly changing world.

Recruiting and celebrating professors who are committed to excellence in teaching, advising, and scholarship has always been a top priority of the college. As Whitman's third president, Stephen B. L. Penrose, said, "It's the faculty who make a college great." Whitman's 13th president, George S. Bridges, says, "Whitman offers a colorful mosaic of experiences, relationships and opportunities. We are proud of our campus and the diversity and accomplishments of our students, staff, and faculty."

In addition to maintaining a faculty of the highest caliber, Whitman College is strongly committed to:

- fostering the intellectual depth and the breadth of knowledge essential for leadership;
- supporting mastery of critical thinking, writing, speaking, presentation, and performance skills;
- integrating technology across the liberal arts curriculum;
- promoting a strong faculty-student collaborative research program;
- promoting a rich appreciation for diversity and tolerance and an understanding of other cultures; and
- encouraging a sense of community by offering a vibrant residential life program and extensive athletic, fitness, and outdoor

opportunities.

The primary evidence of any college's successes can be found among its graduates. Whitman's alumni include a Nobel Prize winner in physics; a U.S. Supreme Court justice; an ambassador to Iraq; leaders in law, government and the foreign service; respected scholars; presidents of major corporations; renowned artists, entertainers and writers; prominent journalists; leading physicians and scientists; and thousands of active, responsible citizens who are contributing to their professions and their communities.

The Mission of the College

This mission statement, approved by the Whitman College Board of Trustees, guides all programs of the college:

Whitman College is committed to providing an excellent, well-rounded liberal arts and sciences undergraduate education. It is an independent, nonsectarian, and residential college. Whitman offers an ideal setting for rigorous learning and scholarship and encourages creativity, character, and responsibility.

Through the study of humanities, arts, and social and natural sciences, Whitman's students develop capacities to analyze, interpret, criticize, communicate, and engage. A concentration on basic disciplines, in combination with a supportive residential life program that encourages personal and social development, is intended to foster intellectual vitality, confidence, leadership, and the flexibility to succeed in a changing technological, multicultural world.

Statement on Diversity

The Board of Trustees endorsed the following statement on the value of diversity at Whitman. Many individuals and groups — trustees, overseers, alumni, students, faculty, and staff — contributed to the final version of this statement, which was developed by the Diversity Committee:

Diversity is fundamentally important to the character and mission of Whitman College. Diversity enriches our community and enhances intellectual and personal

growth. We seek to provide a challenging liberal arts experience for our students that prepares them for citizenship in the global community. By sustaining a diverse community, we strive to ensure that all individuals are valued and respected and that intellectual and personal growth are enriched because of our differences.

Environmental Principles for Whitman College

Recognizing the impact Whitman College has on the environment and the leadership role Whitman College plays as an institution of higher learning, the college affirms the following environmental principles and standards, which will be followed while exploring practical ways Whitman College can promote an environmentally conscious campus.

- To reduce the amount of nonrecyclable materials, reuse materials when possible, and utilize recycled materials.
- To consider the eco-friendliest science and technology available to decrease our environmental impact.
- To continue to build an energy-efficient campus in the 21st century.
- To patronize companies that are active in their defense of the environment.
- To encourage individuals' environmental accountability through programs of environmental education.
- To consider environmentally friendly options when they exist and are practical when making decisions regarding developmental projects.
- To further the use of reused materials, recyclable materials and the Internet for campus communications.
- To encourage and request food service to make environmentally friendly decisions when purchasing food and supplies, reducing waste and reusing materials.
- To maintain campus grounds through the employment of bio-friendly substances and services.
- To strive to improve upon current practices so we may engage the trends of the industrial world with the natural environment.

The Faculty

Whitman College's full-time faculty

currently numbers 127. In addition to their dedication to teaching and advising, Whitman faculty members conduct an impressive amount of original research.

Believing that an active professional life supports enthusiasm in teaching and advising, the college encourages faculty members' scholarly work through a generous sabbatical program, the faculty scholarship fund and other resources. In the past several years Whitman faculty members have received awards, honors and fellowships from the National Science Foundation, the National Endowment for the Humanities, the National Endowment for the Arts, the Battelle Northwest Laboratories, the Battelle Research Institute, the Fulbright Fellows Program, the Howard Hughes Medical Institute, the PEW Charitable Trust, Research Corporation, Sigma Xi, the Washington Commission for the Humanities and the Washington State Arts Commission.

The faculty, with the president and the provost/dean of the faculty, is responsible for basic academic policy and for the formulation of the curriculum. The faculty also has a responsibility for student life and welfare.

Facts about Whitman

In 1836, a few miles from the current city of Walla Walla, Marcus and Narcissa Whitman established a mission and a school to teach the Cayuse Indians to read and write their native language. Later, the Whitmans provided assistance to Oregon Trail travelers. After the Whitmans were killed in 1847, Rev. Cushing Eells resolved to establish a school in their honor. The Washington Territorial Legislature granted a charter to Whitman Seminary on Dec. 20, 1859. College courses were first offered at Whitman in 1882 and on Nov. 28, 1883, the Legislature issued a new charter, changing the seminary into a four-year, degree-granting college.

Whitman prizes its independence from sectarian and political control. The college has remained small in order to facilitate the close faculty-student interaction that is essential to exceptional higher education. In 1914, Whitman became the first college or university in the nation to require undergraduate students to complete comprehensive examinations in

their major fields. The installation of a Phi Beta Kappa chapter in 1919, the first for any Northwest college, marked Whitman's growing reputation.

One of Whitman's most recognizable campus landmarks is the clock tower atop Memorial Building, which was constructed in 1899. Among recent construction projects are the renovation and expansion of Penrose Library and the Science Building. New buildings include the Reid Campus Center, the Baker Ferguson Fitness Center, the Welty Center, and the Fouts Center for Visual Arts.

Located in the center of campus, the library serves an important role in the life of Whitman students. Open 24 hours a day, seven days a week during the academic year, Penrose Library provides resources, spaces and services to support the academic community. The library has more than 18,000 journals and houses more than 400,000 catalogued volumes. In addition, the Orbis Cascade Alliance, via the Summit online catalog, gives students and faculty prompt access to more than 26 million volumes from more than 30 colleges and universities throughout Washington and Oregon. Penrose Library is a 23 percent federal depository library and houses more than 200,000 United States and Washington state government documents, dating back to 1789. The Whitman College and Northwest Archives comprise approximately 3,500 linear feet of historical materials, including both college records and Walla Walla Valley manuscripts. Library staff provides professional services that include library orientations, individual research consultants, and formal classroom instruction. Staff members are committed to insuring the success of students as they pursue their information needs.

Whitman is committed to providing information technology tools for all members of the college community. All residence hall rooms have connections to the campus network. The college provides all students with computer accounts, e-mail addresses, and access to the Internet through wired or wireless connection. Computers are available for use in the library and in several computer labs around campus.

Whitman College has a measure of financial stability unusual among private colleges and universities. It has eliminated all deferred

maintenance on its physical plant, and the market value of its endowment and outside trusts is close to \$400 million. Such success is largely due to the continuing interest and support of business and financial leaders, to loyal alumni whose percentage of giving to the college is among the highest of any college or university in the nation, and to sound financial management.

The campus is one block from the downtown area of Walla Walla, a city of 30,000 in southeastern Washington. The town's setting in golden wheatlands shadowed by the Blue Mountains provides countless opportunities for skiing, hiking, bicycling, fishing, rock climbing, and white water rafting. Recently named one of the nation's top 25 "small town cultural treasures" and cited by *Sunset* magazine as having the best main street in the West, Walla Walla is known for its art galleries, its symphony orchestra, its community theater, and its premium wineries. Whitman sponsors dance groups, opera, musical soloists, fine arts film series, and performances by the college's excellent music and theater departments. The college hosts nationally recognized lecturers in science, letters, politics, current history, and other fields.

Academics

Advising

Academic advising at Whitman College begins when the student submits an application for admission. Before initial registration at Whitman, each first-year student is assigned to a faculty member or administrator who serves as premajor adviser until the student declares a major. The student chooses a major before the end of the second semester of the sophomore year; at that time, a member of the department in the student's major field will become the student's adviser.

In addition to premajor and major advising, advisers are available to assist students in selecting preprofessional courses suitable as preparation for graduate and professional study. Advisers also assist students planning to undertake foreign study or enter other special programs of the college.

Finally, a number of student academic advisers (SAs) live and work in the first-year residence hall sections to guide and assist new students on academic and curricular matters.

Curriculum

The General Studies Program: The goal of the General Studies Program is to inform the whole of the student's undergraduate education with a structure and consistency that complement and broaden the program of major studies. Whitman recognizes that flexibility is necessary in order to accommodate differences in background, interest, and aptitude. General Studies is Whitman's method of ensuring that student programs have overall coherence and that the wide range of the college's intellectual resources are utilized without enforcing lock-step requirements.

Specifically, the General Studies Program is intended to provide: 1) breadth and perspective to allow exposure to the diversity of knowledge, 2) integration to demonstrate the interrelatedness of knowledge, 3) a community of shared experience to encourage informal continuation of education beyond the classroom, and 4) a context for further study in the many areas appropriate for a well-educated person. To achieve these goals, the faculty has devised the following curriculum:

- I. The Core: Antiquity and Modernity: two four-credit courses to be completed by all students during their first year of study at Whitman College, with the exception of transfer students entering with junior standing.
- II. Distribution Requirements: All students must complete the Distribution Requirements (see "General Studies Program" in the *Courses and Programs* section of this catalog).

First-year students who wish to defer the Core until the sophomore year must receive the permission of the Board of Review. Transfer students entering with fewer than 58 acceptable credits (below junior level) must complete the Core unless, upon appeal, the Board of Review finds that they have successfully completed comparable courses at another institution.

Major Studies Requirements: A major study program is a coherent array of courses

designed to develop mastery of the basic ideas and skills in a particular field or area. Every candidate for a bachelor's degree must complete such a program. The major study may be an established departmental program, an established combined program, or an individually planned program.

The choice of a major can be made at any time after the student has been admitted to the college, but must be made prior to registration for the student's fifth semester. The selection of a major should be made in consultation with the student's premajor adviser and the adviser or advisers for the proposed major study.

Whitman College offers departmental major study programs in the areas listed as follows. Departments also may provide an option for emphasis within the major.

Anthropology
 Art
 Art History and Visual Culture Studies
 Astronomy
 Biology
 Chemistry
 Classics
 Classical Studies
 Economics
 English
 Foreign Languages and Literatures:
 French, German Studies, Spanish
 Geology
 History
 Mathematics
 Music
 Philosophy
 Physics
 Politics
 Psychology
 Religion
 Rhetoric and Film Studies
 Sociology
 Theatre

A combined major study program integrates work from two or more departments, from a department and one or more of the extra-departmental teaching areas, or from two teaching areas within a department, to provide concentration in an area of study. The faculty has established combined major study programs in the following areas:

Asian Studies
 Biochemistry, Biophysics, and Molecular
 Biology
 Biology-Geology
 Chemistry-Geology

Economics-Mathematics
 Gender Studies
 Geology-Astronomy
 Geology-Physics
 Latin American Studies
 Mathematics-Physics
 Physics-Astronomy
 Biology-Environmental Studies
 Chemistry-Environmental Studies
 Economics-Environmental Studies
 Environmental Humanities
 Geology-Environmental Studies
 Physics-Environmental Studies
 Politics-Environmental Studies
 Race and Ethnic Studies
 Sociology-Environmental Studies

Specific requirements for each of the established major study programs may be found by referring to the respective departmental listing in the *Courses of Instruction* section of this catalog. The requirements that apply to a student are those published in the most recent edition of this catalog at the time a student completes the second semester of his or her sophomore year or, in the case of junior-level transfer students, the catalog for the year of entrance to the college. These requirements may be altered as necessary in individual cases by the departments with the approval of the Board of Review.

In addition to the combined major, an individually planned major study program may be developed by students with unique interests and intentions. The individually planned major permits the development of a concentrated study in some area which crosses two or more disciplines, or which currently does not offer a standard major, thus permitting an area of concentration not available in other major study programs. Prior to the end of the student's fifth semester or the equivalent, he or she must select a major committee consisting of at least three faculty advisers (at least two of whom must be tenured or tenure-track) appropriate for the proposed major. With the guidance of the advisory committee, the student must specify the requirements for a coherent major study program and develop a rationale. The rationale must clearly demonstrate the need for an individually planned major rather than an established combined major or a departmental major and minor. Moreover, the proposed indi-

vidually planned major must be approved by the Board of Review and subsequently assessed by the Academic Council. Additional requirements appear in *Guidelines for the Construction of an Individually Planned Major*, available from the Registrar's Office.

Regardless of whether the student declares a standard, combined, or individually planned major, a minimum of two-thirds of the specific course and credit requirements for the major must be completed in the on-campus program of the college, and a minimum cumulative grade-point average of 2.000 must be earned by a student in all of the courses taken within the department or departments of his or her major study. A student with a combined major must maintain a GPA of at least 2.000 in each subject area of the major. A student with an individually planned major must maintain a GPA of at least 2.000 in the courses specified in the major.

A program of study is prepared with the advice and consent of the student's major adviser or advisory committee to ensure that all major and degree requirements are completed. At an appropriate time during the student's senior year the major department or major committee certifies that the degree candidate has completed an acceptable program of study.

Senior Assessment in Major Study

Every candidate for a bachelor's degree must, in his or her senior year or subsequently, complete with a passing grade a senior assessment in the field of the major study.

The examination may be entirely oral, or it may be part written and part oral. The advanced tests of the Graduate Record Examination, if taken during the senior year, may be used in partial satisfaction of the written major examination. Major examinations when passed are graded "passed" or "passed with distinction." A student who fails to pass the major examination may at the discretion of his or her examining committee be given a second examination, but not before two weeks after the first examination. A candidate who fails to pass the second examination is not eligible to take another until three months have elapsed.

Minor Study Option

A minor study allows serious participation in a secondary interest area without the burden of designing a more comprehensive interdisciplinary program as required for an individually planned combined major. The election of a minor study program is optional.

Minor study programs include 15 to 20 credits within the particular field or area to be completed with a minimum grade-point average of 2.000. The approved minor programs are:

Anthropology	Latin American Studies
Art	Mathematics
Art History and Visual Culture Studies	Music
Astronomy	Philosophy
Biology	Physics
Chemistry	Politics
Chinese	Psychology
Classics	Race and Ethnic Studies
Computer Science	Religion
Economics	Rhetoric and Film Studies
Educational Studies	Sociology
English	Spanish
French	Sport Studies, Recreation, and Athletics
Gender Studies	Theatre
Geology	World Literature
German Studies	
History	
Japanese	
Latin American and Caribbean Literature	

Specific requirements for each of the minor study programs may be found in the respective departmental or area listing in the *Courses and Programs* section. Unless approved by the appropriate departments or programs, courses used for minor requirements may not also be applied to requirements in the major or any other minor. Refer to the specific major and minor descriptions elsewhere in the catalog.

Credits

Every candidate for a bachelor's degree must complete not fewer than 124 credits in appropriate courses and with acceptable grades. A minimum of 54 credits must be earned in residence in the on-campus programs of the college and at least 44 of these credits must be earned in regularly graded courses at Whitman College apart from all transfer, advanced

placement, P-D-F, and credit-no credit work. A minimum cumulative grade-point average of 2.000 is required for all work attempted at Whitman College (the number of grade points earned must be equal to or greater than twice the graded credits attempted).

Credit Restrictions

As described in the following paragraphs, the college restricts the amount of credit in certain courses and programs allowed toward degree and major requirements.

Foreign Languages

Students who have previously studied a foreign language in secondary school, college, or elsewhere must take a placement test before enrolling in a course in this same foreign language at Whitman. Students who complete Spanish 206 at Whitman must also take a placement test to determine which third-year Spanish course they should take. Each language area places students in the appropriate level of language study after considering the results of the placement examination and the individual circumstances of the student. Students with no previous language experience are not required to take the placement test. Students who have already taken a foreign-language course at the college level cannot repeat the same level course and receive both transfer credit and Whitman credit.

Activity Credit

A maximum of 16 credits in activity courses will be allowed toward the minimum of 124 credits required for graduation.

A maximum of eight credits will be allowed in the following category:

1. Sport Studies, Recreation and Athletics activity courses (see *Activity Courses* listing under "Sport Studies, Recreation and Athletics" in the *Courses and Programs* section of the catalog)

A maximum of 12 credits will be allowed in any one of the following categories:

1. Dance (all courses)
2. Music (Music 211, 212, 231, 232, 241, 242, 251, 252, 261, 262, 281, 282)
3. Rhetoric and Film Studies (Rhetoric and Film Studies 221, 222)
4. Theatre (Theatre 231, 232)

Applied Music

Not more than 16 credits toward the minimum of 124 are allowed in any one, or combination of, the following courses in applied music: Music 163, 164, 263, 264, 363, 364, 463, 464, *Applied Music*.

Off-Campus and Transfer Credit for Major Requirements

A maximum of one-third of the specific course and credit requirements for the major may be satisfied by work completed in an off-campus program of the college and/or transfer credit. Generally, this means a maximum of 12 semester credits for a major requiring 36 semester credits. Some departments have imposed greater restrictions, and such limitations are stated in the departmental information in the *Courses and Programs* section of the catalog. Credit which does not apply toward major requirements may be used to meet degree credit requirements within the general limitation for study abroad and transfer credit.

Residence

The 124 credits required for the bachelor's degree must be completed in not more than nine semesters or equivalent, except that additional time may be allowed in unusual cases by vote of the Board of Review.

Residence at Whitman College is required of all degree candidates during the last two semesters immediately prior to completion of degree requirements. A student who has on record no fewer than 116 acceptable credits and who has met the minimum residence and the credit requirements may be allowed to complete the remaining credits for the degree requirement at another institution under the following provisions: 1) such work, within the maximum of eight credits, must be approved in advance by the student's major adviser and a record of the proposed work must be filed with the Registrar; and 2) the work must be completed in the interim between the student's last residence in the college and the date for the awarding of degrees in the following fall.

Degrees are awarded at the commencement ceremony in May and on a specified date in September. A degree may not be conferred *in absentia* at commencement except by special

action of the Board of Review taken in response to a petition showing satisfactory reasons for the candidate's inability to take the degree in person. A student who has met the residence requirements and who has successfully completed at least 116 credits toward graduation may participate in commencement, though a degree will not be conferred until all the requirements for graduation are met.

Two Baccalaureate Degrees

Two baccalaureate degrees may not be conferred on the same student at the same time, but the student may earn a second baccalaureate degree by completing at least 30 additional credits in residence following the date of completion of all requirements for the first degree and by completing the requirements for a second major study in a field different from that presented for the first baccalaureate. If there has been a change in the general degree requirements, the student must satisfy the degree requirements in effect at the time of the granting of the second degree.

Advanced Standing and Transfer Credit

Work satisfactorily completed at an accredited collegiate institution is accepted for transfer provided it is academic in nature and is generally applicable toward a liberal arts program of study. In general, professional or vocationally oriented courses are not accepted for transfer.

A record of all academic work undertaken in other collegiate institutions, including a record of correspondence and distance learning work and registration in summer sessions, must be presented to the Registrar by every student who has undertaken such work. Students who fail to provide such transcripts may be guilty of unethical conduct and may be subject to disciplinary action including suspension or dismissal from the college.

No credit will be granted for course work, including correspondence and distance learning courses, taken in another collegiate institution while the student is in residence at Whitman College unless written permission to register for such courses is obtained in advance by the student from his or her adviser and from the

Registrar. Nothing in this rule makes mandatory the granting of any credit by Whitman College.

A total of 70 credits of advanced standing transferred from other accredited collegiate institutions is the maximum non-Whitman work creditable toward a bachelor's degree. This includes credit allowed on the basis of scores made on the Advanced Placement Test of the College Board, higher-level courses for the International Baccalaureate, Running Start courses, or certain military service. Credit earned exclusively from two-year colleges is limited to the first 62 semester credits applicable toward a bachelor's degree.

No transfer credit is applied toward a Whitman degree unless it is of average (C- or 1.7 on a numerical grade scale) or better quality. Grades awarded by other institutions are not made a part of the student's Whitman record.

Students who have participated in one or more Advanced Placement or International Baccalaureate courses must arrange to have their scores or transcripts sent directly to Whitman College by the institution awarding credit. These courses may be applied toward the 124-credit degree requirement and certain majors and minors, but may not be used to satisfy Distribution Requirements.

The amount of credit allowed from various extramural sources is restricted as follows:

College Board Advanced Placement

Advanced placement and degree credit are awarded as indicated below for scores of 5 and 4 on the College Board Advanced Placement Tests except the score of 5 is required for English, history, and economics. Also, AP credit does not cover chemistry laboratory courses. Students must have completed and passed Chemistry 135, or an equivalent college chemistry course, in order to enroll in Chemistry 136.

<u>Examination</u>	<u>Credit</u>	<u>Whitman Equivalent</u>
Art	3	None
Art History & Visual Culture Studies	3	None
Biology score of 4 (only if student does not take Biology 111 for credit)	3	None
Biology score of 5	4	Biology 111

Chemistry	3	Chemistry 125
Computer Science (A)	3	Computer Science 167
Computer Science (AB)	6	Computer Science 167, 270
Economics (score of 5)		
Microeconomics	4	Economics 101
Macroeconomics	4	Economics 102
English (score of 5)		
Language & Composition	4	English 110
Literature & Composition	4	None
Environmental Science		
score of 4	3	None
score of 5	4	None
French Language		
score of 4	4	French 205
score of 5	8	French 205, 206
French Literature	4	None
German Language		
score of 4 or 5	4	German 205
Government & Politics		
American	4	None
Comparative	4	None
History (score of 5)		
American	6	History 105, 106
European	3	History 183
World	3	None
Latin	4	Latin 106
Mathematics		
Calculus AB or AB subscore of the Calculus BC	3	Mathematics 125
Calculus BC	6	Mathematics 125, 126
Statistics	3	Mathematics 128
Music		
Listening & Literature	3	Music 150
Theory	2	Music 125
Physics C		
Mechanics (score of 5)	3	Physics 155*
Psychology	4	Psychology 110
Spanish Language		
score of 5	8	Spanish 205, 206
Spanish Literature	4	None

*Credit is awarded after successful completion of Physics 135.

Advanced placement credit will not be granted if the equivalent course is completed at Whitman College.

Whitman College does not accept or award credits for the College-Level Examination Program (CLEP) general or subject examinations. Such credits awarded by other institutions will not be accepted for transfer. The college also does not accept transfer credit awarded on the

basis of placement or challenge examinations at other institutions.

International Baccalaureate

Whitman recognizes the International Baccalaureate Programme. Credit may be given for scores of 5, 6, or 7 in selected higher-level IB examinations. A maximum of one year's credit (30 semester hours) may be accepted as general degree credit. International Baccalaureate examinations currently accepted at Whitman, along with amount of credit and the appropriate equivalent courses, appear below. IB credit will not be granted if the equivalent course is completed at Whitman College.

<u>IB Examination</u>	<u>Credit</u>	<u>Whitman Equivalent</u>
Art/Design	4	None
Biology	8	Biol 111, 112
Chemistry	3	Chem 125
Chinese Lit	8	None
Ecology	8	None
Economics	4	Contact Registrar
(score of 6, 7)		
English A1 or A2	8	Engl 110, 4 credits elective
French B	8	Fren 205, 206
Hindi B	4	None
History Americas	6	Hist 105, 106
History Asian	3	None
History Europe	3	Hist 183
Literature	4	None
Mathematics	3	None
Music	8	None
Physics	8	Phys 155, 156
Psychology	4	Psyc 110
Spanish A1 or B	8	Span 205, 206
Visual Arts	4	None

Running Start Courses

Whitman will review credit earned through the Running Start Program and similar dual enrollment programs on a course-by-course basis. Course work is eligible for credit only if the class(es) are taught on the college campus by college faculty, and no more than one-third of the participants consists of high school students. Credits awarded will be for classes at a commensurate level and in subject matter relevant to the Whitman College liberal arts curriculum.

College Courses Offered in the High School

Whitman does not award credit for course work completed in a high school classroom

and appearing on a transcript from a college or university.

Two-Year Colleges

A maximum of 62 semester hours of credit may be transferred from accredited two-year colleges. These credits are applied toward the first two years of the bachelor's degree. Whitman will accept credit on a course-by-course basis from the Associate of Arts or Sciences degree programs.

Correspondence and Distance Learning Work

Not more than 10 credits of correspondence and/or distance learning work may be credited toward a bachelor's degree, and such work must be completed in institutions that hold membership in the University Continuing Education Association.

Study Abroad Credit

No more than 38 semester credits (19 for one semester) from study abroad programs, including the affiliated programs of the college, may be applied toward degree requirements. Study Abroad credit does not count toward the Whitman College residency requirement. Application of credit toward major requirements is subject to the general college limitation and to any specific departmental policy with respect to off-campus programs and transfer credit. Students who wish to receive Whitman credit for any study abroad course must receive prior approval from the International Studies Planning Committee.

Credit earned in a study abroad program which is not an affiliated program of the college but is designated as an approved program by the International Studies Planning Committee may be accepted for transfer within the limits specified above providing that all conditions for the approval of the program of study, participation, quality of work, and documentation are met.

Credit may be granted for work completed in a program not on the list of approved programs only if prior approval for participation has been granted by the International Studies Planning Committee and if the committee recommends the acceptance of credit after a review of appropriate materials presented by the student at the completion of the period of study.

Military Service

Credit for programs completed during military service may be allowed as recommended in *A Guide to the Evaluation of Educational Experience in the Armed Services*, provided that satisfactory military training and discharge credentials are submitted. The work involved must be appropriate to a liberal arts degree program. A maximum of four credits may be awarded as sport studies, recreation and athletics activities provided that the period of service was more than one year's duration. All service-related credit granted applies only to the 124-credit requirement for the degree and may not be used to satisfy the Distribution Requirement or major requirements. If credit for basic military training has been granted to satisfy high school requirements, it may not be counted as college credit.

Combined Programs

For students who are admitted to the combined study plan programs in engineering, forestry and environmental management, law, foreign language, oceanography, international studies, and teacher education, the transfer credit provisions of the college are modified to fit the patterns of the combined plans. When the student completes residence in the combined plan school, Whitman College allows the transfer credit which is necessary in the pattern of the combined plans to meet the degree requirements of 124 credits.

Classification of Students

Regular students are those who are admitted to pursue a degree program with the assumption that they complete such a program in approximately eight semesters. Regular students normally take no fewer than 12 and no more than 18 academic credits to ensure adequate progress in their degree programs. An average of 15.5 credits per semester is required to complete the 124-credit degree requirements in eight semesters. Regular students are classified according to the number of credits on record as follows:

First-year	0-26	Junior	58-89
Sophomore	27-57	Senior	90 or more but not graduated

Seniors in their final semester at Whitman who need eight or fewer credits to complete

degree requirements may petition the Dean of Students to be granted regular student status on a pay-per-credit basis. All requests for this status must be submitted to the Dean of Students by the end of the registration period.

Special students are regularly admitted students who wish to pursue a degree program but for certain reasons can do so only at the rate of one or two courses per semester. Applications for special student status must be submitted to the Dean of Students prior to the end of the registration period of the semester in which they are requesting this status. Special students may not represent any college organization, participate in intercollegiate athletics, and are not eligible to be pledged to or hold active membership in organized social groups, except by permission of the Dean of Students.

Nondegree-seeking students are those who are approved by the Office of Admission to take certain courses at Whitman College but not to pursue a degree or program. Nondegree-seeking students may not represent any college organization, participate in intercollegiate athletics, and are not eligible to be pledged to or hold active membership in organized social groups. If nondegree-seeking students wish at any time to become regular students they may apply to the Committee on Admission and Financial Aid in the usual way. Nondegree-seeking students generally may not maintain residence in college housing.

Post-graduate students are those who hold a bachelor's degree and are admitted to pursue further academic work.

Auditors are persons admitted to courses but not for credit. Auditors are not allowed in "activity" courses or in courses with studio or laboratory exercises. A regular or special student may audit courses with the written consent of his or her adviser and of the instructor concerned and without formal registration in the audited courses. Nondegree-seeking students who wish to audit courses and those admitted to the college solely as auditors must secure the written consent of instructors concerned. The college does not keep permanent record of audited work.

Registration Regulations

Every student is required to register in a program of study at the beginning of each semester. Registration is for one semester only and carries with it no right for continuance in the college. The extension of the privilege of reenrollment to any other semester is always at the option of the officers of the college.

The 18-credit limit for registration shall be exclusive of sport studies, recreation and athletics activity courses and those other activity courses for which the 16-credit limitation applies (see *Credit Restrictions*). Applied music courses are not considered activity courses. Permission to register for more than 18 academic credits may be granted by the Board of Review upon written petition by the student.

The instructor of a class may have a student without an authorized absence removed from the class roster if the student fails to attend the class in the first calendar week that it meets. It is the student's responsibility to notify the instructor of an authorized absence. The instructor must notify the student and the Registrar of the intent to remove the student from the class roster at least 24 hours before he/she is removed from the class roster.

Registration procedures and regulations are described in detail by the Office of the Registrar prior to each semester's registration.

Academic Honesty

Any form of falsification, misrepresentation of another's work as one's own (such as cheating on examinations, reports, or quizzes), or plagiarism from the work of others is academic dishonesty and is a serious offense.

Plagiarism occurs when a student, intentionally or unintentionally, uses someone else's words, ideas, or data, without proper acknowledgement. College policy regarding plagiarism is more fully explained in the *Whitman College Student Handbook*. Each student is required to sign the Statement on Academic Honesty and Plagiarism. Cases of academic dishonesty are heard by the Council on Student Affairs.

Evaluation of Students

The evaluation of students' work is the responsibility of the instructor or supervisor of the class. It is expected that the assessment

methods will include a final evaluative exercise unless the instructor deems it impractical or unnecessary. These exercises may include written or oral examinations, take-home examinations, papers and/or oral reports. The instructor should inform the students of the methods of evaluation at the start of each course.

Students are required to take the final examinations according to the schedule distributed by the Registrar's Office. A student who is absent from a final examination and has an authorized incomplete for that absence may take the examination at a later date (see *Incompletes*, as follows).

A student who misses a final examination and has no authorized incomplete may not take such an examination at a later date, and the instructor shall determine the grade for the course without the examination.

Reports and Grading

Midterm Grades. Each semester, on or before the date designated as midterm in the official academic calendar, the quality of the student's work is reported to the Registrar's Office if it is of D or F quality. These interim reports are the basis of advisory action.

Final Grades. Letter grades are assigned grade points as indicated below and are used to denote the quality of a student's work. All work recorded with these grades (graded credits attempted) is used in the calculation of grade-point averages.

Grade	Grade points per credit	Grade	Grade points per credit
A+, A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	0.7
C+	2.3	F (Failure)	0.0

Grade-point averages are computed by dividing the number of grade points earned by the number of graded credits attempted.

The following symbols carry no grade points; work recorded with any of these symbols is not used in the calculation of grade-point averages:

- P The symbol P is used to designate credit earned for those courses completed under the P-D-F grade option in which the

student has received the equivalent of a C- or better grade. Certain courses may also be designated as graded on a P-D-F basis only; such courses are identified on the student's permanent record.

- CR Denotes that credit is allowed for a course graded on a credit-no credit basis.
- NC Denotes that no credit is allowed for a course graded on a credit-no credit basis. The use of the CR and NC grades is limited to activity courses and other courses specifically designated by the faculty.
- X The symbol X, which is used to designate a deferred grade, may be assigned only if prior approval has been granted by the Board of Review.
- I The symbol I, which is used to designate an incomplete grade pending completion, may be assigned only under the conditions listed in the section which follows.
- W This symbol is used to indicate the official withdrawal from a course after the sixth week but prior to the end of the 10th week of classes. Additional information is provided in the section which follows.
- NR An administratively recorded temporary symbol used when a standard grade has not been submitted by the instructor.

Incompletes. A grade of incomplete (I) may be authorized upon petition by a student who has completed at least half of the required work of a course with a passing grade, but who is unable to complete the requirements of the course due to reasons of health or emergency, and for no other reason. Any petition for an incomplete must be submitted prior to the end of the semester for which the incomplete is requested.

A student who meets these criteria may initiate a petition in the Office of the Dean of Students for an incomplete for reasons which are consistent with the following guidelines:

- I. An absence of not more than three weeks due to: a) the death or serious illness of a member of the student's immediate family, or b) military orders.
- II. For reasons of health which persist for

not more than four consecutive weeks.

The Dean of Students will determine the appropriate action after consulting with the Health Center Director or the Director of Counseling.

Any petition for an incomplete not covered by these guidelines will be submitted to the Board of Review for consideration. The petition must include information concerning the duration of the illness or emergency and indicate how the work not completed is related to the period of illness or emergency. The instructor must provide written verification that at least half of the work has been completed with a passing grade, specify what work is required to complete the course requirements, and indicate whether or not he or she regards the completion of the requirements to be feasible.

When a grade of incomplete has been authorized, the instructor shall give a grade based on the work completed in the course at the time grades are submitted and judged against the course requirements for the entire class. An incomplete pending completion will be shown as a grade of I on a transcript.

Work to be counted toward the final grade in a course in which an incomplete has been given, must be turned in by specified deadlines. If the deadlines listed below are not met, the grade of I will be converted to the grade based on the completed work as judged against the course requirements for the entire class, and will stand in the student's permanent record.

- I. If the student is on probation, a grade change must be reported to the Registrar within three weeks after the last day of final examinations for the semester in which the grade was incurred.
- II. If the student is in good standing, the requirements of the course must be completed by the end of the third week of classes in his or her next semester in residence.
- III. A student may petition the Board of Review to extend these deadlines.

Faculty members shall report the completion of such grades to the Office of the Registrar by the end of the fourth week of the semester. Students not in residence must complete the requirements for the course no later than six months after the incomplete has been in-

curred.

Withdrawals. If a student withdraws from a course or from the college after the sixth week but prior to the end of the 10th week of classes, he or she shall receive a grade of W (withdrawal). If the student withdraws or discontinues studies in any course after that date (unless specifically permitted to do so by the Board of Review for reasonable cause such as a family distress, serious illness, or other emergency), he or she shall receive a grade of F. Withdrawal from the college requires the filing of the proper form in the Registrar's Office and consultation with the Dean of Admission and Financial Aid.

Deferred grades. Grades may be deferred at the request of an instructor in cases where it is impractical to file a grade which is dependent, for example, upon a requirement such as completion of a thesis or special project. Acceptable reasons are normally those which are beyond the control of the student and do not include the inappropriate allocation of time to complete the course or project. The instructor must obtain the consent of the Board of Review prior to submitting deferred grades.

Grade Report. Semester grade reports will be made available to students via the Web, and upon request sent to the student at the home address or other address designated for grades.

Grades for Affiliated Programs. Work undertaken in affiliated study abroad programs and the domestic off-campus programs (Washington Semester, Urban Studies Program in Chicago, and The Philadelphia Center) will be recorded on the student's Whitman record, including the grades reported by the program, but with the exception that these grades will not be used in the calculation of semester and cumulative grade averages, nor will these credits be considered as part of the Whitman College residency requirement.

Correction of a Grade

A grade reported by an instructor becomes a part of the permanent records of the college and may not be changed by the instructor or any other official of the college without the approval of the Board of Review. A faculty member may request a change in grade by submitting a brief written statement to the Board of Review which

states the basis for the change requested.

P-D-F Grade Options

Students who register for a class on a P-D-F basis will be assigned a grade of P if they earn a grade of C- or above. If a D or F grade is earned, those grades will be recorded as for any graded course and will be used in the computation of the grade-point average. Students in good standing are eligible to select courses on a P-D-F basis, under the following conditions: credit in P-D-F courses which may be counted toward the completion of graduation requirements is limited to one-third of all credits earned at the college up to a maximum of 40, and with the exception that all students must complete a minimum of 44 credits in regularly graded courses in the on-campus programs of the college. Students initially must register for all courses (except those designated as P-D-F or credit-no credit courses by the faculty) on a regularly graded basis. During the 10th week of the semester, students may, after consultations with their advisers, change their registration for selected classes to a P-D-F basis. The P-D-F option may enable some students to enter areas of study comparatively unfamiliar to them without the potential of lowering their overall grade-point average so long as the earned grade is at least a C-.

A student must complete a special form, have it signed by his or her adviser, and file it with the Registrar during the 10th week of classes to be eligible to take a course on a P-D-F basis.

The P-D-F option may not be applied to any course designated as a General Studies course. Courses taken with the P-D-F grade option cannot be used to satisfy Distribution Requirements. In addition, each department or program has formulated a policy with regard to limiting or denying the P-D-F option in courses taken within the major subject. Unless otherwise noted for a specific department or program in the *Courses and Programs* section of this catalog, courses taken with the P-D-F grade option after declaration of the major cannot be used to satisfy the course and credit requirements for a major.

Note: Users of the P-D-F option should be aware that certain graduate and professional

institutions may discount grade-point averages in which substantial parts of a student's record include P-D-F grades. They assume that students using this option either choose to be graded in subjects where they will receive higher grades or that they will not make the same effort in P-D-F courses, thus distorting their grade-point average upward. Students should be conscious of the risks in overuse of this grading option. Program advisers (e.g., medicine, law) should be consulted by students interested in advanced study in the respective areas prior to electing to use the P-D-F grade option.

Correction of Record

Each semester, students receive notification at least twice to verify their course registrations. The first notice appears immediately following final registration, and the second occurs at the end of the 10th week of classes. Both notices provide a link to the appropriate Web page that lists all of the courses which will appear on the student's grade report and permanent record; that is, those courses for which the student is currently registered, including an indication of the P-D-F grade option, and those for which a W grade will be recorded.

Credit cannot be granted for courses in which a student has not been officially registered. It is the student's responsibility to check the registration information reports carefully and consult the Registrar's Office concerning procedures for correction of errors and omissions. It is the Board of Review's policy not to approve requests for registration in any course after the close of the semester in which registration was required.

Repeating Courses

Courses in which a student has earned credit (with a minimum grade of D-) may not be repeated for credit unless the course is approved for multiple enrollments because of changing subject matter. If a student receives a grade of F or elects to re-enroll in a course to improve his or her knowledge of the subject matter, the course for the second registration is marked as a repeat and neither the grade nor the credit for this registration is included in the calculation of the semester or cumulative grade averages.

Course Fees

Charges for fee courses may be redetermined in the fall of the year due to the uncertainty of costs at the time the catalog is published. The following fees are estimated:

Art:

Special Projects, ArtS 101, 102, 201, 202, 301, 302 if taken for 3 credits, applicable fee for the area of the project (e.g., Special Project in Photography = \$150); if taken for 2 credits, see course description.	
Book Arts, ArtS 140, 240, 340.....	\$90
Ceramics, ArtS 130, 230, 330.....	\$100
Drawing, ArtS 115, 215, 315.....	\$40
Digital Media, ArtS 180, 280, 380.....	\$150
Introduction to Visual Art Practices, ArtS 110.....	\$50
Painting, ArtS 167, 267, 367.....	\$85
Photography, ArtS 123, 223, 323.....	\$165
Printmaking, ArtS 170, 270, 370.....	\$115
Sculpture, ArtS 160, 260, 360.....	\$125
Individual Projects, ArtS 421, 422 see Special Projects fees in course description	
Senior Studio Art Seminar, ArtS 480 applicable fee for the area of the seminar (e.g., seminar in ceramics = \$100)	
Thesis in Studio Art, ArtS 490 applicable fee for the area of the thesis work (e.g., thesis in ceramics = \$100)	
Honors Thesis, ArtS 498 applicable fee for the area of the honors thesis (studio) work (e.g., honors thesis in printmaking = \$95)	
Biology 279, minimum.....	\$200
Chemistry 102.....	\$20
Chemistry 140.....	\$30
Chemistry: a glassware/equipment breakage fee will be charged at the end of each semester for each semester laboratory course, if a student has broken more than \$10 worth of material.	
Environmental Studies 260, per semester.....	variable
Geology 158, 358, per semester.....	variable
Music 163, 164, 263, 264, 363, 364, 463, 464 (see <i>Applied Music Fees</i>)	
Music 241, 242.....	\$25
Music 480.....	\$300 per credit
Sport Studies, Recreation and Athletics 112, 114, 212, 214, 312, 314, per semester.....	\$275

Sport Studies, Recreation and Athletics 113, per semester.....	\$225
Sport Studies, Recreation and Athletics 115, per semester.....	\$300
Sport Studies, Recreation and Athletics 117, 217, per semester.....	\$90
Sport Studies, Recreation and Athletics 118, 218, 142, per semester.....	\$75
Sport Studies, Recreation and Athletics 127, per semester.....	\$50
Sport Studies, Recreation and Athletics 138, 238, per semester.....	\$150
Sport Studies, Recreation and Athletics 139, 140, per semester.....	\$160
Sport Studies, Recreation and Athletics 200, per semester.....	\$15
Sport Studies, Recreation and Athletics 226, per semester.....	\$400
Sport Studies, Recreation and Athletics 240, per semester.....	\$225
Sport Studies, Recreation and Athletics 242, per semester.....	\$575
Sport Studies, Recreation and Athletics 308, per semester.....	\$20
Sport Studies, Recreation and Athletics 332, per semester.....	\$375
Sport Studies, Recreation and Athletics 334, per semester.....	\$400
Sport Studies, Recreation and Athletics 342, per semester.....	\$400
Sport Studies, Recreation and Athletics 380, per semester.....	\$175
Sport Studies, Recreation and Athletics 387, per semester.....	\$400
Sport Studies, Recreation and Athletics 390, per semester.....	\$25
Sport Studies, Recreation and Athletics 395, per semester.....	\$30

Applied Music Fees

One lesson a week in voice, piano, organ, stringed instrument, or wind instrument is \$300 per semester. The rate for two lessons a week per semester is double that shown.

The applied music fee pertains to all students taking private lessons. In addition, for students paying less than the full college semester tuition rate there will be an additional special tuition charge on a per credit basis.

No applied music lessons are given on college holidays and during recesses; no makeup schedules are provided for lesson schedules which include holidays and recesses. The only

acceptable reason for lesson cancellation is illness; in such cases the instructor makes up half of the lessons missed without additional charge.

Leave of Absence

A regularly enrolled student in good standing who wishes to be granted a leave of absence from the college for one or two consecutive semesters must file a written request with the Board of Review. In preparing the request the student is expected to consult with his or her academic adviser and, when appropriate, the Dean of Students. Reasons for a leave of absence may include study in a foreign or domestic program of another educational institution, medical or financial reasons, or other need to interrupt formal academic work for a period of time.

A leave of absence for the purpose of study with another institution (academic leave), either as a full-time or part-time student, is subject to certain additional procedures and restrictions. Application for an academic leave for participation in a foreign study program requires an application to and approval of the study plan by the International Studies Planning Committee. An application for an academic leave to complete work in a domestic program of another school must include a program of study approved by the student's adviser and the Registrar.

An academic leave of up to two semesters may be granted to students whose total academic program has been at Whitman. Transfer students admitted as sophomores or who have completed a full year at another school may be granted no more than one semester of academic leave. Transfer students who have been admitted as juniors are not eligible for academic leaves. Exceptions to this policy must be assessed by the Board of Review.

An application for a leave of absence for health reasons requires the recommendation of the Dean of Students, and a leave for financial reasons requires the recommendation of the Dean of Admission and Financial Aid. A student on leave may not reside on campus, attend classes, or participate in the regular activities of the college.

A student on leave of absence may

re-enter the college in the semester immediately following the expiration of the leave provided that the student notifies the Registrar's Office of his or her intention to return by March 1 for the fall semester and November 1 for the spring semester. A student on leave for medical reasons must obtain the approval of the Dean of Students for the return. Students returning from leave for financial reasons must secure the approval of the Dean of Admission and Financial Aid. While on leave a student is expected to meet deadlines with respect to room reservations and registration as stipulated for regularly enrolled students.

An extension of the period of the leave may be granted for valid reasons provided that the student submits a petition to the Board of Review during the last semester of the leave, except that an academic leave may not be extended. If the student extends the period of leave without authorization, he or she will be withdrawn from the college.

A leave of absence is automatically canceled if a student registers in another collegiate institution without completing the procedures required for an academic leave. A leave of absence may be canceled provided the Registrar is notified of the student's intention not less than 60 days prior to the beginning of classes for that semester.

Academic Standards

To maintain good academic standing a student must meet the following requirements:

1. Earn a grade-point average of at least 1.700 each semester.
2. Earn a minimum cumulative GPA of 2.000 during the second semester of the first year and subsequently.
3. Subsequent to the first year earn a minimum of 24 credits in the two immediately preceding semesters, except graduating seniors completing degree requirements with a normal load for the final (eighth) semester of study who may complete fewer than 24 credits in the previous two semesters.
4. Complete successfully the Core (Antiquity and Modernity) in the first full academic year after entrance. Any deficiency must be removed not later

than the end of the fourth semester of college-level work or by the time the student has accumulated 57 degree credits, whichever occurs first.

5. Maintain a minimum cumulative GPA in the major study of 2.000 beginning with the end of the fifth semester of college-level work. A student with a combined major must maintain a minimum GPA of 2.000 in each subject area of the major.

Transfer students, to be in good standing, must meet the minimum GPA requirements appropriate to their class standing as determined by the number of transfer credits accepted.

Any student who fails to meet the standards listed above, upon vote of the Board of Review, will receive one of the following:

Academic Warning

A student who receives an academic warning from the Board of Review must correct the problem in the next semester. Transfer work may be used to address a credit deficiency Academic Warning, providing that the student completes the Request for Approval of Transfer Credit form prior to registering for coursework at another institution.

The following three actions require concurrence of the Academic Council.

Academic Probation

A student given academic probation is no longer in good academic standing and will be dismissed from the college if his or her performance in the next semester in residence fails to meet the minimum requirements for good standing, or fails to demonstrate sufficient progress toward that goal. Normally, a student will not be continued on probation for more than two consecutive terms.

A student on probation is restored to good standing when he or she completes the semester of probation with accomplishments that meet the minimum standards listed above.

Academic Suspension

A student who is suspended is not allowed to complete registration for classes until he or she has the approval of the Board of Review. To obtain such approval, the student is expected to submit a plan of study that demonstrates the feasibility of completing a degree at Whitman College.

Academic Dismissal

A student who had been dismissed from the college for failure to be in good standing may be reinstated on probation upon vote of the Academic Council in response to a written petition. This petition must state clearly what actions the student will take in order to return to good standing.

Challenge of Student Academic Assessment

The evaluation of a student's academic performance is the responsibility of the person appointed to teach or supervise a course. A student who questions the validity of a faculty member's evaluation should first confer with that faculty member. If the matter is not resolved the student may confer with the Provost and Dean of the Faculty who may, in turn, confer with the faculty member. If the issue is not resolved through this conference, the student may petition the Board of Review to consider the case.

The Board of Review may decide not to hear the case, or, hearing the case, may take one of the following actions: 1) deny the petition; 2) in the case of an instructor no longer at the college, the Board of Review may, upon presentation of appropriate evidence, change the grade to credit or no credit; or 3) in the case of an instructor who is a member of the faculty, the Board of Review may make recommendations concerning possible solutions to the problem.

Access to Records

Students shall have access to their educational records *except for*:

- Financial records of their parents
- Confidential letters and recommendations placed in the education record prior to Jan. 1, 1975
 - If not being used for the purpose specified
 - In situations where the student has signed a waiver of right to access to confidential recommendations in regard to admission to the college, employment applications, and receipt of an honor or honorary recognition.

Whitman College shall not permit access

to, or the release of, educational records or personally identifiable information contained therein, other than directory information of students, without their written consent, to any party *other than* the following: 1) other school officials, including teachers, within the educational institution who have been determined to have legitimate educational interests; 2) in connection with a student's application for, or receipt of, financial aid; 3) organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if such studies are conducted in such manner as will not permit the personal identification of students by persons other than representatives of such organizations (such information will be destroyed when no longer needed for the purpose for which it is conducted); 4) accrediting organizations, in order to carry out their accrediting functions; 5) in compliance with judicial order, or pursuant to any lawfully issued subpoena, upon condition that the student is notified of all such orders or subpoenas in advance of the compliance therewith by the educational institution; and 6) appropriate persons in connection with an emergency, if the knowledge of such information is necessary to protect the health or safety of a student or other persons. Parents of a minor dependent student may have access to the student's record upon demonstration that the student is dependent. Dependency is generally demonstrated by providing a copy of the parents' tax return, reflecting the student as a dependent, to the Registrar.

Whitman College has designated the following categories as directory information: the student's name, home address, college address, telephone listing, e-mail listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height (of members of athletic teams), dates of attendance, degrees and awards received, academic honors, the most recent previous educational agency or institution attended by the student, and photographs. The college shall allow a reasonable period of time for a student to inform the college that any or

all of the information designated should not be released without the student's prior consent.

Transcript Policy

A transcript is an official copy of a student's academic record at Whitman College bearing the official seal and the signature of the Registrar. A request for a transcript must include the student's signature to authorize the release of the record. Generally, there is a 24-hour preparation period for a transcript.

Transcripts are not issued during the final examination and grading periods. Release of a transcript may be withheld in a case where the financial obligations to the college have not been satisfied. Whitman does not issue or certify copies of transcripts from other institutions.

Honors Awards

Whitman College gives several awards to recognize academic honor and achievements:

Recognition of Academic Distinction is awarded after the completion of each semester. This recognition is given to all regular students who have completed a minimum of 12 credits, passed all credits attempted, and have earned a grade-point average of 3.500 or higher on no fewer than nine graded credits.

Undergraduate Honors are awarded to first-year students, sophomores, and juniors who attain during any one academic year a GPA of at least 3.650 in not fewer than 30 credits of which 24 must be graded on a regular basis (A, B, C, D, F).

Honors in Course are awarded to graduating seniors as follows: *summa cum laude* to students who have achieved a GPA of 3.900 with no course grades of failure; *magna cum laude* to students who have achieved a GPA of at least 3.800 and no course grades of failure; *cum laude* to students who have achieved a GPA of at least 3.650. To be eligible to receive Honors in Course a student shall have been in residence at Whitman College his or her last four semesters or a total of six semesters. The degree candidate shall have earned a total of not fewer than 60 credits at Whitman.

Honors in Major Study are awarded to graduating seniors who show unusual ability in their major fields. To be eligible for candidacy a student must have accumulated at least 87

credits, and have completed two semesters of residence at Whitman College. Admission to candidacy begins with the student's submitting a proposal describing his or her thesis or project to the appropriate academic department. Once the department (or departments, for combined majors, or major committee for individually planned majors) approves the proposal admitting the student to candidacy for Honors, the department must file an official notification with the Registrar. The application must be submitted to the major department (or departments for combined majors, or major committee for individually planned majors) within the first six weeks of the two-semester period in which the student is eligible. The student has the privilege of doing preliminary planning on the project or thesis during his or her third year.

A candidate must attain a cumulative GPA of at least 3.300 on all credits earned at Whitman and a GPA of at least 3.500 in the major, complete a written thesis or research project prepared exclusively for the satisfaction of this program, and file two acceptable copies of this thesis or report in the college library not later than Reading Day preceding the beginning of the final examination period in the semester in which the student is registered for the honors thesis course, earn a grade of at least A- on the honors thesis or project and the honors thesis course, and Pass with Distinction on the senior assessment in his or her major study.

National Honor Societies

The following national honor societies have established chapters at Whitman College:

Phi Beta Kappa, the oldest national honorary fraternity, established a chapter at Whitman College in 1919. Election is based on evidence of broad cultural interests and scholarly achievement in the liberal arts. Criteria include Whitman grade-point average and the breadth of the program outside the major. Approximately 10 percent of the senior class and one percent of the junior class are elected to membership annually.

Sigma Delta Pi, the national honorary Spanish fraternity, established the Xi Nu chapter at Whitman in 1981. It is open to students who attain excellence in the study of the Spanish language and in the study of the

literature and culture of the Hispanic world.

Sigma Xi, the Scientific Research Society, established a chapter at Whitman College in 1962. Sigma Xi is an international, multidisciplinary research society whose programs and activities promote the health of the scientific enterprise and honor scientific achievement. Membership is by invitation and is awarded based on demonstrated potential for research.

Special Programs

Center for Teaching and Learning

Director: Kurt Hoffman

The Center for Teaching and Learning (CTL) provides resources to faculty for enhancing the teaching/learning process at Whitman College. Recognizing that excellent teaching maximizes student learning, and further, that there are diverse manifestations of excellent teaching, the center organizes programs and offers consultations to enhance pedagogy, classroom dynamics, modes of learning, and learning outcomes. All programs are completely voluntary, and include faculty luncheon-discussions about pedagogy, lectures and workshops given by nationally known experts, private consultations about teaching, classroom observations, and seminars for new faculty. The center is located in Penrose Library and houses a special collection of books and journals devoted to teaching and learning. A Web site for the center (www.whitman.edu/offices_departments/ctl) lists programs, an electronic newsletter on teaching and learning, and links to sites for enhancing teaching. The director works closely with the CTL Steering Committee to provide programs and set policy.

Study Abroad

Advisers: Susan Holme Brick and Rebecca Miller

An understanding of a culture or region of the world other than one's own is an important part of a liberal arts education and a key to developing leaders in an increasingly interdependent global society. The Study

Abroad program at Whitman College is designed to provide a range of opportunities for qualified students to study in Africa, Asia, Europe, Latin America and Oceania.

Information about opportunities for study in foreign countries, including application procedures, eligibility requirements, deadlines and fees, is available from the Study Abroad Office, Memorial Building 204. Students should consult with Susan Holme Brick, Director of International Programs; Rebecca Miller, Assistant Director of Study Abroad; or the appropriate faculty adviser listed below to determine the suitability of participation in a particular academic program overseas. Students who wish to apply any credit from overseas study to their Whitman degree need to complete a Whitman Study Abroad Leave Application and receive approval for their proposed course of study from the International Studies Planning Committee. Prior approval from Whitman is required to transfer credit from summer studies in a foreign country as well. Deadlines for the submission of Study Abroad Leave applications is February 5 (for fall and full-year programs), April 9 (for summer programs) and September 11 (for spring programs) unless stated otherwise below.

Students who intend to pursue overseas study are advised that careful planning is often needed in order to include study abroad as an integrated part of their four-year career at Whitman. For some destinations students will need to have completed at least two years of foreign language work at the college level to qualify. The college requires that students who have not yet completed the intermediate level of the local language enroll in the language during their period abroad.

The programs listed below are affiliated with Whitman College. Academic work undertaken in the affiliated study abroad programs will be recorded on the student's Whitman transcript including the grades reported by the program. However, grades from courses taken abroad will not be used in the calculation of semester and cumulative grade-point averages. Students may apply need-based financial aid and merit scholarships that they receive through Whitman College to the fees of affiliated study abroad programs.

Associated Kyoto Program

Adviser: Akira Takemoto

Whitman College, along with 14 other liberal arts colleges, sponsors the Associated Kyoto Program, a rigorous two-semester program located on the Doshisha University campus in Kyoto, Japan. The program offers intensive Japanese language classes and a wide range of elective courses in Japanese studies taught in English. Prerequisites include one year of Japanese language study and at least one area course, preferably premodern Japanese art, history, or literature. The application deadline for 2009-10 is Jan. 23, 2009.

Fundación José Ortega y Gasset in Toledo

Sponsored by the University of Minnesota, this program in historic Toledo, Spain, offers courses in Spanish literature, history, art history and other disciplines for international undergraduates.

Institute for the International Education of Students (IES)

IES conducts fall and spring semester programs in Beijing, Berlin, Freiberg, London, Nantes, Paris, Rome and Vienna in which students may study with local scholars at the IES Center or enroll in courses at local universities. A direct enrollment option is also available to Whitman students for study at the University of Adelaide in Australia through IES.

Intercollegiate Sri Lanka Education

Adviser: Jonathan Walters

In cooperation with eight other liberal arts colleges, Whitman College sponsors the ISLE program, a semester-long academic program in Sri Lanka. Located in Kandy, the center of traditional culture on the island, the academic focus of the program is on Sri Lankan culture, politics, religion, history, gender, the environment, and the arts.

Kansai Gaidai University

Kansai Gaidai is an international-oriented university in Hirakata, Japan, with an Asian Studies Program specifically designed for international students who wish to study Japanese language and take Japanese area studies courses in English.

The Pitzer Botswana Program

The Pitzer Botswana Program provides students with an opportunity to immerse themselves in both rural and urban life in Botswana by living in several homestays, taking courses related to Botswana, and working in field placements.

The School for Field Studies

Adviser: Delbert Hutchison

Whitman College is a partner member of The School for Field Studies, which offers single semester

and summer field-based study abroad programs in five locations worldwide. The academic program at each SFS center focuses on case studies related to a local environmental issue — Marine Resource Management in the Turks and Caicos Islands; Tropical Rainforest Studies in Australia; Marine Mammal Conservation and Coastal Ecosystems in Mexico; Sustainable Development Studies in Costa Rica; and Wildlife Management Studies in Kenya.

School for International Training in India

Whitman College is affiliated with the SIT programs in Delhi and Jaipur, India. Through SIT, students study Hindi, Indian history, politics, development, arts, and culture with local scholars and spend part of their semester living with an Indian host family.

St. Andrews University

Through Whitman's affiliation, qualified students may enroll directly for a single semester or an academic year at St. Andrews University, a Scottish university founded in 1411 and located on the eastern coast of Scotland.

Studio Art Centers International, Italy

The SACI program in Florence, Italy, is specifically designed for studio art students who wish to study painting, drawing, sculpture, photography and other arts in one of the world's foremost centers for art and architecture.

Syracuse in Italy

Through Whitman's affiliation with Syracuse University, qualified students may study art history, Italian language, history, politics and other fields of Italian studies in the city of Florence, known for its outstanding Renaissance art and architecture.

University of East Anglia

The University of East Anglia, in Norwich, England, is a comprehensive university of 13,000 students known for its interdisciplinary schools of study.

University of Otago

The University of Otago provides students the opportunity to enroll in a broad range of humanities, social science and science courses with New Zealand undergraduates. Its location on the South Island of New Zealand makes study at the university particularly well suited for students of geology and biology.

University of York

Whitman students may attend the University of York, a comprehensive university of 10,000 students located in the historic city of York.

Whitman Summer Studies in China

This six-week long summer program, administered by Whitman College in cooperation with Yunnan University in Kunming, China, is designed to give students an opportunity to strengthen their conversational Chinese language skills and learn about contemporary Chinese society firsthand. Participants enroll in a four-credit, intensive Chinese language course at the university and a two-credit Seminar in Chinese Studies course taught by the Whitman faculty director of the program (see Asian Studies 200). Prerequisites include at least two semesters of college Chinese language. Scholarships are available to qualified students from the David Deal China Exchange Endowment. The program is offered every other year and will be offered again summer 2010.

Listed below are additional study abroad programs with which the college maintains relationships. For the purposes of credit transfer and financial aid, these programs are treated like affiliated programs by the college.

American University in Cairo

Qualified students interested in the Middle East may study for a single semester or an academic year at the American University in Cairo in Cairo, Egypt. Course offerings include intensive Arabic language and Middle East Studies courses in English.

College Year in Athens

A broad range of courses in art history, archaeology, classics, and contemporary eastern Mediterranean studies is available through this program in Athens, Greece. Students may enroll for one semester or an academic year.

COPA Argentine Universities Program

Qualified students of Spanish may enroll in one of three universities in Buenos Aires, Argentina, while living with local families, through the Cooperating Programs in the Americas.

COPA Merida, Mexico

Qualified students of Spanish may enroll at the Autonomous University of Yucatan in Merida, Mexico, through the Cooperating Programs in the Americas. Participants take courses in the humanities, social sciences and/or sciences and live with a Mexican host family.

Council on International Educational Exchange in Senegal and Taiwan

Qualified Whitman students may study through CIEE in either Taiwan or Senegal. The Taiwan program, based at National Chengchi University in Taipei, offers intensive Mandarin Chinese language

and a course on Taiwanese society. Whitman recommends two semesters of college-level Mandarin prior to enrolling in the Taiwan program. The Senegal program offers a range of courses in the humanities and social sciences related to Francophone Africa. The Senegal program requires prior study of two semesters of college-level French or equivalent.

Middlebury in Spain

Through Middlebury College qualified Whitman students may study in one of three locations in Spain — the Middlebury College's School in Spain (Sede Prim) in Madrid; Universidad Carlos III in Getafe; or Universidad de Cordoba in Cordoba. The two university options give students the opportunity to study alongside their Spanish peers, while the School in Madrid is designed exclusively for U.S. study abroad students.

National University of Ireland at Galway

Qualified students may study humanities and social sciences alongside Irish students at the National University of Ireland in Galway through Butler University's Institute for Study Abroad. Galway is a congenial university town on the coast of western Ireland, where traditional Irish culture still flourishes.

University of Costa Rica

Through agreement with the University of Kansas, Whitman students may enroll directly at the University of Costa Rica, a comprehensive university in San Jose, Costa Rica.

The college also maintains a list of overseas programs that are not affiliated with Whitman but are approved for credit. Work completed on nonaffiliated study abroad programs is treated as transfer credit, and no grades are entered on the student's Whitman College record.

Domestic Off-Campus Study Programs

Advisers: Helen Kim, Susan Holme Brick, and Rebecca Miller

Whitman College encourages qualified students interested in urban issues or government policy and those who want to engage in a preprofessional internship to consider participation in one of three affiliated domestic off-campus programs described below. Students interested in these three programs must complete a Whitman Study Abroad Leave Application and receive approval for their proposed course of study from the International

Studies Planning Committee prior to enrollment in the program. Academic work undertaken on an affiliated domestic off-campus program will be recorded on the student's Whitman transcript including the grades reported by the program. However, grades from courses taken abroad will not be used in the calculation of semester and cumulative grade-point averages. Students may apply need-based financial aid and merit scholarships that they receive through Whitman College to the fees of these affiliated domestic off-campus programs. Applications and additional information about the programs can be obtained from the Study Abroad Office (Mem 204).

The Washington Semester Program is under the aegis of The American University of Washington, D.C. There are several specific programs for which credit transfer is likely: American Politics, Contemporary Islam, Economic Policy, Foreign Policy, Public Law, Transforming Communities, and Peace and Conflict Resolution. Each of these programs consists of seminars, an internship, and a research project.

The Urban Studies Program in Chicago is sponsored by the Associated Colleges of the Midwest. It comprises a core course on urban problems, a seminar on a specific urban issue, an independent study project, and an internship involving three or four afternoons of work per week.

The Philadelphia Center, sponsored by the Great Lakes Colleges Association, offers a seminar examining urban life and patterns of interaction, an additional urban study seminar, and 32-hour per week internship with professionals in a supervised placement in a wide range of fields including the sciences.

Environmental Studies: Whitman College Semester in the West

Adviser: Phil Brick

Semester in the West is a field study program in environmental studies, focusing on ecological, social, and political issues confronting the American West. For a full semester, we will travel the West, focusing on issues such as grizzly bear and wolf reintroduction plans, management of national parks and monuments, the booming economy and culture of Las

Vegas, environmental justice in New Mexico, and many more. Along the way, we will meet activists, writers, environmentalists, loggers, ranchers, miners, labor organizers, local politicians, land managers, historians, political scientists, geographers, foresters, economists, farmers, Native Americans, biologists, ecologists, and cowboys. As we travel, we will read what others have written about the West, and we will do much of our own writing. We will explore the ecology of the region, from the grasslands of Hells Canyon to the deserts of Arizona and New Mexico.

Semester in the West is a program for Whitman College students only. Students of sophomore status or higher are eligible to apply. Offered Fall 2008.

Whitman in China Program

Adviser: Susan Holme Brick

Whitman in China provides an opportunity for six Whitman College alumni to spend a year at Yunnan University in Kunming, Shantou University in Shantou, or Northwestern Polytechnical University in Xi'an, People's Republic of China, teaching English or serving as an English language intern at the university level. Those selected will be paid a modest salary for their services and given free housing by the Chinese universities. Round-trip air travel from Seattle to Kunming, Xi'an, or Shantou also will be provided. No Whitman College credit is granted for participation in this program. A minimum of one year of study in the Chinese language and some teaching experience is strongly recommended.

Combined Plans

Engineering and Computer Science

Adviser: Robert Fontenot

Whitman College is associated with Caltech, the Fu Foundation School of Engineering and Applied Science at Columbia University, the Duke University School of Engineering, the School of Engineering and Applied Science at Washington University in St. Louis, and the University of Washington School of Engineering in combined programs for liberal education in engineering and computer sci-

ence. In addition, in consultation with the 3-2 Engineering and Computer Science Program adviser, students can arrange individual programs combining liberal education with study in engineering or computer science at other ABET-accredited departments of engineering and computer science.

Typically the combined plans require five years of study. The first three years are spent at Whitman College, and the last two years are spent at the engineering school, where the student completes courses in computer science or one of the branches of engineering. At the University of Washington and at nonaffiliated institutions, more than two years may be necessary to complete the second phase of the combined plan program. Students who transfer to Whitman as candidates for the combined plan must complete a minimum of two years in residence at Whitman and satisfy appropriate modifications of the requirements outlined below. In the combined plan, two degrees are awarded upon successful completion of the program: the degree of Bachelor of Arts, with major in Natural and Mathematical Sciences or NMS, by Whitman College and the degree of Bachelor of Science, with major in computer science or a field of engineering, by the transfer institution. The requirements for the combined plan are given below in the section titled *NMS Major Requirements*. Also note the information in the section titled *Notes and Cautions*.

The combined plans in liberal arts and engineering or computer science require careful scheduling. Students who are interested in chemical, mineral, metallurgical, or biomedical engineering should take Chemistry 140 (or 125, 126, 135, and 136) and calculus during their first year. Students who are interested in other branches of engineering or in computer science should take Physics 155 or 165 and 156 or 166 and calculus during their first year. Also, students should consult with Mr. Fontenot in their first year at Whitman and regularly thereafter to ensure that they are making proper progress in the program.

Students must declare an NMS major before the end of their fourth semester in residence at Whitman in order to be eligible to transfer to another institution to complete the program. (Transfer students must declare an NMS ma-

ior before the end of their second semester in residence at Whitman.) Students will have Mr. Fontenot as major adviser but may need to consult with professors in science departments.

NMS Major Requirements

The NMS major, intended only for students in the 3-2 Engineering and Computer Science Program, has the following requirements.

- (1) Earn at least 93 credits and spend three years at Whitman (62 credits and two years for transfer students) with a Whitman grade-point average of at least 2.0.
- (2) Complete the Whitman General Studies Program before transferring to another institution.
- (3) Complete the mathematics and science courses in lists (I) and (II) below, with a cumulative GPA at Whitman in these courses of at least 2.0 and no course grade below C-.
 - (I) Mathematics 167, 225, 235, 236, 244, and 300; Physics 155 or 165 and 156 or 166; Chemistry 140, or all of the courses Chemistry 125, 126, 135, and 136.
 - (II) One of the following three sequences, chosen with the consent of the 3-2 Engineering and Computer Science Program adviser:
 - (a) Physics 245, 246, 255, and 256;
 - (b) Chemistry 245, 246, and 251, 252;
 - (c) Mathematics 260, 270, and 358.

Normally, students interested in a branch of engineering closely related to physics choose (a); students interested in chemical engineering choose (b); students interested in computer science choose (c); and students interested in biomedical engineering choose either (a) or (b), depending on the intended subfield and transfer institution.

Additional mathematics and/or science courses are recommended. For example, Mathematics 367 offers techniques useful in most fields of engineering; Physics 335 is an essential prerequisite for students interested in electrical engineering; and statics (at another college or university) and Physics 347 are important prerequisites for students interested in civil or mechanical engineering.

- (4) Complete the requirements for a degree

in computer science or a field engineering at one of the affiliated institutions — Caltech, Columbia University, Duke University, Washington University in St. Louis, and the University of Washington — or in any other ABET-accredited program in the United States.

Notes and Cautions

- (1) Four of the five affiliated institutions (but not the University of Washington) require that students seeking admission secure a recommendation from the 3-2 program adviser. Even with a recommendation from the 3-2 program adviser, admission to some of the affiliated institutions is not guaranteed. Under normal circumstances, to secure a recommendation from the 3-2 program adviser at Whitman and to be admitted to any of the five affiliated programs, students need cumulative and mathematics-science grade-point averages of at least 3.0. Washington University in St. Louis and Columbia University normally accept students who are recommended by the 3-2 program adviser at Whitman, take the prerequisite mathematics and science courses, satisfy the general education and credit requirements set by their institutions, and meet their GPA standards (3.0 for Columbia and 3.25 for Washington University in St. Louis).
- (2) Some institutions have higher (than 2.0) overall and mathematics-science GPA requirements for transfer admission and/or additional course, credit, or general education requirements. Here are three examples. (I) Along with additional requirements that depend on the intended major program, Columbia University requires that students spend “approximately” three years at Whitman, complete 97 (not 93) credits at Whitman, and take the equivalents of Economics 101 or 177, 102 and English 110 (or 210). (II) Washington University requires students to complete a three-credit or four-credit humanities or social science course numbered 300 or above.

(III) Caltech requires all 3-2 program students to take Physics 245, 246, 255, and 256. This includes, for example, students planning to study chemical engineering who would also be expected to take Chemistry 245, 246, 251, and 252. (See Requirement (3) above.)

- (3) Students receive a Whitman College degree, with an NMS major, after completing requirements (1) through (4) above and, in particular, after receiving a B.S. degree with major in computer science or a field of engineering from an affiliated institution or from a nonaffiliated but ABET-accredited program. Completing a degree in a nonaffiliated program or at the University of Washington may take more than two years.
- (4) If a Whitman student does not receive a B.S. degree from a transfer institution, he or she must satisfy the requirements for a Whitman College major other than NMS. Students, in consultation with their premajor advisers and the 3-2 Engineering and Computer Science Program adviser, may need to keep this possibility in mind as they schedule courses at Whitman.

Law

Adviser: Timothy Kaufman-Osborn (Politics)

Whitman College is associated with Columbia University in an accelerated, interdisciplinary program that allows students to obtain a bachelor’s degree from Whitman and a *juris doctor* degree from Columbia after successful completion of a combined program requiring six years rather than seven.

After spending three years in residence at Whitman in any of the liberal arts, the student will enroll not only in law courses at Columbia but also, after the first year of regular law courses, in other professional or graduate-level courses selected in consultation with Whitman College.

Columbia is one of the nation’s most selective law schools. The program is thus designed for students with high academic credentials, combined with qualities of leadership and maturity that show promise for outstanding

professional service.

Requirements for satisfactory completion of the bachelor's degree portion of this combined program are determined by Whitman. Requirements which should be completed during the first three years in order to qualify as an applicant are set forth in guidelines available in the office of the prelaw advisers. It is important to study these requirements, as well as those of the student's contemplated field of major study, as early in the years at Whitman as possible. Planning is essential and needs to be started either late in the first year or early in the sophomore year.

Students must formally communicate their interest in being considered for the *Whitman-Columbia Program in Accelerated Interdisciplinary Legal Education* early in the first semester of their junior year by notifying the prelaw advisers. In the spring of his or her junior year, each candidate for nomination to the program submits to the Whitman College Pre-Law Committee a letter of application, a copy of their transcript, their scores on the Law School Admissions Test (note that students will need to register for the February LSAT in early January) and letters of recommendation from two faculty members. In addition, the candidate undergoes an interview by the Committee. During the process, the Pre-Law Committee will consult with Columbia Law School. If the candidate is successful, the nomination is formally forwarded to Columbia which will, in turn, send application materials to the nominee. Acceptance at Columbia will depend upon a number of factors, of which scores on the LSAT and grade-point average are but partial criteria.

Forestry and Environmental Management

Advisers: Robert Carson, Heidi Dobson

Whitman College has an association with the Nicholas School of the Environment and Earth Sciences at Duke University, Durham, N.C.

The Cooperative College Program is designed to coordinate the education of students at Whitman College with graduate programs in the broad area of resources and environment offered at Duke University. Participating students

are accepted into either of two degree programs, the Master of Forestry (M.F.) or the Master of Environmental Management (M.E.M.). The cooperative program is designed to accommodate students after three years of study at Whitman or upon graduation from Whitman. Duke requires applicants to take the Graduate Record Exam (general test without any advanced subject tests) in October or December of the year prior to the desired year of entrance. Those students who complete the necessary qualifications and who choose to enter Duke after three years may qualify for one of the professional master's degrees with four semesters at Duke, in which at least 48 credits are earned. Upon completion of the requirements of the Duke program, the student will be awarded the B.A. degree in the appropriate field by Whitman College.

A third option is also available in which a student may enter one of the above two degree programs plus the School of Business; three years of study for concurrent degrees at Duke will earn the Master of Business Administration (M.B.A.) degree in addition to the M.F. or M.E.M.

The major for the Whitman degree will be biology or geology, depending on the courses taken at Whitman.

The specific requirements to be completed at Whitman College are as follows:

1. For the biology major, the following courses are required: a minimum of 22 credits of biology to include Biology 111, 112, 205, 215 or 277, plus a minimum of seven additional credits in courses above the 200 level; Chemistry 125, 126, 135, 136, or 140; Economics 101 or 177, 102; Geology 210 (or 110 or 120); Mathematics 125, a statistics course (chosen from Mathematics 128, Psychology 210, or Sociology 208). In addition, the following courses are recommended: Mathematics 167; Economics 307; a year of physics.
2. For the geology major, the following courses are required: a minimum of 22 credits of geology to include Geology 210 (or 110 or 120), 220, 350 and at least 10 additional credits in courses numbered above 300; Biology 111, 112; Chemistry 125, 126, 135, 136, or 140; Economics 101 or 177, 102; Mathematics 125, a statistics course (chosen from Mathematics 128, Psychology 210, or Sociology 208). In addition, the following courses are strongly recommended: Biology

- 215 or 277, Mathematics 167, Economics 307, and a year of physics.
3. Duke University has the following additional prerequisite: "A working knowledge of microcomputers for word processing and analysis."
 4. Students must have a minimum of two years of residence at Whitman and have completed a minimum of 94 credits before entering Duke; the student must also satisfy the Core and distribution requirement of the General Studies Program.
 5. Students who wish to participate in this program as a 3-2 candidate must obtain a recommendation from the Duke/Whitman 3-2 Committee. However, Duke University reserves the right to make the final decision regarding acceptability of the student for admission.

International Studies

Adviser: Michelle Jamming

A 3-2 agreement with the Monterey Institute of International Studies allows Whitman students to complete the bulk of their undergraduate education in our liberal arts environment and then complete pre-professional work at MIIS.

Students apply for entry to the 3-2 program at the beginning of the first semester of their junior year and are considered eligible if they have completed a minimum of 62 credits, of which at least 30 were earned in residence at Whitman, with a grade-point average of 3.3 or better in both the major and overall. Competency in a second language is expected. By the end of the junior year, students will have completed a total of 93 credits, of which 54 were earned in residence at Whitman; all general studies requirements and the second language requirements have been met; most requirements for the major (as determined by the major department in question) have been completed; and the 3.3 GPA requirement has been met in both the major and overall. Major departments are permitted to waive up to eight credits in the major where they feel that MIIS offers comparable or suitable courses. Successful students will receive a Whitman B.A. upon receipt of any master's degree at MIIS.

Oceanography

Advisers: Paul H. Yancey, Robert Carson

Whitman College is associated with the School of Oceanography of the University of Washington in a program for liberal education in biological or geological oceanography. The plan requires five years of study; the first three years are spent at Whitman College and the last two years at the University of Washington, where the student takes courses in oceanography and biology or geology. Students who transfer to Whitman College as candidates for the combined plan must complete a minimum of two years in residence at Whitman College and complete appropriate modifications of the requirements outlined below. In the combined plan, two degrees are awarded upon successful completion: the degree of Bachelor of Arts by Whitman College and the degree of Bachelor of Science in Oceanography by the University of Washington. The degree from Whitman College will be in biology or geology, depending on the courses taken as specified below.

Students who are recommended by Whitman will enter the admissions process of the University of Washington. In order to secure a recommendation from Whitman, a student must satisfy the following requirements during his or her three years at Whitman:

- (a) Earn at least 94 credits and spend three years at Whitman (62 credits and two years for transfer students) with a Whitman grade-point average of at least 3.0.
- (b) Complete the Core, required of all first-year students attending Whitman.
- (c) Complete the General Studies Distribution Requirements at Whitman.
- (d) Complete certain mathematics and sciences courses including those listed below, with a cumulative GPA at Whitman in these courses of at least 3.0.

This plan requires careful scheduling. Students must declare one of these majors by the end of their fourth semester in residence at Whitman College (transfer students must declare at the end of their second semester in residence at Whitman College). It is strongly recommended that interested students consult with one of the program advisers starting in

their first year, then consult regularly thereafter to ensure that they are making proper progress in the program.

Required Math and Science Courses

(1) Biology-Oceanography majors must complete Chemistry 125, 126, 135, 136 (or 140), 245; Mathematics 125, 126, 225, 235, 236; Geology 110; Biology 111, 112, 205, 277 or 215, 309 or 308, 310 or 330, and 488. A year of physics (eight semester credits) is also required, which may be satisfied with Whitman's Physics 155 or 165, 156 or 166, or the University of Washington's Physics 121, 122, 123. At the University of Washington in their fourth and fifth years, students must take at least eight semester-equivalent credits of upper-division biology electives, and three semester-equivalent credits of independent research; and they must take the Biology Graduate Record Examination and attain a score sufficient to satisfy Whitman's requirements.

(2) Geology-Oceanography majors must complete Chemistry 125, 135, 126, 136, or 140; Mathematics 125, 126, 225, 235, 236; Biology 111, 112; Geology 110, 320, 350, 358, 360, and four or more credits in courses numbered above 300. A year of physics (eight semester credits) is also required, which may be satisfied with Whitman's Physics 155 or 165, 156 or 166 or the University of Washington's Physics 121, 122, 123. At the University of Washington in their fourth and fifth years, students must take at least 12 semester-equivalent credits of upper-division geology electives; and they must take the geology department written major examination and attain a score sufficient to satisfy Whitman's requirements.

Teacher Education

Adviser: Kay Fenimore-Smith

University of Puget Sound Cooperative

4-1 Program: Whitman College is associated with the University of Puget Sound School of Education in a cooperative 4-1 Master of Arts in Teaching (MAT) certification program. Upon completion of a Whitman baccalaureate degree, students who have applied to the program and met program requirements are admitted to the School of Education for a fifth year of study culminating in a Masters of Arts in Teaching degree and a Washington State Teaching Certificate.

Whitman also maintains contact with other Northwest colleges that offer MAT programs. See education department faculty for more

information.

Malheur Field Station

Adviser: Robert Carson

The Malheur Field Station is located on the Malheur National Wildlife Refuge south of Burns, Ore. The station is owned by The Great Basin Society, and the educational program for the station is advised by a consortium of private and state colleges and universities in Oregon and Washington. Whitman College is a consortium member. The station's summer education program consists of courses lasting from one to three weeks. All courses are field oriented and range from diverse zoology and botany offerings to geology, archaeology, and environmental photography programs. Each course carries one to four semester hours of credit. The curriculum draws students from all areas of the liberal arts and is an attractive complement to environmental, geological, biological, and ecological programs.

Careers and Professions

While social trends and economic pressures may bring emphasis on "job training" in many types of institutions, Whitman remains confident that its role as a liberal arts college meets many crucial needs of society.

For students who can identify their own interests and abilities, inform themselves about opportunities, and do some careful planning, an educational foundation in the liberal arts has proved to be the best of resources.

A large percentage of Whitman graduates continue their education in graduate or professional schools. For those who seek careers immediately after graduation, positions have been found in such fields as journalism, sales, teaching, library work, publishing, radio and television, research, advertising, personnel, public relations, insurance, banking, transportation, production and manufacturing, retailing, and government.

Advisers in the academic departments, in the Office of the Associate Dean of the Faculty, and in the Career Center talk regularly with students

about advanced study and about immediate and long-range occupational opportunities. In addition, the college has selected special preprofessional advisers, listed below, to help in those areas of interest which warrant particular attention because of their general appeal.

Business Management

R. Pete Parcells (Economics)

The best opportunities for career-long advancement in modern business come to those who have acquired a knowledge of the underlying principles of economics, finance, statistics, and communication with society. A background in the sciences to prepare for the changing world may be beneficial. An understanding of the relation of business to government and the position of business in society also is essential. Strong oral and written communication skills are important.

The recommended courses are designed to give the student a general rather than a technical preparation. The guiding principle of the program is the recognition that technical training in the field of business administration is best achieved in graduate school or through on-the-job training. (A site which provides additional information is www.mba.com). Such a preparation qualifies Whitman graduates for many forms of business management training programs and provides a foundation for study in graduate schools of business.

Suggested Courses:

Economics 101, 102, 227, 268, and 327

Mathematics 125, 126

Major study in economics, politics, and/or the sciences

Dentistry

Jim Russo (BBMB)

Dental schools recommend that the pre-dental student acquire as broad and liberal an educational background as possible before entering the highly specialized professional courses given in dental school.

Students interested in the study of dentistry should familiarize themselves as early as possible with the specific requirements of the schools to which they plan to apply. These requirements are contained in the ADEA *Official Guide to Dental Schools*. Dental schools in Colorado, Oregon and Washington give

preference to residents and students of WICHE states (Alaska, Arizona, Hawaii, Montana, Nevada, New Mexico, North Dakota, Utah, and Wyoming). These are states that lack dental schools. You can find the American Dental Education Association home page at www.adea.org. It has links to dental schools. The site of the American Dental Association is www.ada.org.

Minimal requirements of all dental schools are usually a year each of English, biology, physics, general chemistry, and organic chemistry.

Pre-dentistry students should contact the adviser early in the first year of study at Whitman and confer with the adviser on a regular basis. Participation in a dental observation program is highly recommended.

Suggested Courses:

Biology 111, 112, 205, 329¹, 339²

Biology 259 or 310^{1, 3}

Chemistry 125, 126, 135, 136; or Chemistry 140

Chemistry 245, 246, 251, 252 organic chemistry and laboratory. Some schools, including the University of Washington, require only one semester of organic chemistry; however, the University of Washington and OHSU require biochemistry (BBMB 325).

Physics 155 or 165, 156 or 166

¹Highly recommended by University of Washington Dental School

²Required by University of Washington Dental School

³Required by Oregon Health and Science University (OHSU)

Foreign Service

Chair, Department of Politics

Today many departments and agencies of the United States government offer a variety of overseas employment, both in career positions and in staff support work. Positions may be secured through general entrance examinations for the public service, through special recruiting (as is generally the case for the intelligence services, the Peace Corps, and aid and technical assistance programs), or by special examinations, as those for the Diplomatic Service and the Consular Service of the Department of State and the Information Service of the U.S. Information Agency.

No special set of courses is recommended, but demonstrated aptitude in foreign language

study, history, and politics is generally essential for overseas career positions. Information on recruitment procedures and examinations is available, as is information on employment with private organizations abroad.

Law

Timothy Kaufman-Osborn (Politics)

Whitman does not have and does not recommend a formal prelaw major as preparation for law school, believing that no specific series of courses can be considered correct for every student who intends to enter the legal profession. Major law schools and the Association of American Law Schools agree that a broad liberal arts program is the best general preparation.

Law schools want evidence that its applicants can think, read, write, express themselves orally, and have some understanding of the forces which have shaped human experience, developed its institutions, and ordered its values. A wide variety of courses in the social sciences, history, literature, philosophy, and rhetoric deal with such matters, though in different ways and with different emphases. The study and practice of law also requires analytical reasoning skills which are fostered by certain courses in mathematics and the natural sciences, economics and philosophy.

Students planning a legal career are welcome to discuss their plans with a prelaw adviser. Those interested in the combined program with Columbia University that will permit them to obtain a law degree and a bachelor's degree at the end of six years rather than the normal seven should read provisions for such a program in the *Special Programs* section of this catalog. It is essential to plan for this program as early as possible in order to meet all requirements.

The P-D-F grade option should be used by prelaw students with caution. Students who hope to attend law school the fall following graduation should take either the October or December Law School Admission Test during their senior year in order to meet most law school admission deadlines. A reason to take the earlier October test: scores will be reported prior to most law school admission deadlines, an advantage when judging one's chances for admission to various schools.

Library Science

Lee Keene (Library)

A Master of Library Science degree is a prerequisite for a professional career in librarianship, and a broad liberal arts education is excellent preparation for the master's program. One library school seeks applicants with "an inquiring mind, initiative, the flexibility to accommodate change, and a sense of responsibility to the public and to colleagues." While librarians traditionally have been educated in the humanities, a background in the social or physical sciences has become valuable as the number of specialized libraries increases. Emphasis is increasingly placed on computer applications within libraries, and the allied field of information science. Courses in one or more foreign languages, while not required by all library schools, are useful.

Penrose Library offers student employment, and the librarian listed above is available to discuss graduate school preparation and career possibilities with interested students.

Medicine

Jim Russo (BBMB; Chair, Premedical Advisory Committee)

See the Health Professions Web site: www.whitman.edu/content/career_center/healthprofs. The medical profession seeks individuals from a variety of educational backgrounds. Although a strong foundation in the natural sciences is essential, a major in the sciences is not. A broad, liberal arts education should enable future physicians to gather and assess data, to continually update their knowledge and skills, and to apply this new information to the medical, scientific, and ethical problems they will face.

Because much of the practice of contemporary medicine is preventative as well as curative, medical school admissions committees also look for well-developed communication skills and an ample exposure to the social sciences and humanities. They are concerned with both the breadth and quality of the undergraduate course work.

Students interested in the study of medicine should familiarize themselves as early as possible with the specific requirements of the medical schools to which they plan to apply.

The requirements for each U.S. and Canadian allopathic (MD) medical school, as well as other useful information, are provided in the book *Medical School Admission Requirements*. See the Association of American Medical College (AAMC) Web site at www.aamc.org.

Students considering a career in medicine should attend the premed orientation meeting during the opening week of their first year. The following courses will satisfy the requirements for admission to most U.S. medical schools:

Biology — One year of introductory biology (Biology 111 and 205); one additional course; two semesters of laboratory

Chemistry — One year of general chemistry with laboratory (Chemistry 125, 126 and Chemistry 135, 136; or 140). One year organic chemistry with two credits of laboratory (Chemistry 245, 246 and Chemistry 251, 252)

Physics — One year of physics with laboratory (Physics 155 or 165, 156 or 166)

Mathematics — One year of college mathematics (Mathematics 125, 126 and 128 are recommended)

English — Two semesters of English (110, 210, 310 or any English writing or literature course)

Biochemistry and molecular biology have become a central component of contemporary medical education. The University of Washington requires students to demonstrate course work in biochemistry (BBMB 325).

Since writing ability is assessed as one of the four major Medical College Admission Test (MCAT) areas, and Verbal Reasoning is one of the quantified MCAT areas, classes that stress serious analysis of written material are also recommended.

At least one year of social science (e.g., Psychology 110 and one additional course in anthropology, economics, sociology or psychology) is recommended.

The following is a sequence of steps that can help you be prepared to apply to medical schools during your senior year:

1. After the opening week orientation meeting, contact an adviser at least once a semester through the sophomore year.
2. In the junior year, make an appointment with Jim Russo and set up a candidate file.

3. Prepare to take the MCAT between January and June of your junior year.
4. Obtain evaluation forms and contact people you plan to ask to write letters of evaluation for you.
5. Complete the American Medical College Application Service (AMCAS) application online no later than July 30 (www.aamc.org/students/amcas/start.htm).
6. Contact Jim Russo between July 1-September 1 to set up an interview time. An interview with the advisory committee is required for the college to provide the committee letter requested by the medical schools. Interviews are held between the first day of fall classes and October 30. The committee cannot guarantee an interview if you do not schedule a time before September 1. A copy of your AMCAS application and all letters of evaluation must be sent to the chair no later than two weeks prior to your interview time. Many students apply after graduation. See Jim Russo for more details.

Ministry

Walter Wyman (Religion)

The American Association of Theological Schools recommends a broad liberal arts education as the most desirable undergraduate preparation for the ministry. English, history, philosophy, and the social sciences are all appropriate as undergraduate majors. Some experience in the sciences and in the fine arts is recommended. A religion major or a religion minor, while not an essential prerequisite for graduate study, would provide a solid basis for seminary or graduate school and would enable the student to move more quickly into advanced studies. Foreign languages (especially French, German, and possibly Greek or Latin or Chinese or Japanese) are highly advisable for students contemplating doctoral work in religion.

Music

Robert Bode (Music)

The department of music at Whitman College offers a Bachelor of Arts degree with possible special emphases in performance,

theory/composition, history, or jazz. Recognizing its role in a liberal arts institution, the department offers applied lessons and curricular choices for majors and nonmajors alike. More than 60 percent of the student body participates in the music program through performance, individual lessons, or academic classes.

The major ensembles on campus — Whitman Chorale, Symphony Orchestra, Jazz Ensembles, Wind Ensemble, and Whitman Chamber Singers — are open to all students by audition. Opera productions have included Bizet's *Carmen*, Gilbert and Sullivan's *Iolanthe* and *Gondoliers*, Mozart's *Magic Flute* and *The Marriage of Figaro*, Puccini's *La Boheme*, Rossini's *The Barber of Seville*, and Bernstein's *Candide*.

Public Service

Chair, Department of Politics

Careers in public service have increased as a result of recent developments. To an ever greater degree, even county and city governments have realized they need professionally trained people to serve as researchers and planners as well as administrators. The expansion in the numbers and kinds of special interest groups and the increased degree to which these groups are employing professionals have also meant new career possibilities for people with research, analytical, and political skills. These new career opportunities are in addition to the traditional public administration positions in federal and state agencies.

A person interested in a public service career should develop good research and analytical skills and an ability to write and speak effectively. A broad background in American government and society is necessary, with emphasis on politics, economics, and sociology. Statistical and computer skills are essential.

Suggested Courses:

Economics 101 or 177, 102, 268
 Environmental Studies 120
 History 297
 Mathematics 128
 Politics 118, 179, 219, 309, 313, 317, 458
 Sociology 110, 207, 208

Social Work and Human Services

Helen Kim (Sociology)

Whitman College provides the basic social science training required for careers in social work and human services. There is a continuing demand for trained social and human services workers in such fields as child and family welfare work, neighborhood recreational and health service, and rehabilitation of youth offenders. Advanced positions in social work and human services require training at graduate school. However, the present demand for social workers makes it possible for students to obtain positions upon completion of their undergraduate training. The American Association of Schools of Social Work and leading schools in this field recommend a sound foundation in the social sciences with a background in other areas of a liberal arts education. Also recommended is some orientation to the specific problems dealt with by these fields.

Students interested in careers in social work and human services are well advised to major in psychology or sociology, though majoring in some other social science field is not inappropriate. In addition to major preparation in a particular field in the social sciences there are specific social science courses which contribute to preparation for a career in social service, depending in large part on the particular area of social service work in which the student is interested. The best program is one worked out with the preprofessional advisers.

Suggested Courses:

Economics 101 or 177, 102
 History 368
 Philosophy 127, 128
 Psychology 110, 210, 230, 240, 260
 Sociology 117, 230, 257, 267, 300, 307, 317

Sport Studies, Recreation and Athletics

Dean Snider (Director of Athletics and Chair, Sport Studies, Recreation and Athletics)

Whitman's program of activity and lecture classes, intramurals, and club and intercollegiate athletics is broad-based and flexible. The program is designed to meet the physical and recreational needs of the college community and to enhance the quality of life and learning of all who participate.

Career opportunities in sport studies, athletics, leisure and recreation are expanding rapidly. With a strong liberal arts background, an academic major, and a sport studies minor, a student will be prepared to pursue graduate studies or a career in sport studies.

Courses in sport studies, recreation and athletics are divided into two categories: theory and activity. Theory courses are designed for students who wish to study the theory and methods used in physical education and recreation. Practicums allow students to design and pursue supervised teaching, coaching and other sport leadership experiences. Activity courses are designed to provide experience and training within a diverse mix of physical education, recreation, fitness, and individual and team sport offerings.

Suggested Courses:

Biology 120

Sport Studies, Recreation and Athletics 200, 308, 328, 335, 357, 380, 385, 390, 395, 490, 495

A broad range of activity courses

Teacher Certification

Kay Fenimore-Smith

A strong liberal arts education is perhaps the best preparation for a career in teaching. Whether a student is interested in elementary or secondary education, a liberal arts education provides teachers with a broad understanding of the interrelated nature of the academic disciplines beyond their own area of expertise.

The education department at Whitman offers a minor in education that prepares students for graduate-level programs that award both a master's degree and teacher certification. Education faculty will assist students in exploring and applying to fifth-year programs.

Theatre

Nancy Simon (Theatre)

For the student planning a career in professional theatre, the opportunities at Whitman are threefold:

1. A strong liberal arts background, necessary because the theatre may deal with anything and everything about being human.

2. Rigorous training in a variety of theatre disciplines, necessary because theatre is collaborative and the quality of our work depends on understanding that of our colleagues.
3. Frequent opportunity to participate in performance, necessary because performance is the language of theatre.

In addition to its courses of study, the theatre department annually presents eight major productions in its two theatres as well as numerous informal performances. Participation in theatre productions is open to all Whitman students.

Veterinary Medicine

Kendra Golden (Biology)

Schools of veterinary medicine recognize the importance of a liberal arts education with a strong foundation in the sciences. The states of Washington, Oregon, and Idaho have joined in a regional program in veterinary medical education. The program also serves the states of Alaska, Arizona, Hawaii, Montana, Nevada, New Mexico, North Dakota, Utah, and Wyoming through the Western Interstate Commission for Higher Education compact. You can find the Association of American Veterinary Medical Colleges home page at <http://aavmc.org>. The site of the American Veterinary Association is www.avma.org.

Preveterinary students should contact the adviser early in their first year of study and learn the preveterinary requirements of the veterinary school in their resident state.

Suggested Courses:

Biology 111, 112*, 205*, 259, 310, 329, 339
Chemistry 125*, 126*, 135*, 136*, or Chemistry 140; and 245, 246, 251, 252, BBMB 325*
Mathematics 125*, 126*, 128*

Physics 135*, 136, 155* or 165, 156 or 166

*Designates specific requirements for Washington State University, University of California-Davis and Colorado State.

Courses and Programs

The Divisions

The academic departments of the college and the courses of instruction are grouped into the Social Sciences and Education division,

the Humanities and Arts division, the Basic Sciences and Mathematics division, General Studies, and Interdisciplinary Studies.

DIVISION I: Social Sciences and Education, including the departments of Anthropology, Economics, Education, History, Politics, Psychology, Sociology, and Sport Studies, Recreation and Athletics as well as courses in the Library. *William C. Bogard, Chair.*

DIVISION II: Humanities and Arts, including the departments of Art, Art History and Visual Culture Studies, Classics, English, Foreign Languages and Literatures, Music, Philosophy, Religion, Rhetoric and Film Studies, and Theatre as well as courses in Dance and World Literature. *Jonathan S. Walters, Chair.*

DIVISION III: Basic Sciences and Mathematics, including the departments of Astronomy, Biology, Chemistry, Geology, Mathematics and Computer Science, and Physics as well as courses in Science and the program in Biochemistry, Biophysics, and Molecular Biology. *Andrea K. Dobson, Chair.*

GENERAL STUDIES: Antiquity and Modernity, Critical and Alternative Voices, and Distribution Requirements.

INTERDISCIPLINARY STUDIES: Asian Studies, Environmental Studies, Gender Studies, Interdisciplinary Studies, Latin American Studies, and Race and Ethnic Studies.

The Course Schedule and Descriptions

With the exception of General Studies, each department or area of course offerings is presented in the following pages in alphabetical order and not by divisions (General Studies information is found at the beginning of the section). Departmental listings begin with the names of faculty members in the department, followed by a brief summary of purpose and a description of requirements for a major and minor concentration in that department. Basic information on college personnel can be found in the *Directories* section of this catalog.

Students registering for courses in the 2008-2009 academic year should read the appropri-

ate descriptions that follow, be familiar with the academic information that precedes this segment of the catalog, and read carefully the Registrar's information that is circulated prior to registration each year.

An attempt has been made to make each course description as self-contained as possible by keeping symbols and other such devices to a minimum. The term "course" generally means a semester of academic work. Each course is numbered and titled, and on the next line the number of credits the course provides each semester appears (for example, "4, 4" indicates that the course is offered during the fall semester and repeated during the spring semester for four credits, and "x, 4" indicates that the course is not scheduled during the fall semester, but it is offered for four credits during the spring semester). To the right of this information is the name of the professor teaching the course.

Whitman College courses are numbered 100-499. The first digit of the course number indicates the general level of the course: 100, Introductory; 200 and 300, Intermediate; 400, Advanced. The second digit may be used by the department to designate types of courses or the sequence within the general level. The third digit is used by some departments to differentiate individual courses and provide information concerning sequences. Frequently, numbers ending in 1, 2, 3, 4 indicate yearlong courses in which the first semester is not a prerequisite for the second; numbers ending in 5, 6 indicate yearlong courses in which the first semester is a prerequisite for the second; courses ending in 7, 8, 9, 0 are generally one semester courses. Although Whitman College does not have an upper-division requirement, courses numbered 200 and higher have been designated as upper division for reference.

This numbering system generally applies to all departments with the following exception: sport studies, recreation and athletics activity courses are numbered consecutively at the 100 level with the exception of intermediate and advanced level activities and courses for intercollegiate athletics.

For subject areas in which the courses are sequential in nature, e.g., sciences, mathematics and languages (specifically, language

courses numbered 105, 106, 205, 206, 305, 306), completing a more advanced course generally precludes subsequently earning credit in lower-level courses which are prerequisites for the advanced course. (That is, earning credit in Mathematics 225, *Calculus III*, precludes completing any lower-level calculus course for credit.) In rare cases, in foreign languages consent from the teaching area might be obtained to allow exceptions to this policy.

Students are asked to note carefully the information on prerequisites, on course offerings that alternate annually with others, and on other special arrangements. For the most part, such items appear in italics.

The course descriptions provide general information which may be used for program planning. However, students should be aware that it may be necessary to make changes in this schedule of course offerings after the catalog has been printed. An updated schedule of classes, which provides information on course offerings and specific class meeting times, is issued by the Registrar prior to registration for the fall semester. In addition, the most accurate schedule information appears via a Web link on the Registrar's home page.

The departmental or course information includes a statement of the number of meetings or periods per week. This is an indication of the in-class time commitment for the course in terms of the standard 50-minute class period or hour. It should be understood that courses are listed as "three lectures per week" or "three periods per week" to indicate a total meeting time of 150 minutes. These courses may be scheduled for three 50-minute meetings or two 75-minute meetings or, occasionally, one 150-minute meeting per week.

Whitman College reserves the right to change the courses of instruction and the teaching personnel listed herein at any time because of changing circumstances, including withdrawing courses for which there is not sufficient registration. Such changes apply to all students — prospective students, those currently enrolled, and former students returning to the college.

General Studies Program

The General Studies Program consists of the Core (Antiquity and Modernity) and the Distribution Requirements. The Core provides both an integration of varieties of knowledge into a coherent whole and a significant context for thought and written expression. The Distribution Requirements are the primary means of achieving breadth and perspective; the student is required to sample disparate areas of knowledge and ways of knowing.

All students, with the exceptions noted below for transfer students, are required to successfully complete the two-semester sequence of the Core (General Studies 145, 146) during their first year of study at Whitman College. General Studies 245 is optional. In addition, the Distribution Requirements must be completed.

Distribution

All students are required to complete the following Distribution Requirements:

1. A minimum of six credits in the social sciences. This requirement is satisfied by courses in anthropology, economics, education (except 267), history, politics, psychology (except 210, 239, 360 and some courses designated Seminars or Tutorials — see the individual course descriptions), and sociology.
2. A minimum of six credits in the humanities. This requirement is satisfied by courses in classics; English (except 150, 250, 251, 310, 320, 321, 322); Environmental Studies 247, 340, 347, 349, 358, 360; foreign languages and literatures; philosophy (except 109); religion; rhetoric and film studies (except 110, 121, 165, 221, 222, 250, 360); Theatre 371, 372; and world literature; courses designated Independent Study may not be used to satisfy the humanities Distribution Requirement. A student may not use more than eight credits from any one department to satisfy the requirements in humanities and fine arts.
3. A minimum of six credits in the fine arts. This requirement is satisfied by courses in art; art history and visual culture studies; dance; music; theatre (except 371, 372); English 150, 250, 251, 310, 320, 321, 322;

Environmental Studies 347; and Rhetoric and Film Studies 110, 165, 250, and 360; courses designated Independent Study may not be used to satisfy the fine arts distribution requirement. A student may not use more than eight credits from any one department to satisfy the requirements in humanities and fine arts.

4. A minimum of six credits in science, including at least one course with a laboratory. This requirement is satisfied by courses in astronomy; BBMB; biology; chemistry; geology; physics (except 115, 116); and Psychology 360; any laboratory or course with a regularly scheduled laboratory may be used to fulfill the laboratory component of this requirement — see the individual course descriptions.
5. One course of three or more credits in quantitative analysis. This may be met by the following courses: Mathematics and Computer Science — all courses; Astronomy 110, 177, 178, 179; Biology 228; Chemistry 100, 102, 125, 126, 140; Economics 227, 327, 479; Geology 350; Music 327; Philosophy 109; Physics 101, 102, 103, 155, 156, 165, 166, 245, 246, 385, 386; Psychology 210; Sociology 208.
6. Two courses totaling at least six credits designated as fulfilling the requirement in alternative voices. These courses include: General Studies 245; Anthropology 219, 231, 233, 238, 241, 247, 248, 249, 257, 258, 259, 358; Art History 208, 243, 245, 246, 247, 248, 329; Asian Studies — all courses; Chinese — all courses; Classics 140; Education 360; French — courses numbered above 210; Gender Studies 100; German — courses numbered above 250; History 109, 110, 112, 114, 127, 128, 188, 210, 212, 223, 226, 241, 247, 248, 268, 272, 283, 287, 300, 301, 310, 322, 323, 325, 344, 346, 349, 370, 371, 377, 381, 382, 383, 384, 387, 389, 393, 488, 490, 494, 495; Japanese — all courses; Music 160, 354; Philosophy 225, 235; Politics 242, 258, 259, 311, 325, 328, 334, 335, 338, 348, 359, 367, 458; Psychology 239, 335, 336; Race and Ethnic Studies 301; Religion 207, 209, 217, 221, 222, 250, 251, 287, 337, 343, 347, 349, 358; Rhetoric 240, 340; Sociology 258, 267, 271, 369, 370; Spanish — courses numbered above 206; World Literature 200, 227, 317, 318, 327, 328.

Some departments offer special topics in any given year that may or may not be applicable toward the alternative voices requirement — see the individual course descriptions.

Many courses taken while on a study abroad program or on a domestic urban studies program may be approved to fulfill this requirement — check with the Study Abroad and Domestic Off-Campus Programs Office or the General Studies Committee.

All courses in sports studies, recreation and athletics, and those courses in environmental studies not specifically designated in the distribution areas listing above, do not count toward the completion of the Distribution Requirement.

A student may not apply any individual course toward more than one of the distribution areas, *with the exception of the courses used to fulfill the requirement in quantitative analysis*. For example, a student may use History 212 to meet either the requirement in social sciences or the requirement in alternative voices but not both. Courses that are cross-listed will be applied to the distribution area appropriate to the department named in the registration number (e.g., Classics 224 [Greek and Roman Art] would be a humanities course; the same course taken as ArtH 224 would be a fine arts course).

Distribution Requirements may not be satisfied by credits obtained for work in the high school (e.g., Advanced Placement, International Baccalaureate). Courses taken with the P-D-F grade option cannot be used to satisfy Distribution Requirements.

Transfer students entering with fewer than 58 acceptable credits (i.e., below junior level) must complete the Core unless, upon appeal, the Board of Review finds that they have passed comparable courses at another institution.

A student who has received a failing grade in General Studies 145 or 146 may not re-enroll in the course failed during the following semester.

145, 146 Antiquity and Modernity (The Core) 4, 4 Staff

A two-semester exploration of the formation and transformation of some western world views (ways of understanding nature, society, the self, and the transcendent). The course will focus on the World of Antiquity and the Modern World. Attention will be given not only to the continuity in the transition of dominant world views, but also to competing and alternative visions. The course will examine some

of the important individuals and events which have significantly shaped, reshaped, and challenged these world views. In this process, revolutions in thought and society, encounters between peoples and cultures, and perspectives on “us” and “them” will constitute major objects of study. The study of primary sources, discussion, and writing will be emphasized. The two semesters will be taught as a single yearlong course, with the first semester a prerequisite for the second. The P-D-F grade option may not be elected for this course. Three class meetings per week.

245 Critical and Alternative Voices

4, 4

Fall: King, Morrissey

Spring: Simek, Tupper

This one-semester extension of the First-Year Core will call into question the “dominance” of traditional western world views by critically examining the historical and ideological roles played by “others.” The aim is to learn to listen to these alternative voices in their own contexts. Such voices will include those geographically “nonwestern,” as well as those excluded or subordinated by way of race, gender, or class within Europe and America. *Prerequisites:* General Studies 145 and 146.

Anthropology

Gary Rollefson, *Chair*

Charles F. McKhann

Suzanne Morrissey

Jason Pribilsky

Known as the “holistic science of human-kind,” anthropology attempts to understand socio/cultural systems in the broadest of comparative perspectives. Anthropology seeks to examine the differences between the vast variety of existing human societies and to explain their development from simplest beginning to modern complexity. Archaeology and physical anthropology add a unique time depth to the discipline among the social sciences.

Anthropology courses coded at the 200 level are ethnographic survey courses (i.e., courses about some particular culture area). Courses coded at the 300 level are theoretical-topical (i.e., aimed at particular theoretical issues). All of these courses are open to students of all levels.

A student who enters Whitman without prior college-level preparation in anthropology will have to complete 36 credits to fulfill the requirements for the anthropology major.

Courses completed in the anthropology major apply to the social science and alternative voices (selected courses) distribution areas.

The Anthropology major: A total of 36 credits in anthropology to include Anthropology 101, 102, 318, 490, 491 and 492 (or 498); plus 20 additional credits including at least one course from two of the following clusters: (219, 257, 258), (259), and (233, 239, 240, and 249). Students may also fulfill the 200 level by taking a special topics course (247). Only one 247-course will be allowed to meet the 200-level course requirement. In the final year students majoring in anthropology must pass a senior assessment consisting of a written thesis and an oral defense.

The Anthropology minor: Anthropology 101, 102, 318; plus eight additional credits in anthropology.

101 Paleoanthropology: An Introduction to

Archaeological and Physical Anthropology

4, x

Rollefson

A basic introduction to the goals, concepts, and methods of archaeological and physical anthropology. Human origins, evolution, and modern variation are the focus of physical anthropology. Archaeology will be examined as a means of reconstructing extinct cultures. The broad evolution of culture from plio-pleistocene to the origins of civilizations will be surveyed in archaeological perspective. Three periods per week. Open to first-year students and sophomores; juniors and seniors by consent only.

102 Introduction to Cultural Anthropology

x, 4

McKhann

An introduction to the cross-cultural study of social and cultural systems employing a combination of ethnographic and anthropological theoretical materials. Three periods per week. Open to first-year students and sophomores; juniors and seniors by consent only.

219 Chinese Religion

4; not offered 2008-09

An introduction to the religions of the Han Chinese people. The emphasis is on the range of everyday religious beliefs and practices, rather than on institutionalized Buddhism and Taoism. Topics include: myth, cosmology, state religion, and the cults of ancestors, gods and ghosts, folk Buddhism and Taoism, and religious syncretism. Distribution area: social science or alternative voices.

231 Archaeology of South America

4; not offered 2008-09

A survey of the archaeological evidence in South America from the earliest occupations until European

conquest in the 16th century AD. The course traces developments from the earliest hunter-gatherer societies to the emergence of states and empires. Readings will concentrate on increasing sociopolitical and socioeconomic complexity revealed in settlement patterns, economic diversity, art, architecture, and ritual practices, and how these developments varied across the diverse environmental regions of the continent. Distribution area: social science or alternative voices.

233 Archaeology of East Asia

x, 4

Rollefson

An investigation of the rich tapestry of cultural development in eastern Asia from the earliest evidence of Stone Age occupations through the civilizations of the eighth century AD. Attention is focused on adaptations to environmental and socio-economic factors that led to stable agricultural production; the emergence of civilization, states and empires; and the interaction of local and regional politics as expressed in cultural expressions of art, science, and conquest. Distribution area: social science or alternative voices.

238 The Archaeology of Mesoamerica

4; not offered 2008-09

A survey of the archaeological evidence in Mexico and Central America from the earliest occupations until European conquest in the 16th century AD. The course traces developments from the earliest hunter-gatherer societies to the emergence of states and empires. Readings will concentrate on increasing sociopolitical and socioeconomic complexity revealed in settlement patterns, economic diversity, art, architecture, and ritual practices. Distribution area: social science or alternative voices.

239 Prehistoric Archaeology of Europe

4, x

Rollefson

Prehistoric Europe is a course designed to survey the general patterns of human physical, cultural and social development in the continent from the earliest appearance of human activity until the ages of metallurgy. The changes in those general patterns over an immense period of time are placed against a backdrop of major alterations of local and regional climate as well as movements of people (including Greeks and Romans) and ideas along convenient routes of communication.

241 Culture, Health, and Indigenous

Development in the Andes

4, Summer 2008

Pribilsky and Morrissey

This course is a critical introduction to the complexities of contemporary indigenous livelihoods in the Andes region with a specific geographic emphasis upon the country of Ecuador and a thematic emphasis on issues of health and development. Working on the assumption that to understand issues of health and development requires contextualized knowledge of the interactions between cultural traditions and practices, environmental constraints, social movements,

ever-changing political landscapes, and the effects of global economic restructuring, this course explores its themes historically (reaching back to the Inca period and the challenges of Spanish colonization) and through a number of disciplinary and analytical lenses, including anthropology, epidemiology, demography, gender studies, and cultural politics. Topics will include: a critical investigation of "traditional" healing and medicine, the impact of indigenous movement activity on health and development regimes, food security and insecurity, nutritional and subsistence challenges, the burden of infectious disease, family planning and reproductive health, and the impact of changing foodways. *Prerequisites:* Acceptance into the Whitman College Ethnographic Field School in Highland Ecuador.

247 Special Topics in Peoples and Cultures

1-4

248 Native Cultures of North America

4; not offered 2008-09

This survey course examines a cross-section of peoples and cultures from native North America, focusing on culture areas, languages, religions, traditional practices as well as contemporary life and current issues facing native communities today. Attention will be paid to how social, political, cultural and historical events have come to shape and inform present day relations and identity formations. Ethnographic and historical information constitute the bulk of the course, which also includes native North American influences, origins, and pre-contact history. Particular attention will be paid to the peoples of the Columbia River Plateau, which includes the confluence of the Snake and Columbia rivers and surrounding region. Distribution area: alternative voices.

249 Prehistoric Background to Western Civilization

4, x

Rollefson

The course examines the general patterns of human physical and cultural evolution from 1.5 million years ago until the beginnings of "civilization" in western Asia. Students are exposed to the results of archaeological surveys and excavations, gaining experience in the methods of analysis and interpretation of environmental and social parameters that influenced and witnessed increasingly complex cultural development. The emergence of religious ceremony, craft specialization, refinement of economic strategies, and the intensification of social and political complexity are considered from Anatolia in the north, Iraq in the East, and Israel, Jordan and Sinai to the south. Distribution area: alternative voices.

257 Chinese Society and Culture

4, x

McKhan

An introduction to modern Chinese society and culture, rural and urban, with an emphasis on enduring cultural practices and modern transformation. Using

ethnographies and films, this course looks at changing ideas about cosmos, the individual, family, gender, social relations, ethnicity, politics, and the state from late imperial times to the present. Distribution area: alternative voices.

258 Peoples of the Tibeto-Burman Highlands 4; not offered 2008-09

An introduction to the society and culture of the Tibetan, Yi, Naxi, Jingpo, and other peoples living in the region of southwest China, northern Myanmar (Burma) and Tibet. Studies in history, religion, politics, and social structure point out the differences as well as the similarities among these Tibeto-Burman peoples. Distribution area: alternative voices.

259 Andean Culture and Society Since the Inca x, 4

Pribilsky

An introduction to the history and culture of the highland Andes region of South America. The first half of the course will be focused on pre-Columbian cultures of the Andes with an emphasis on the art, architecture, religion, and political structure of the Inca Empire. The challenges of Spanish conquest and the culture of colonialism that followed will be analyzed for clues to understanding modern Andean culture. The second half of the course will be devoted to an ethnographic survey of modern Andean societies (in Bolivia, Ecuador, and Peru) with emphasis placed upon issues of race and ethnicity, *mestizaje*, ritual and religion, exchange and reciprocity, health and medicine, gender and family life, and environmental adaptation. Distribution area: social science or alternative voices.

305 Archaeology Method and Theory x, 4

Rollefson

The course investigates the history and current status of the theories and methods used to obtain, analyze, and interpret information in the archaeological record for the purpose of reconstructing human cultural development. The course material includes projects using artifactual materials curated at the Maxey Museum, and at least one field trip to an archaeological site in the Northwest is planned each semester.

312 Visual Anthropology 4; not offered 2008-09

An introduction to the history, theory and practice of ethnographic documentary, focusing on film and video, but including drawing, painting and photography as modes of visualizing the anthropological subject. The work of the course is evenly divided between theory and practice. Students view, read about, and discuss ethnographic documentaries, while simultaneously producing their own in cooperative small groups. *Prerequisite:* Anthropology 102.

317 Language and Culture

4, x

McKhann

Language is examined as a cultural system. The first half focuses on language *structure* and includes a discussion of signs, reference, meaning, and categories. The second half examines language *use* in socially situated contexts (pragmatics), and deals with problems of participant relations, poetic and discourse structure, and the analysis of myth and ritual as linguistic genres.

318 History and Theory in Anthropology

4, x

Morrissey

The course will trace the development conceptually and historically of explanatory theory for socio-cultural phenomena. "Schools" of thought such as Racism, Environmental Determinism, Marxism, Cultural Evolutionism, Structuralism, and Neo-Boasian Particularism are presented and contrasted with an emphasis on the contribution of each to an emergent synthetic theory of culture. Three periods per week. *Prerequisite:* eight hours of anthropology or consent of instructor.

324 Myth and Religion in Traditional Societies 4; not offered 2008-09

A comparative examination of the role of mythology, ritual, and belief in socio-cultural systems. The primary emphasis is on belief and religious systems other than the major organized religions. Three periods per week.

327 Anthropology and History

x, 4

McKhann

A seminar exploring and attempting to reconcile the differences between symbolic anthropological and historical approaches to the study of events. Readings by Radcliffe-Brown, Cohn, Sahlins, Comaroffs, Ladurie, Burke, Denning, Furet, Braudel, and other anthropological historians and historical anthropologists. Open to all students, but intended especially for upper-level anthropology and history majors. Enrollment will be limited to 12 students.

328 Medical Anthropology

4, x

Pribilsky

Medical anthropology looks at the interface between culture and health in all its forms across the spectrum of societies and cultures. A starting point for this course will be distinguishing physical "disease" from cultural understandings of "illness." We will then explore the ways worldviews, beliefs, and practices shape both the incidence of disease and the experience of illness. Topics may include: the relationship between biology, ecological processes and culture, ethnomedicine, trance and healing, political economic determinants of sickness, cultural assumptions of biomedicine, cross-cultural mental disorders, "culture bound illnesses," gender and health, and cultural conceptions of the body. Throughout the

course, special attention is paid to the possibilities of ethnographic fieldwork for the critical study of health. In the Fall 2008 version of this course, because it coincides with an election year focusing strongly on issues of universal health care, students will carry out assignments aimed at developing an "ethnography of the uninsured" in the Walla Walla Valley.

337 Doing Ethnographic Fieldwork: Researching and Writing Culture 4; not offered 2008-09

The goal of successful ethnographic fieldwork has been summed up by one prominent anthropologist as "to figure out what the devil [societies] think they are up to." But how do anthropologists exactly do this? This course, run as a workshop, looks at how cultural anthropologists devise research projects, collect data, and present their findings in ethnographic form. The first two-thirds of the course will be devoted to a hands-on exploration of various ethnographic methods. Students will select a "field site" to practice ethnographic methods with the culmination of their work being a written ethnography about a group of people or cultural phenomena. Methods will include: mapping, linguistic and analysis, analysis of ritual behavior, ethnographic interviewing, and participant observation. During the last one-third of the course we will analyze new and alternative strategies of writing ethnography and the debates surrounding them. *Prerequisite:* Anthropology 102 or consent of instructor.

339 Ethnographic Research and Writing 4, Summer 2008 Pribilsky and Morrissey

This course is a hands-on workshop in how to conduct ethnographic research and present findings in the genre of ethnographic writing. We will look at how cultural anthropologists and other ethnographers propose research questions and designs and execute ethnographic projects. Readings will combine straightforward discussions of the technical aspects of specific methods with reflections on the ethnographic process drawn from ethnographic writings themselves, fieldwork reflections, and fictionalized accounts of the fieldwork experience. The primary assignment of this course is for students to devise and execute their own ethnographic research project on issues of health, migration, and culture in the highland community of Cañar, Ecuador. Each week of the course, students will critically study and employ a different method or set of methods (to include, for example, participant observation, direct systematic observations, surveys, qualitative interviews, life histories, kinship analysis, genealogies, and cultural mapping) in their research site. Class time will be divided between short lectures on specific methods, discussion of readings, and a workshop analyzing each student's experiences of using different methods in the field. The final portion of the course will explore approaches and styles for writing ethnography and the debates surrounding them. As a final project, students will be expected to produce a 20- to 25-page ethnographic report of their

research. All student projects must be pre-approved by the Whitman College Institutional Review Board. *Prerequisites:* Acceptance into the Whitman College Ethnographic Field School in Highland Ecuador.

347 Special Topics in Anthropology 1-4

358 Sex and Gender in Anthropological Perspective 4; not offered 2008-09

An introductory survey to anthropological thinking about gender and sex beginning with an early disciplinary emphasis on "sex roles" among hunters and gatherers and ending with contemporary research on "gendered identities." Topics will include: nature vs. nurture debates, sex and reproduction, cultural construction of motherhood, third genders, and gender and religion. Organization of the course will follow along the development of different approaches and debates within anthropology, including psychological, structuralist, symbolic, feminist, and Marxist perspectives. Distribution area: social science or alternative voices.

360 The Cultural Politics of Science 4, x

Pribilsky

An upper-level introduction to the widening field known as science and technology studies (STS). Interdisciplinary in scope, this course primarily draws on ethnographic attempts to understand how science and technology shape human lives and livelihoods and how society and culture, in turn, shape the development of science and technology. Throughout the course we will be particularly concerned with ways that scientific visions and projects, broad in scope, articulate, mirror, distort, and shape hierarchies based on such categories as gender, race, class, development, definitions of citizenship, understandings of nature, the production of knowledge, and global capitalism. Topics may include: race-based pharmaceuticals, climate debates and "natural" disasters, genomics, politicized archaeology, science in postcolonial contexts, DNA fingerprinting, clinical trials, cyborgs, nuclear weapons production, and human/nonhuman relationships. Distribution area: social science.

417 Independent Study in Anthropology 1-4, 1-4

Staff

For advanced students only. The student will undertake readings in depth in an area of theory or content of his own choice. *Prerequisite:* consent of instructor.

490 Senior Thesis Research Seminar x, 1

Staff

This course is a forum where seniors begin conceptualizing, designing, and carrying out a senior thesis. Emphasis will be placed upon defining research problems and posing questions of inquiry, organizing and utilizing literature reviews, and organizing data

sources. Each week one or two individuals will present their thesis proposals in draft form for critique and discussion. In addition to fostering an attitude of cooperation, the goal of the seminar is to help students focus analytically on an anthropology topic and to craft a viable plan of independent research to be executed over both semesters of their senior year.

491 Thesis Research

1, x

Staff

Senior major students undertake basic bibliographical research in a topical area leading to the writing of a thesis. A thesis outline and research plan, as well as a reading list, will be generated.

492 Thesis

x, 2

Staff

Senior major students record in a thesis a substantial original research project based on the previous semester plan and basic bibliography.

498 Honors Thesis

x, 2

Staff

Designed to further independent research leading to the preparation of an undergraduate honors thesis in anthropology. Required of and limited to senior honors candidates in anthropology. *Prerequisite:* admission to honors candidacy.

Art

Charles Timm-Ballard, *Chair, Fall 2008*

(*on Sabbatical, Spring 2009*)

Michelle Acuff, *Chair, Spring 2009*

Ben Bloch

Mare Blocker

Charly Bloomquist

Alexander Herzog

The focus of the Whitman College Studio Arts program is the enrichment of the intellect through the creation, expression, and interpretation of complex ideas within a wide range of visual and conceptual art forms. We serve the needs of students preparing for careers in the arts as well as the needs of students who want to develop their creative abilities in the service of other fields of inquiry.

Courses completed in the art major apply to the fine arts and alternative voices (selected courses) distribution areas.

Major requirements: A minimum of 35 credits including: Art History 103, Art History 229 and one course dealing with nonmodern

art history (e.g. Asian Art, Renaissance Art, Greek and Roman Art, Aesthetics); ArtS 110, 115; 130 or 160; one other beginning-level studio art class, one intermediate-level studio art class, one advanced-level studio art class in the area of concentration, Studio Art 480, 490. The completion of Art History 229 is a prerequisite for 480 and 490.

For the student who desires to pursue graduate studies in studio art, it is recommended that additional courses be taken in the major in consultation with the adviser.

Minor requirements: A minimum of 21 credits including: Art History 103, Studio Art 110, 115, plus nine credits from beginning-level studio art courses (which must include at least one 3-D class and one 2-D class) and an additional three credits of an intermediate-level studio art course.

For the art major with an art history and visual culture studies minor, no course may satisfy both the major and minor requirements. When the same class is required in both the major and minor, an additional class will be required after the appropriate department has approved it.

The P-D-F option may not be used for classes within the art major or minor.

101, 102 Special Projects

2-3

Projects selected by studio art faculty for the beginning student to work in a group in a specific field or topic. *Fee* required for book arts (\$90), ceramics (\$100), painting (\$85), photography (\$165), printmaking (\$115), or sculpture (\$125). *Prerequisite:* consent of instructor.

110 Introduction to Visual Art Practices

3, 3

Staff

Introduction to the basic languages supporting contemporary fine art practices. Basic visual and spatial skills will be developed through the creation and critique of various assigned problems. Basic languages of production and critique used in a variety of 2-D and 3-D media will be explored with the goal of preparing students to become complex and articulate visual thinkers. This is a lecture/demonstration course that will include slide lectures, demonstrations, and have a series of assigned problems. This course is open to first- and second-year students, or by consent of instructor. *Fee* \$50

115 Beginning Drawing**3, 3****Staff**

Introduction and exploration of the basic techniques of drawing while refining perception skills using various media such as graphite, chalk, charcoal, conté, watercolor, and ink. A creative approach will utilize the elements of line, shape, texture, value, volume, and color. Various basic compositional effects will be explored through the use of the figure, landscape, and still life as a point of departure. Daily assignments and outside projects and critiques. Two two-hour studio sessions per week. *Fee:* \$40.

123 Beginning Photography**3, 3****Bloomquist**

Traditional Wet Lab. Using a limited variety of film types, we will explore 35mm, medium format, and 4x5 photography. Film will be processed by hand and prints will be made on traditional silver gelatin paper. This class also will include an introduction to basic digital imaging. Assignments and classroom critiques will consider and experiment with various issues in photography such as composition, point of view, documentation, and the relationship of the subject and viewer. In addition to weekly assignments, students will participate in a group show of their works. Two two-hour sessions per week. *Fee:* \$165.

130 Beginning Ceramics**3, 3****Fall: Timm-Ballard; Spring: Staff**

The art of working with clay. Techniques include handbuilding sculptural and functional forms, the basics of throwing on the wheel and glazing. Emphasis will be upon achieving an understanding of clay as a unique art medium. Two two-hour sessions per week. *Prerequisite:* none. *Fee:* \$100.

140 Beginning Book Arts**3, 3****Blocker**

A hands-on introduction to the art and history of the handmade book. An historical overview paired with an in-depth look at contemporary book art. Students will learn to set type, to print both text and images on a Vandercook proof press, and to fabricate numerous bookbinding structures. A wide range of image-making processes, both on-press and off, will be explored. Students will embark on their own book projects, including several class collaborations. *Fee:* \$90.

160 Beginning Sculpture**3, 3****Acuff**

Three-dimensional art. Emphasis on the basics of three-dimensional design, how creative ideas are formed and why this approach to art is chosen by artists. Degrees of depth are explored ranging from drawing and relief to work in the round. Techniques and media explored include clay modeling, plaster casting, metal work and construction with mixed media. Two two-hour sessions per week. *Fee:* \$125.

167 Beginning Painting**3, 3****Herzog**

The media and methods of basic painting with emphasis on a choice of acrylic or oil paint and on watercolor. Students work on class projects from still life, the figure, and landscape to develop a painting from the sketches to the finished canvas. Group critiques involve articulation of terms and ideas. Two two-hour studio sessions per week. *Fee:* \$85.

170 Beginning Printmaking**3, 3****Blocker**

This course will explore the basic skills and techniques of printmaking as a vehicle for visual expression. Various processes will be covered and may include intaglio, relief, lithography, and/or serigraphy. Two two-hour studio sessions per week. *Fee:* \$115.

180 Beginning New Genre Art Practices**3, 3****Bloch**

This course serves as an introduction to recent and emerging new genres in the practice of fine art. Through lecture, discussion, demonstration and practice, students will gain familiarity with a range of contemporary formats including video art, installation, digital sound, the Internet, conceptual and/or performance actions. Emphasis is placed on creating meaning in art through the use of one or more new genre formats. Instruction includes the demonstration of sound, image, and archiving software, theme-based discussions in contemporary art, film screenings, and a series of assigned technical problems. *Prerequisite:* none. *Fee:* \$150.

201, 202 Special Projects**2-3**

Projects selected by studio art faculty for the intermediate student to work in a group in a specific field or topic. *Fee* required for book arts (\$90), ceramics (\$100), painting (\$85), photography (\$165), printmaking (\$115), or sculpture (\$125). *Prerequisite:* consent of instructor.

215 Intermediate Drawing**3, 3****Herzog**

Compositional effects are further explored on an intermediate level through the use of the visual elements of line, shape, texture, value, volume, color, perspective, and abstraction. Personal use of combined media effects are explored. Weekly drawing assignments are given and critiqued in class. Two two-hour studio sessions per week. *Fee:* \$40. *Prerequisite:* Studio Art 115 or consent of instructor.

223 Intermediate Photography**x, 3****Bloomquist**

Fine Art Digital Printing. Images will be gathered using cameras and scanners. Darkroom aspects of PhotoShop will be used to manipulate the images so that fine art digital prints can be produced. In addition to weekly assignments and critiques, students will

participate in a group show of their works. Two two-hour sessions per week. *Prerequisite:* Studio Art 123. *Fee:* \$165.

230 Intermediate Ceramics

3, 3 **Fall: Timm-Ballard; Spring: Staff**
A continuation of the creative development of both functional and nonfunctional forms. Advanced forming processes introduced. The formulation of clay bodies, glazes and their preparation, testing and application. Kiln loading and firing practices. Two two-hour sessions per week. *Prerequisite:* Studio Art 130 or consent of instructor. *Fee:* \$100.

240 Intermediate Book Arts

3, x **Blocker**
The course focuses on various binding and typography for the student who desires to develop further experience in Book Arts. Course will contain multileveled individualized attention. *Fee:* \$90. *Prerequisite:* Studio Art 140 or consent of the instructor

260 Intermediate Sculpture

3, 3 **Acuff**
The development of and exploration of formal and conceptual approaches to sculpture. Issues in contemporary sculpture will be explored. The use of wood, metals and plaster will be explored along with less traditional approaches to creating work including use of found objects, mixed media, performance and group projects. Two two-hour sessions per week. *Prerequisite:* Studio Art 160 or consent of instructor. *Fee:* \$125.

267 Intermediate Painting

3, 3 **Herzog**
Designed to follow beginning painting and design for the student who desires to develop further experience in painting. Painting techniques in acrylics and oils, the development of personal style and imagery, and self and group evaluation methods. Two two-hour studio sessions per week. *Prerequisite:* Studio Art 167 or consent of instructor. *Fee:* \$85.

270 Intermediate Printmaking

x, 3 **Blocker**
This course will explore intermediate level skills and techniques of printmaking as a vehicle for visual expression including nontraditional approaches. Various processes will be covered and include intaglio, relief, lithography, and/or serigraphy. Two two-hour studio sessions per week. *Fee:* \$115. *Prerequisite:* Studio Art 170 or consent of instructor.

280 Intermediate New Genre Art Practices

3, 3 **Bloch**
This course continues the critical exploration of recent and emerging new genres in the practice of fine art. Through lecture, discussion, demonstration and practice, students advance their familiarity with a range of contemporary formats including video art, installation, digital sound, the Internet, conceptual and/

or performance actions. Emphasis is placed on creating meaning in art through the use of one or more new genre formats. Instruction includes the demonstration of sound, image, and archiving software, theme-based discussions in contemporary art, film screenings. Students independently complete and present at least one larger scale artwork in a new genre format. *Prerequisite:* Studio Art 180 or consent of instructor. *Fee:* \$150.

301, 302 Special Projects

2-3
Projects selected by studio art faculty for the advanced student to work in a group in a specific field or topic. *Fee* required for book arts (\$90), ceramics (\$100), painting (\$85), photography (\$165), printmaking (\$115), or sculpture (\$125). *Prerequisite:* consent of instructor.

315 Advanced Drawing

3, 3 **Herzog**
Further development and exploration of drawing media, imaging, and concepts through the use of various traditional and nontraditional approaches. Students investigate and explore with individualized intent and directions. ArtS 315 may be repeated for credit. *Fee:* \$40. *Prerequisite:* Studio Art 215 or consent of instructor.

321, 322 Intermediate Independent Study

2-3, 2-3 **Staff**
Intermediate level independent study within the areas of book arts/printmaking, ceramics, drawing/painting, new genre art forms, photography, or sculpture or other studio art practices at the intermediate level, under the supervision of one or more studio art faculty. *Fee* required for book arts (\$90), ceramics (\$100), painting (\$85), photography (\$165), printmaking (\$115), or sculpture (\$125). *Prerequisites:* Studio Art 110, 115, or 215 and at least the beginning course in the area that the independent study is proposed and consent of supervising instructor.

323 Advanced Photography

x, 3 **Bloomquist**
Alternative Processes. Images will be gathered using film, scanner, or digital camera. Large format negatives will be produced on acetate and contact prints will be made on paper treated with light sensitive materials. In addition to weekly assignments, students will participate in a group show of their works. Two two-hour sessions per week. *Prerequisite:* Studio Art 223 or consent of the instructor. *Fee:* \$165.

330 Advanced Ceramics

3, 3 **Fall: Timm-Ballard; Spring: Staff**
Further exploration and development through the use of clay as a medium. Contemporary issues in ceramics and the use of other media along with clay are introduced. Two two-hour sessions per week. Studio Art 330 may be repeated for credit. *Prerequisite:* Studio Art 230 or consent of instructor. *Fee:* \$100.

340 Advanced Book Arts**3, x****Blocker**

Further development and exploration in the use of various traditional and nontraditional book arts methods. The student's individual interests and directions will be taken into account. Studio Art 340 may be repeated for credit. *Prerequisite:* Studio Art 240 or consent of instructor. *Fee:* \$90.

360 Advanced Sculpture**3, 3****Acuff**

Further development and exploration of formal and conceptual approaches to sculpture. The use of a variety of materials, techniques, and directions will be encouraged. Two two-hour sessions per week. Studio Art 360 may be repeated for credit. *Prerequisite:* Studio Art 260 or consent of instructor. *Fee:* \$125.

367 Advanced Painting**3, 3****Herzog**

Acrylics and oils, with an emphasis on individual expression and responsibility for individual projects. A model is provided along with other thematic subjects for students to explore. Two two-hour studio sessions per week. Studio Art 367 may be repeated for credit. *Prerequisite:* Studio Art 267. *Fee:* \$85.

370 Advanced Printmaking**x, 3****Blocker**

Various traditional and nontraditional print-making materials and methods. The student's individual interests and directions will be taken into account. Two two-hour studio sessions per week. Studio Art 370 may be repeated for credit. *Prerequisite:* Studio Art 270 or consent of the instructor. *Fee:* \$115.

380 Advanced New Genre Art Practices**3, 3****Bloch**

This course continues the critical exploration of recent and emerging new genres in the practice of fine art. Through lecture, discussion, demonstration and practice, students advance their familiarity with a range of contemporary formats including video art, installation, digital sound, the Internet, conceptual and/or performance actions. Emphasis is placed on creating meaning in art through the use of one or more new genre formats. Instruction includes the demonstration of sound, image, and archiving software, theme-based discussions in contemporary art, film screenings. Students independently complete and present at least one larger scale artwork in a new genre format. *Prerequisites:* Studio Art 280 or consent of instructor. *Fee:* \$150.

421, 422 Advanced Independent Study**2-3, 2-3****Staff**

Advanced level independent study within the areas of book arts/printmaking, ceramics, drawing/painting, new genre art forms, photography, or sculpture or other studio art practices at the advanced level, under the supervision of one or more studio art faculty. *Fee*

required for book arts (\$90), ceramics (\$100), painting (\$85), photography (\$165), printmaking (\$115), or sculpture (\$125). *Prerequisites:* Studio Art 110, 115, or 215 and at least the beginning course in the area that the independent study is proposed and consent of supervising instructor.

480 Senior Studio Art Seminar**3, x****Acuff**

Contemporary issues in visual art will be explored through readings, discussion, and critique of written and visual assignments. This course will emphasize preparation for the thesis exhibition and oral defense. It will also address strategies for furthering the creative process after the student leaves college. *Prerequisite:* Art History 229. *Fee* required matching the fee associated with an advanced course in the area of concentration.

490 Thesis in Art Studio**3, 3****Acuff**

Open only to senior studio art majors except those registered for Studio Art 498. This course will meet twice a week during the spring semester (or final semester) of the senior year. Devoted to the preparation of a cohesive body of original work for the Senior Thesis Exhibition, a written artist statement, and an oral defense of the work will be required. *Prerequisite:* Studio Art 480, Studio Art 110, 115 and completion of an advanced-level course in your area of concentration. *Fee* required matching the fee associated with an advanced course in the area of concentration.

498 Honors Thesis**3, 3****Staff**

Designed to further independent investigation leading to the preparation of a written thesis and research project in the studio arts. Required of and limited to senior honors candidates in studio art. *Prerequisites:* admission as honors candidate in studio art plus Art History 229, Studio Art 110, 115, and completion of advanced-level class in the area of concentration. *Fee* required matches fees associated with advanced class in area of concentration.

Art History and Visual Culture Studies

Dennis Crockett, *Chair*

(on Sabbatical, Fall 2008)

Bokyoung Kim

The discipline of art history embraces aspects of a broad array of academic areas, including history, politics, philosophy, aesthetics, religion, anthropology, sociology, and literature. The visual culture of various parts of the world is

investigated through a variety of perspectives in order to gain insight into human values, beliefs, and self identity. Whitman College offers major and minor study programs in art history and visual culture studies.

A student who enters Whitman without any prior college-level preparation in art history will have to complete 36 credits to fulfill the requirements for the art history major. Courses completed in the major apply to the fine arts and alternative voices (selected courses) distribution areas.

The major: A minimum of 36 credits, including Art History 103, 490, at least one 300-level course and one nonwestern course, and two studio art courses. A maximum of eight credits of approved coursework from outside the department may be used to satisfy major requirements. This includes credit from off-campus programs, transfer credit, and appropriate Whitman courses that focus on the functions of visual culture. The senior assessment, administered during the student's final semester, is a two-hour oral exam that focuses on course work in the major completed at Whitman.

The minor: A minimum of 18 credits, including Art History 103 and one studio art course.

For the art history major with an art studio minor, no course in art may satisfy both the major and minor requirements. When the same class is required in both the major and minor, an additional class will be required after it has been approved by the art history department.

The P-D-F option may not be used for the major or minor.

103 Introduction to Art History and Visual Culture Studies

3, 3

Staff

Using a variety of works in various media from antiquity to the present-day, this course introduces the historical discipline of art history and the contemporary study of visual culture. Emphasis is placed on historical, social, and interpretive issues relevant to the critical analysis of artistic production and meaning. Topics to be explored include: the problem of the canon and the museum; patronage and power; and the visual construction of race, gender, and sexuality. Designed for first- and second-year students, and required for the art history major and minor. Short papers and/or exams required.

208 Art of the Americas 4; not offered 2008-09

This course examines the art and visual culture of North and Latin America from the era of conquest and colonialism to the signing of the North American Free Trade Act (NAFTA). Each year will focus on one particular theme, such as: the visual culture of conquest, the cultivation of independent and distinctly national identities apart from Spain, France, and England in the late-colonial periods; the role of art in sustaining nationalist historical narratives; the appropriation of pre-conquest history and myth and contemporary indigenous and/or peasant culture; and the uses of art to resist and critique political regimes and powerful elites. Distribution area: fine arts or alternative voices.

218 Renaissance Art 1300-1500 x, 4

Crockett

A study of the production and reception of visual culture in Late Medieval and Renaissance Europe within the context of the municipality, the court, the church, and the private citizen. This course will call into question traditional approaches to Renaissance art, and focus on recent approaches. Various primary and secondary readings, regular response papers, and a book review are required.

220 History of Photography 4, x

R. Masteller

A survey of 19th- and 20th-century photography, emphasizing its relation to aesthetic and cultural practices and values, as well as technical developments that have shaped the nature of the photographic image. We will examine such issues as "pictorialism," "straight" photography, "the documentary mode," and the "snapshot aesthetic" and will consider various strategies of photographic interpretation, especially as these reflect notions of sight and insight, the photograph as window or mirror. By focusing on the history of the medium and some of its most influential practitioners, we will explore how photographers have used images to shape attitudes and values in our culture. Examples may include the work of Matthew Brady, Jacob Riis, Lewis Hine, Gertrude Kasebier, Alfred Stieglitz, Edward Weston, Edward Steichen, Walker Evans, Dorothea Lange, Robert Frank, Helen Levitt, Minor White, Diane Arbus, Judy Dater, and others. Papers, class presentations, and exams. Open to all students.

221 American Art and Visual Culture, Colonial to 1900 4; not offered 2008-09

A study of the emergence and development of American visual culture from the colonial era to the end of the 19th century. Emphasis is placed on historical, social, and political interpretations of American art, including the visual construction of race, gender, and nationhood. A research paper, two presentations, exams, and class participation are required.

222 American Art and Visual Culture of the Twentieth Century
4; not offered 2008-09

A study of the production and reception of American art and visual culture from 1913 to approximately 1970. Emphasis is placed on the development of Modernism in the United States, with a strong consideration of historical, social, and political interpretations of American Art. Issues to be discussed include: the rise and fall of Modernism, the impact of the art market, the dematerialization of the art object, and artistic strategies to engage the visual construction of race, gender, and sexuality. A research paper, two presentations, exams, and class participation are required.

224 Greek and Roman Art

4, x

Vandiver

An exploration of the arts of ancient Greece and Rome, from the Bronze Age of Greece to the end of the Roman Empire. Particular emphasis will be placed on sculpture, painting, and architecture. We also will investigate the cultural contexts from which the art forms arise. May be elected as Classics 224. Open to all students. Offered in alternate years.

227 European Art: 1780-1880

4; not offered 2008-09

A study of the period in which art first became a public issue in cities throughout Europe due to regularly-staged, state-sponsored exhibitions and the opening of state art collections. Emphasis on the political structures of the European art establishment and various artists' attempts to produce vital work regardless of the establishment. Issues to be discussed include: the competing concepts of *the public*, the role of art criticism; the politics of landscape painting in Germany and England; art and socialism; modernity and the painting of *La vie moderne*. Three exams, a paper and class participation are required. *Recommended:* completion of Art History 103.

228 Modern Art: 1874-1924

x, 4

Staff

Issues of modern visual culture in Europe and the United States from the time of the first Impressionist exhibition to the end of World War I. Emphasis on the social status and intentions of the *avant-garde*. Three exams, a paper and class participation are required. *Prerequisite:* Art History 103 or 227 or History 278 or consent of instructor.

229 Modern and Contemporary Art:

1924-Present

4, 4

Staff

Issues of visual culture in Europe and the USA from the rise of Surrealism to the present, with emphasis on the impacts of the World Wars on the visual arts of Europe and the USA and on the art world in the context of the political world. Three exams, a paper and class participation are required. *Prerequisite:* Art History 103 or consent of instructor.

241 Environmental Aesthetics

4; not offered 2008-09

Beginning with an examination of the claim of the beautiful in Elaine Scarry's *On Beauty and Being Just*, we will turn to experiment with the perception of sculpture in space working with reflections by Kant and Heidegger and public artworks on campus. This will lead to an examination of architecture in Karsten Harries' *The Ethical Function of Architecture*, and the Japanese garden in Marc Keane's *The Art of Setting Stones*. Beyond the opening exercises in the aesthetic perception, you will design your own home with a garden. May be elected as Philosophy 241.

243 Buddhist Art in Asia

4; not offered 2008-09

This course will examine the development of Buddhist art throughout Asia, from the creation of the first Buddha image to the transmission of Indian Buddhism and its artistic tradition to East and Southeast Asia. Topics will include: the absence of the Buddha image, the artistic interaction between Buddhist and indigenous elements in East and Southeast Asia, the royal patronage of Buddhism. Two exams, several written assignments, and class participation are required. Distribution area: fine arts or alternative voices.

245 Art of East Asia

x, 4

B. Kim

A survey of art production in various media in China, Japan, and Korea from the Neolithic period to the 20th century. This course will investigate the intersections between art and society, specifically considering the roles of politics and patronage. Two exams, several written assignments, and class participation are required. Distribution area: fine arts or alternative voices.

246 Art of South and Southeast Asia

x,4

B. Kim

A survey of art production in South and Southeast Asia, exploring three major religious traditions: Hinduism, Buddhism, and Islam. This course will examine the effects of religion and social structures on art production. Two exams, several written assignments, and class participation are required. Distribution area: fine arts or alternative voices.

247 Monuments in Asia

4; not offered 2008-09

This course will explore a variety of monuments with different religious backgrounds in India, China, Japan, Korea, and Southeast Asia. Special emphasis will be placed on how these monuments have functioned within specific cultural, social and religious contexts. Two exams, several written assignments, and class participation are required. Distribution area: fine arts or alternative voices.

248 Ways of Seeing: Japanese Art and Aesthetics

x, 4

Takemoto

The literary, visual, and performing arts of Japan. As we survey the traditional arts of Japan from pre-historic times (before 552 C.E.) to the Edo-Tokugawa period (1600-1868). What it means to be a craftsman, an artist, a performer, or any person who has developed the skill “to see.” Buddhist ideas that form the foundation for a uniquely Japanese vocabulary of aesthetics. Classes will meet for slide lectures and discussion. Demonstrations of the Japanese tea ceremony will be given in “Chikurakken,” the Whitman College tea room located within the Sheehan Gallery. Two examinations, oral presentations, and several short essays will be required. Two periods a week. Distribution area: fine arts or alternative voices.

249 Aesthetics

4; not offered 2008-09

After developing a critical vocabulary through an examination of Hume’s notion of taste, Kant’s “reflective judgment,” and Heidegger’s reconceptualization of the work of art in “Building Dwelling Thinking,” we apply this vocabulary to architecture using Karsten Harries, *The Ethical Function of Architecture* to help us critically assess the “aesthetic” governing Whitman’s Penrose Library renovation project. Then moving from the “public” to the “private,” we consider the sense of “aesthetics” at work in building your own home, using as a guide Witold Rybczynski’s *The Most Beautiful House in the World*. May be elected as Philosophy 239.

257-260 Topics in Visual Cultural Studies

257A ST: Television Cultures

4, 4

Corey

This course engages a range of television cultures and genres. We will explore visual codes, image structures, and practices of looking as we engage the debates surrounding the cultural and political implications of television viewing. You will learn to apply critical theories and methods in order to analyze television images and how viewers make meaning from and participate in television culture. This course also explores television’s democratic potentials and ideological contradictions with regard to new media phenomena such as fan sites, citizen journalism, and YouTube. May be elected as Rhetoric and Film Studies 379A

258A ST: Visual Representation in Consumer Culture

x, 4

Corey

This course traces the study of American consumer culture beginning with historical perspectives on societies of mass culture. We will survey consumption in theory and in practice throughout the twentieth century and then turn to consumer culture in the new millennium. In exploring theories of representation and the politics of taste and class, we will engage the

central topics and themes surrounding advertising and promotional culture, consumerism and lifestyle, as well as built environments such as shopping malls. This course focuses on aesthetics, identity politics, and consumption as a signifying practice. May be elected as Rhetoric and Film Studies 380 B.

329 Gender in Contemporary Visual Culture 4; not offered 2008-09

This course examines how concepts of masculinity and femininity are produced and defined visually. We will examine how artists of the late 20th century developed new techniques (installations, performance, video, etc.) to examine how gender mediates modern identities (class and race); ideals of nationhood; key spaces such as the museum and the domestic interior; and the cultural politics associated with the body, sexuality, and the self. Distribution area: fine arts or alternative voices.

355 German Visual Culture: 1871-1937

4; not offered 2008-09

The painting, prints, sculpture, architecture, design, popular illustration, photography, and film of German Europe during a period which witnessed the establishment of an Empire, a lost World War, a failed revolution, a failed economy, a failed democracy, and the establishment of another Empire. Emphasis is placed on the art theory and the artists’ status within this rapidly transforming political spectrum. Two exams, several short papers and class participation are required. *Prerequisite:* Art History 103 or consent of instructor. Offered in alternate years.

357-360 Seminar in Visual Culture Studies

4

Special studies not generally considered in other courses offered by the department. The specific material will vary from semester to semester and may cover various subjects from early times to contemporary developments in art.

357A ST: Gender in Popular Culture

4, x

Corey

This course explores issues of gender in popular forms of visual culture. You will learn to apply critical methods in order to understand how gendered images are constructed and strategically used. We will draw from a variety of visual contexts including online and in print culture such as magazines, comic books, and graphic novels. In analyzing concepts of femininity and masculinity, we will examine how popular culture reflects, creates, and contests our understandings of gender and sexuality. From a critical standpoint, this kind of analysis also includes issues of power, identity, and representation in the visual field. May be elected as Rhetoric and Film Studies 380A.

358 Seminar in Visual Culture Studies: Los Angeles: Art, Architecture, and Cultural Geography

x, 4

Reynolds

This course will study the emergence of Los Angeles as a center for cultural production since 1945. It will assess the relationship between urban space and the visual arts—including painting, photography, architecture, film and video. And it will investigate the role of representation in shaping the social topography of the city. This course will ultimately seek to answer a series of questions: How has Los Angeles established itself as one of the most important global art centers? How do the city's history and landscape create the conditions for certain artistic movements and styles? And how do Los Angeles's ethnically and economically diverse communities use the arts to address issues of social justice and marginality? *Prerequisite:* Arth 103 or consent of the instructor.

421, 422 Individual Projects

2-3, 2-3

Staff

Projects for the advanced student in art history under supervision of the particular teacher concerned. *Prerequisites for art history projects:* Arth 103 and a 200-level art history course in the area of the project. *Consent* of the supervising instructor.

490 Senior Seminar in Art History

4, x

Staff

Weekly discussions and critical papers based on: 1) selected primary and secondary readings in the history of western art theory (ancient, medieval, renaissance, the academy); 2) primary and secondary readings in the methodology of modern art history; and 3) primary readings in contemporary approaches to art. Emphasis will be placed on the role of the art theorist/historian in the history of art. Required for the major.

493 Thesis in Art History

4, 4

Staff

Open only to senior art history majors except those registered for Art History 498. Taken during the spring (or final) semester of the senior year. Devoted to the completion of a substantial written project under the supervision of at least one faculty member.

498 Honors Thesis

4, 4

Staff

Designed to further independent investigation leading to the preparation of a written thesis or research project in art history. Taken during the spring (or final) semester of the senior year. Required of and limited to senior honors candidates in art history and visual culture studies.

Asian Studies

Brian Dott, *Director*

The Asian studies program aims to create a better understanding of Asian cultures and their place in the world through an integrated course of interdisciplinary study. The structure of requirements and electives (see below) is designed to ensure a comprehensive education, while still allowing participating students latitude to develop their own interests. Additional guidance will be provided by an adviser chosen from among the faculty who regularly offer Asia-related courses.

Language Requirement: Asian studies majors must complete two years of an Asian language at Whitman (currently Chinese or Japanese), or the equivalent. Language classes above 206 can be used to meet elective credit requirements. Students opting to take at least a full year (eight credits) of a second Asian language may also apply those credits to the major. Courses numbered 206 and below (or equivalent) of the first Asian language will not count toward the major grade-point average in Asian studies.

Major Requirement: All Asian studies majors must take *Introduction to Asian Studies*, *Senior Seminar*, and *Thesis*. In the final year students majoring in Asian studies must pass a senior assessment consisting in an oral defense of their thesis. Courses completed in Asian studies apply to the appropriate fine arts, humanities, social science and alternative voices (selected courses) distribution areas.

In addition, Asian studies majors must complete at least 28 credits, of which 16 must be above the 100 level, from the following list. Selections must meet the following area and subject Distribution Requirements:

Subject Clusters (two classes, 6-8 credits, in at least two of the following):

- Language (if second language or at 300-level or above)
- Art and Literature
- History and Religion
- Social Science

Area Clusters (two classes, 6-8 credits, in at least two of the following areas and one class,

3-4 credits, in a third area):

- 1) Japan
- 2) China
- 3) South/Southeast Asia
- 4) Central/Northeast Asia

Note: A single course may be used to cover both an area and a subject requirement, but may not be used to cover more than one area and one subject. For example, History 109 may fulfill the history subject requirement and the Japanese or the Chinese area requirement, but not both of the latter.

- Anthropology 219 *Chinese Religion* (2, d)
 Anthropology 233 *Archaeology of East Asia* (1, 2, d)
 Anthropology 257 *Chinese Society and Culture* (2, d)
 Anthropology 258 *Peoples of the Tibeto-Burman Highlands* (2, 4, d)
 Art History 243 *Buddhist Art in Asia* (2, 3, b)
 Art History 245 *Art of East Asia* (1, 2, 4, b)
 Art History 246 *Art of South and Southeast Asia* (3, b)
 Art History 247 *Monuments in Asia* (1, 2, 3, b)
 Art History 248 *Ways of Seeing: Japanese Art and Aesthetics* (1, b)
 Studio Art 301, 302 *Special Projects in Asian Art* (b)
 Asian Studies 200 *Summer Seminar in Chinese Studies* (2)
 Chinese 210 *Conversational Chinese II* (summer) (2, a)
 Chinese 250 *Chinese Poetry* (2, b)
 Chinese 491, 492 *Independent Study in Chinese Language* (2, a)
 History 109 *East Asian History to 1600* (1, 2, c)
 History 110 *East Asian History 1600 to the Present* (1, 2, c)
 History 127 *Islamic Civilization I: The Early and Medieval Islamic World* (4, c)
 History 128 *Islamic Civilization II: The Modern Islamic World: The Ottomans to Arafat* (4, c)
 History 241 *Early Japanese History* (1, c)
 History 247 *Early Chinese History* (2, c)
 History 248 *Topics in Asian History* (4, c)
 History 300 *Gender in Chinese History* (2, c, d)
 History 301 *East Asian Popular Religion* (3, 4, c)
 History 325 *Women and Islam* (4, c)
 History 343 *Traditional Chinese History* (2, c)
 History 344 *Modern Chinese History* (2, c)
 History 346 *Modern Japanese History* (1, c)
 History 349 *Topics in Asian History* (c)
 History 490 *Seminar in Asian History* (1, 2, c)
 Japanese 305, 306 *Third Year Japanese* (1, a)
 Japanese 391, 392 *Independent Study in Japanese Language* (1, a)
 Politics 359 *Gender and International Hierarchy*

- (2, 3, 4, d)
 Psychology 347 *Japanese Psychology* (1, d)
 Religion 207 *Introduction to Islam* (4, c)
 Religion 217 *Qur'an* (4, c)
 Religion 221 *South Asian Religions I: The Formative Period* (3, b, c)
 Religion 222 *South Asian Religions II: The Classical Period* (3, b, c)
 Religion 250 *Buddhist Civilizations in Asia I: South and Southeast Asia* (3, b, c)
 Religion 251 *Buddhist Civilizations in Asia II: Central and East Asia* (1, 2, 4, b, c)
 Religion 343 *Islam's Intellectual Encounter with the West* (4, c)
 Religion 347 *The Buddha* (2, 3, b, c)
 Religion 367 (cross listed as Classics 367): *Comparative Indo-European Epic* (3, b, c)
 Religion 389 *ST: Esoteric Currents in Islam* (4, c)
 World Literature 227 *Chinese Folk Literature* (2, b)
 World Literature 317 *Classical Chinese Drama* (2, b)
 World Literature 318 *Modern Chinese Literature* (2, b)
 World Literature 327 *Classical Japanese Literature* (1, b)
 World Literature 328 *Modern Japanese Literature* (1, b)
 World Literature 387 *ST: Poet Monk in Japanese Literature* (1, b, c)

160 Introduction to Asian Studies

x, 4

B. Kim

Taught by an Asian studies faculty member, this course is designed to introduce the study of Asia to students with little or no background in the area. Reflecting the geographical and theoretical diversity of the Asian studies field itself, the course is not limited to a particular part of Asia nor to a particular disciplinary approach. Rather, the course introduces students to selected exemplary Asian primary materials and scholarly perspectives on them in order to open up discussion of the larger ideas and issues which concern scholars working in the Asian studies field today.

200 Special Topics: Summer Seminar in Chinese Studies

2

Course offered at the Whitman Summer Studies in China program. Taught in China over a period of six weeks by the Whitman faculty member who is resident director. The course explores selected topics in Chinese studies and incorporates classroom and field studies. *Prerequisite:* admission to the Whitman Summer Studies in China program.

201-204 Special Topics: Intermediate Level 4; not offered 2008-09

The course explores selected topics in Asian studies at the intermediate level.

301 Special Topics: Advanced Level**4; not offered 2008-09**

The course explores selected topics in Asian studies at the advanced level.

411, 412 Individual Projects**1-4, 1-4****Staff**

Directed individual study and research. *Prerequisites:* appropriate prior coursework in Asian studies and consent of the supervising instructor.

412 IP: History and Ethnobiology of the Silk Roads (Field Course)**x, 1****Doff and H. Dobson**

This course is required for all of the students who will participate in the field trip to China as a supplement to the full semester course *History and Ethnobiology of the Silk Roads*. The two professors and the selected students will travel to China during Spring Break. We will spend approximately one week in the Shanghai region, where there are a variety of historical sites and agricultural/biological trade centers (e.g., tea farms, silk farms and processing factories, paper industries, specialty agricultural crops), and a second week in a more outlying location along the trading roads in far western or northern provinces (e.g., Xinjiang or Inner Mongolia). Students will be required to keep a journal during the trip and to give a multimedia or poster-style presentation of an aspect of the trip to the college community near the end of the semester. *Prerequisites:* As the slots on the trip are limited to eight students, those interested will have to apply to participate in the trip. All students accepted to participate in the trip must also register for Biology 172 (2 cr.) and History 248 (2 cr.)

490 Senior Seminar in Asian Studies**3, x****McKhann**

Taught by an Asian Studies faculty member with guest participation by others. This class expands on themes and ideas about the study of Asia first examined in Asian Studies 160. Like Asian Studies 160 the course is not limited to a particular part of Asia nor to a particular disciplinary approach. The class will also provide seniors a structured program for helping them to formulate a thesis topic based on a firm foundation of methodological and theoretical discussions in the discipline of Asian Studies. Students will conduct research related to their thesis topic resulting in a detailed research proposal. *Prerequisites:* open only to Asian studies seniors. Distribution area: alternative voices.

492 Thesis**x, 2****Staff**

Senior majors will work with an adviser to record in a thesis a substantial original research project based on the research proposal completed in Asian Studies 490. *Prerequisites:* open only to Asian studies seniors.

498 Honors Thesis**x, 2****Staff**

Designed to further independent research leading to the preparation of an undergraduate honors thesis in Asian studies. Required of and limited to senior honors candidates in Asian studies. *Prerequisite:* admission to honors candidacy.

Astronomy

Ulysses J. Sofia, *Chair, Fall 2008**(on Sabbatical, Spring 2009)*Andrea K. Dobson, *Chair, Division III;**Chair, Spring 2009*

Courses are concerned with the planets, stars, and galaxies which compose the physical universe, and with the techniques for investigating the nature of these objects. The introductory courses contribute to a general understanding of our place in the universe. The advanced courses have frequent relevance for students in physics, chemistry, and other sciences.

Students interested in graduate work in astronomy are encouraged to major in physics with an astronomy minor, or in physics-astronomy, since most graduate schools look for the equivalent of an undergraduate degree in physics. Some students with other interests have also designed individual combined majors such as astronomy-mathematics.

The Astronomy major: Astronomy 177, 178, 179, 310, 320, 330, at least four credits from 340, 350, 380, 391, 392, and at least four credits from 490, 498; Physics 155 or 165, 156 or 166, 245, 246, 255, 256; Mathematics 125, 126, 225, 235; introductory courses in geology and computer programming are strongly recommended. In the final semester the student must pass a senior assessment consisting of a comprehensive written examination and an approximately one-hour oral exam.

The astronomy major requires coursework in astronomy, physics, and mathematics. A student who enters Whitman with no prior college-level work in any of these areas would need to complete 32 credits in astronomy, 16 credits in physics, and 11 credits in mathematics. Courses completed in this major apply to the science and quantitative analysis distribution areas.

The Astronomy-Geology combined ma-

major: Astronomy 177, 178, 179, two credits of 490, one of the following: 310, 320, 330, 340, 350, 380, and at least two additional credits in courses numbered 310-392; either Geology 110, 120 or 210, and 220, 345, 350, 470, and a minimum of one credit in 358, two credits of 490, and two of the following: 310, 346, or 420; Physics 155 or 165, 156 or 166, Mathematics 125, 126, and Chemistry 125, 135 are also required. Mathematics 167, 225, 235, 236, 244, Chemistry 126, 136, and Physics 245, 246, 255, 256 are strongly recommended. In the final semester the student must pass a senior assessment consisting of a two-part comprehensive written examination and an approximately one-hour oral exam conducted jointly by astronomy and geology faculty.

The astronomy-geology combined major requires coursework in astronomy, geology, chemistry, physics, and mathematics. A student who enters Whitman with no prior college-level work in any of these areas would need to complete 20 credits in astronomy, 23 to 24 credits in geology, four credits in chemistry, eight credits in physics, and six credits in mathematics. Courses completed in this major apply to the science and quantitative analysis (selected courses) distribution areas.

The Physics-Astronomy combined major: Astronomy 177, 178, 179, 310, 320; at least two credits in any of the following: 330, 340, 350, 380, 391, 392 or 490; Physics 155 or 165, 156 or 166, 245, 246, 255, 256, either 325 or 347, and five credits from physics courses numbered from 300-480; Mathematics 225, 235, 236, and 244. Additional physics courses, Mathematics 167, 300, 367, and 368 are strongly recommended. In the final semester the student must pass a senior assessment consisting of a two-part comprehensive written examination and an approximately one-hour oral exam conducted jointly by physics and astronomy faculty.

The physics-astronomy combined major requires coursework in astronomy, physics, and mathematics. A student who enters Whitman with no prior college-level work in any of these areas would need to complete 22 credits in astronomy, 24 credits in physics, and 14 credits in mathematics. Courses completed in this major apply to the science and quantitative

analysis (selected courses) distribution areas.

The Astronomy minor: A minimum of 18 credits in astronomy, to include Astronomy 177, 178, 179, and six additional credits to be chosen from courses at the 300-level. Courses taken P-D-F may not be used to satisfy course or credit requirements for the minor after the minor has been declared.

110 Principles of Astronomy

4, x

Sofia

This course offers an introduction to our present knowledge of the universe and the historical development of humanity's changing understanding of the cosmos. Emphasis not only on the nature of planets, stars, and galaxies, but also on the evolutionary processes which occur in the universe, including cosmology and the origin of the elements, the formation and life cycles of stars, and the development of planetary systems. Three lecture/lab sessions per week. Not open to physical science majors or to students who have received credit for Astronomy 100.

120 Current Problems in Astronomy

2; not offered 2008-09

This course offers an introduction to cosmology, as well as other Astronomical topics of interest to the students. The first half of the semester is two lectures per week on Cosmology. The second half of the semester is two days of student presentations per week. Students papers and presentations are based on their choice of topics in current Astronomy. Not open to physical science majors. *Prerequisite:* Astronomy 100 or Astronomy 110.

177 Sky and Planets

4; not offered 2008-09

A survey of planets and their motions, planetary satellites, comets, meteorites, and interplanetary material. Several problem sets and exams, short research paper, and one evening lab session each week. Offered in rotation with Astronomy 178, 179. *Prerequisites:* three years of high school mathematics and one year of high school physics, or consent of instructor; Mathematics 125/126 recommended.

178 Sun and Stars

x, 4

A. Dobson

An introduction to the properties of stars, their motions and distributions in space. Several problem sets and exams, short research paper, and one evening lab session each week. Offered in rotation with Astronomy 177, 179. *Prerequisites:* three years of high school mathematics and one year of high school physics, or consent of instructor; Mathematics 125/126 recommended.

179 Galaxies and Cosmology

4, x

A. Dobson

An introduction to the structure of galaxies and to the large-scale structure and evolution of the universe. Several problem sets and exams, short research paper, and one evening lab session each week. Offered in rotation with Astronomy 177, 178. *Prerequisites:* three years of high school mathematics and one year of high school physics, or consent of instructor; Mathematics 125/126 recommended.

310 Astrophysics

4; not offered 2008-09

Of interest to majors in physics or physics-astronomy, this course considers the application of the principles of atomic structure and the radiation laws to the interpretation of the spectra of stars and nebulae; the physical principles underlying the study of the structure of stars, energy generation by thermonuclear reactions, and nucleosynthesis; and theoretical and observational aspects of stellar evolution. Several problem assignments and a mid-term examination. *Prerequisites:* Astronomy 178 and Physics 156 or 166, or consent of instructor. *Recommended:* Physics 245. Offered in alternate years with Astronomy 310.

320 Galactic Astronomy

4, x

Sofia

Intended for physics-astronomy majors but also open to majors in related sciences. The constituents and structure of our own and other galaxies, the nature of quasars and active galaxies, and the large-scale structure of the universe itself. Reading assignments will be made in various books and scientific journals. Several problem assignments and a mid-term test. *Prerequisites:* Astronomy 179, Mathematics 225 and Physics 156 or 166, or consent of instructor. Offered in alternate years with Astronomy 310.

330 Cosmology

4; not offered 2008-09

Intended for majors in physics-astronomy and related sciences. The study of the universe: how it originated, the formation and evolution of structures, the curvature of space and time. Several problem sets, exams, research paper. *Prerequisites:* Astronomy 179 and Physics 245, or consent of instructor.

340 Interstellar Medium

4; not offered 2008-09

Intended for majors in astronomy, physics-astronomy and related sciences. The study of the interstellar medium: composition and distribution of dust and gas, interactions with magnetic fields, and observational methods. Several problem sets, exams, research paper. *Prerequisites:* Astronomy 178 or 179, and Physics 245, or consent of instructor.

350 Planetary Science

4; not offered 2008-09

Intended for majors in astronomy, astronomy-geology and related sciences. The study of solar

system objects: interiors, surfaces, atmospheres, and orbital mechanics. Several problem sets, exams, research paper. *Prerequisites:* Astronomy 177, Physics 155 or 165, and Geology 110 or 120, or consent of instructor.

380 Special Topics in Astronomy

4; not offered 2008-09

Selected topics in contemporary astronomy and astrophysics; the precise area of study will be designated prior to registration for the semester in which the course is offered. *Prerequisite:* consent of instructor.

391, 392 Independent Study

1-4, 1-4

A. Dobson and Sofia (fall only)

Discussion and directed reading and/or observational work on a topic of interest to the individual student. *Prerequisite:* consent of instructor.

490 Senior Research

1-3, 1-3

A. Dobson and Sofia (fall only)

An advanced interdisciplinary independent study project for astronomy-combined majors; students wishing to do a senior research project should choose project advisers and propose an interdisciplinary topic during the second semester of their junior year. *Prerequisite:* consent of instructor.

498 Honors Thesis

2-4, 2-4

Staff

Preparation of an honors thesis. Required of and limited to senior honors candidates in astronomy. *Prerequisite:* admission to honors candidacy.

Biochemistry, Biophysics, and Molecular Biology (BBMB)

James E. Russo, *Director*Douglas H. Juers (*on Sabbatical, 2008-09*)

Daniel M. Vernon

Dayle M. Smith

The program in biochemistry, biophysics, and molecular biology (BBMB) offers interdisciplinary courses and a major at the interface of the physical and biological sciences. The curriculum focuses on the understanding of biological processes at the molecular level and seeks to prepare students to enter the rapidly developing fields of biotechnology, biomedicine, and structural biology. The BBMB courses will serve as major requirements in BBMB, biology, chemistry, and physics. Courses in the BBMB

major apply to the science and quantitative analysis (selected courses) distribution areas.

The BBMB major: Biology 111, 205; either Chemistry 125, 135, 126, 136, or Chemistry 140; 245, 246, 251, 252; Physics 155 or 165, 156 or 166; Mathematics 125, 126, 225; BBMB 324, 325, 326, 334, 335, 336, 400, and three credits of 490 or 498; at least seven additional credits taken from biology, chemistry or physics courses numbered 200 and above and approved by the BBMB faculty. The P-D-F grade option is not allowed for any BBMB, biology, chemistry, or physics course that can apply to the BBMB major.

In the senior year, all BBMB majors must take a senior comprehensive exam containing both an oral and written component. The written component consists of the GRE exam in biochemistry, cell and molecular biology. A score in the 20th percentile or higher is required to pass. The oral exam consist of a one-hour comprehensive question exam with two or more participating faculty.

324 Biophysics

x, 3

Smith

This course presents the molecular side of the broad field of biophysics, in which physical concepts are applied to biological systems. Topics may include thermodynamics, equilibrium, quantum mechanics, statistical mechanics, classical mechanics and spectroscopy of biological systems such as membranes, proteins, and nucleic acids. *Prerequisites:* Physics 155 or 165, 156 or 166; Biology 111 or consent of instructor.

325 Biochemistry

x, 3

J. Russo

The first semester of a yearlong sequence on the biochemistry and molecular biology of the living cell. Topics include an introduction to the techniques used to study biological macromolecules; characterization, structure, and function of proteins; enzyme kinetics, mechanisms, and regulation; composition of biological membranes; bioenergetics; and catabolism of proteins, fats, and carbohydrates. Three lectures per week. *Prerequisites:* Biology 111, Chemistry 246.

326 Molecular Biology

3, x

Vernon

The second semester of a yearlong sequence on the biochemistry and molecular biology of the living cell. Topics include a detailed examination of DNA and RNA, the mechanisms of DNA replication, transcription and translation, the control of gene expression in prokaryotes and eukaryotes, the molecular biology of

viruses, oncogenes/cancer, mobile genetic elements, and genomics. Three lectures per week. *Prerequisites:* Biology 205 and BBMB 325.

334 Biophysics Laboratory

x, 1

Smith

Laboratory exercises on a range of biophysical topics. Physical characterization of macromolecules using techniques that may include absorption spectroscopy, fluorescence spectroscopy, nuclear magnetic resonance, circular dichroism, crystallization and x-ray diffraction. Mathematical modeling and simulation of small molecules, macromolecules, and fluctuations in biological systems. *Corequisite:* BBMB 324. Required of BBMB majors. Open to other students only with consent of instructor.

335 Biochemistry Laboratory

x, 1

J. Russo

Laboratory exercises in protein biochemistry, which will include biochemical reagent preparation, enzyme isolation and purification, enzyme and protein assays, and gel electrophoresis. One three- to four-hour laboratory per week. *Prerequisites:* Biology 111 and Chemistry 136 or 140; *Corequisite:* BBMB 325. Chemistry 240 is strongly recommended. Required of BBMB majors. Open to other students only with consent of instructor.

336 Molecular Biology Laboratory

1, x

Vernon

Laboratory exercises in nucleic acid biochemistry, with emphasis on molecular cloning and PCR techniques. One three-hour laboratory per week. *Prerequisite:* BBMB 335; *Corequisite:* BBMB 326.

400 BBMB Senior Seminar

x, 2

J. Russo, Vernon

A team-taught seminar which will present recent developments in the molecular life sciences, such as bioinformatics, drug design, genomics, or self-assembly processes. In addition to participation in discussion, students will contribute oral presentations of recent research articles and of the senior research project. Required of BBMB seniors. Open to other students with consent of instructors.

430 Current Topics in Biochemistry: Infectious Disease

3, x

J. Russo

The role of infectious disease in human mortality and morbidity. Discussion topics include: epidemiology and etiology of disease, cellular targets of microbial infection, immune responses, design and mechanisms of action of antibiotic drugs, drug resistance, the development of vaccines for disease prevention, and the ethical dilemmas and social consequences of infectious disease. Case studies may include polio, influenza, malaria, tuberculosis, Hepatitis B, and HIV. *Prerequisite:* consent of instructor. Distribution area: science or alternative voices.

490 Senior Research

1-3, 1-3

Staff

Each student will collect data and write a thesis on his or her research in accepted scientific style. One or more initial drafts of the thesis will be required before the final version is due in the last week of classes. Each student will also give a short presentation of his/her results in a public forum. *Prerequisite:* consent of the research adviser.

498 Honors Thesis

3, 3

Staff

Required of senior honors candidates, who will conduct more extensive research than students who take only BBMB 490. Honors students will finish data collection and write a thesis on the research in accepted scientific style. One or more initial drafts of the thesis will be required before the final version is due in the library. Presentation of results in a public forum to the staff and other BBMB majors is required. Credit cannot be earned simultaneously for BBMB 498 and 490. *Prerequisites:* consent of the research adviser, and admission to honors candidacy.

BiologyGinger S. Withers, *Chair*

Heidi E. M. Dobson	Thomas A. Knight
Kendra J. Golden	Timothy H. Parker
Delbert W. Hutchison	Daniel M. Vernon
Kate Jackson	Christopher S. Wallace
Leena S. Knight	Paul H. Yancey
	<i>(on Sabbatical,</i>
	<i>Fall 2008)</i>

Biology courses deal with the science of living organisms in their various forms. The curriculum emphasizes the integration of all levels from molecular to ecological, with evolution as a unifying theme, and requires all seniors to complete a year-long research project. The department serves students who expect to work in a biological field or related profession such as medicine, as well as those who elect biology as part of a general education. (See www.whitman.edu/biology).

A student who enters Whitman without any prior college-level preparation in biology will have to complete 52 credits to fulfill the requirements for the biology major. Courses completed in this major apply to the science and quantitative analysis (selected courses) distribution areas.

The Biology major: A minimum of 35 credits in biology, including Biology 111, 112, 205, 206; 215 or 277; 309 or 308, 310 or 330, 488, 489; 490 or 498; seven additional credits in biology and/or BBMB courses (to include at least one lab course) numbered 200 or above; Chemistry 125, 126, 135, 136, or Chemistry 140; 245; Mathematics 125, 126. Departmental policy does not allow a P-D-F grade option for biology courses within the major.

The senior assessment consists of oral and written components. Oral component: a one-hour exam administered by a committee of biology faculty. Written component: students must take the biology subject GRE and score in the 30th percentile or above.

The department recommends that students desiring a major program in biology begin with Chemistry 125, 126, 135, 136; or 140; and Biology 111 *Biological Principles*; followed by (in order) Biology 112 *The Biological World*; Chemistry 245 *Organic Chemistry I*; Biology 205 *Genetics*; 206 *Genetics Laboratory*; 215 *Plant Ecology* or 277 *Ecology*; 309 *Cell Biology* or 308 *Cellular Physiology and Signaling*; and 310 *Physiology* or 330 *Pathophysiology*. For those planning to pursue most graduate programs in biology, a year of physics (with labs), additional organic chemistry, a year of foreign language, Mathematics 128, and competency with computers are highly recommended.

The Biology minor: Biology 111, 112, and a minimum of eight additional credits in biology and/or BBMB courses numbered 200 or above. Departmental policy does not allow a P-D-F grade option for biology courses within the minor.

The Biology-Geology combined major: Biology 111, 112, 205; 215 or 277; 310 or 330 (note: Biology 309 is recommended prior to 310 or 330), 488, and at least four additional credits in biology numbered above 200; Geology 110, 120, or 210; 220, 320, 345, 346, 350, 470, and a minimum of one credit in 358; either three credits of Geology 480, 490, or 498 or three credits of Biology 489 and 490 (or 498). Chemistry 125, 126, 135, 136, or Chemistry 140; 245; Mathematics 125, 126. Two semesters of physics and field experience are strongly recommended. Courses completed in this major

apply to the science and quantitative analysis (selected courses) distribution areas.

The Biochemistry, Biophysics, and Molecular Biology (BBMB) major: See BBMB under the *Courses and Programs* section in the catalog for a description of the courses and major offered at the interface of biology, chemistry, and physics.

The Biology-Environmental Studies combined major: The requirements are fully described in the *Environmental Studies* section of the catalog. Courses completed in this major apply to the science and quantitative analysis (selected courses) distribution areas.

100 Ecology of Birds 4; not offered 2008-09

This is a course on bird ecology and identification designed for the nonscience major. No prior science background is presumed. Through the use of afternoon field trips to local habitats, mounted specimens, computer images, slides, videos, and lectures, the course will introduce the student to bird images and habitats necessary to identify birds of the Pacific Northwest. This knowledge will in turn enable one to identify most bird families found worldwide. Three lectures and one three-hour lab, or field trip, per week. Offered in alternate years. Distribution area: science with lab.

111 Biological Principles 4, 4 Fall: L.Knight; Spring: Wallace

The general principles common to all life. Topics are: chemical basis of life and cellular metabolism, cell and tissue structure and function, mitosis and meiosis, information storage and retrieval, and life support mechanisms. Although designed as an introduction to the major, nonmajor students are welcome. Laboratories will consist of exercises illustrating the principles covered in lecture. Three lectures and one three-hour laboratory per week. *Prerequisites:* Chemistry 125 and 135; or 140. *Corequisites:* Chemistry 126 and 136 (unless Chemistry 140 previously completed).

112 The Biological World 4, 4 Dobson and Jackson

A survey of the major groups of prokaryotic and eukaryotic organisms. The evolutionary history of living organisms is traced from the most simple prokaryotes to the highly complex plants and animals. Parallel trends and adaptations are discussed in addition to the unique features of each group. Laboratories consist of the examination of the structure and characteristics of the major groups. No prerequisites but prior completion of Biology 111 or the equivalent is recommended. Three lectures and one three-hour laboratory per week.

115 Regional Natural History x, 4

Parker

The natural history of environments in and around Walla Walla County. Designed for nonscience majors with special applicability for environmental studies majors. The course will emphasize applying basic ecological principles to the interpretation of the processes shaping biological communities. The core of the class will be weekly trips in which we develop and apply skills in observing and interpreting local environments from the Columbia River to the Blue Mountains. Through this process, students will become familiar with common plants, animals, and ecological communities of the region. Two one-hour lectures and one five-hour field trip per week. Field trips begin at 11 a.m. and extend through the lunch hour and into the afternoon. *Prerequisites:* none. Distribution area: science with lab.

120 Human Anatomy and Physiology 4; not offered 2008-09

Designed for the nonbiology major. Lectures will focus on the structures and functions of organ systems responsible for maintenance, reproduction and regulation of the human body, including their evolutionary origins and their major malfunctions such as caused by diseases. Laboratories will parallel the lectures to reinforce processes introduced in lecture, will include students as test subject (e.g., measuring temperature, respiration, electrocardiograms, etc.), and may include dissection of preserved animals. Three lecture or discussion hours and one three-hour laboratory per week. May not be taken for credit by those who have completed Biology 310.

122 Plant Biology 3; not offered 2008-09

A field-oriented course, designed for the nonmajor, that provides a basic introduction to the biology of plants, examines their ecological adaptations to different habitats, and discusses current issues. In the laboratories, students will explore aspects of plant form and growth, delve into attributes of plant communities, acquire basic skills for plant identification, and learn to recognize on sight the most common plant families in the western United States. Several labs will be substituted by field trips, and all students will be required to make a plant collection. Two lectures and one three-hour laboratory per week.

125 Genes and Genetic Engineering 2; not offered 2008-09

Designed for the nonbiology major. This class provides an introduction to the principles of genetics, and to how genetics is applied in medicine, agriculture, forensics, and biotechnology. Social, ethical, political, and economic issues related to genetics and genetic engineering will be discussed.

127 Nutrition**3, x****Golden**

The required nutrients and their food sources, their metabolism and eventual functions and fates in the body will be discussed. Principles applied to specific life stages and circumstances. Current topics in nutrition will be addressed, including eating disorders, global nutrition issues, world hunger, food additives, supplements, pesticide use, factors leading to chronic disease, etc. Students will read current articles and develop analytical skills which enable them to make informed decisions regarding food choices. Designed for nonbiology majors. Three lectures.

130 Conservation Biology**4, x****Hutchison**

An introduction to the dynamic and interdisciplinary world of biological conservation. Fundamental principles from genetics, evolution, and ecology will be discussed and then applied to problems including extinction, species preservation, habitat restoration, refuge design and management, human population growth and its myriad impacts on our environment. Three one-hour lectures and one three-hour laboratory per week. *Prerequisites:* none. Designed for nonscience majors with special applicability for environmental studies majors.

171, 172 Special Topics in Biology for Nonscience Majors**1-4**

Lectures (possibly with laboratories) on topics in biology not generally covered by other nonmajor courses in the department. Examples of topics include field biology and evolution. The topic and course credit will be designated prior to registration for the semester in which a special topic for nonscience majors is offered.

171 SW ST: Ecology of the American West**4, x****O'Brien and Arbetan**

This course will explore the adaptations and relationships of organisms to their abiotic and biotic environments, with a focus on the varied ecosystems of the Hells Canyon region of northeastern Oregon and the high desert ecosystems of northern New Mexico. Particularly, we hope you will come to understand the forces impacting, and the impact of, individual organisms, as they exist over time and space, and as parts of higher levels of ecological constructs including the population, community, and ecosystem. A significant proportion of this class will be spent in the field quantifying vegetative associations and a selection of the fauna inhabiting those associations. The course is team-taught sequentially over two intensive, two-week periods. Laboratory sessions will consist primarily of fauna and flora identification, ecological monitoring techniques including vegetative plot monitoring, dry pitfall monitoring, and avian transect monitoring. Required of, and open only to students accepted to Semester in the West. Environmental studies majors may

substitute this course for Biology 130 *Conservation Biology* or Biology 115 *Regional Natural History*, as an interdisciplinary foundation course in the sciences with a lab, for the major. *Prerequisites:* Acceptance into the Semester in the West Program. Distribution area: science with lab.

172 ST: History and Ethnobiology of the Silk Roads**x, 2****H. Dobson**

The course will be taught by Prof. Dobson (Biology) and complements History 248, taught by Prof. Dott. It will provide an integrative exploration into the history and ethnobiology of peoples along the different branches of the trading routes across Asia known as the silk roads. We will delve into agricultural practices and crops of different peoples and regions and how they were shaped by geography and its associated landscape and climatic variables. Lectures and readings will describe major biological items traded, going into biological features and how they contributed to each item's importance. We will also discuss how movement of items along trade routes influenced the way peoples used them. Items to be covered include, but are not limited to: 1) food crops, e.g., grains ("staffs of life"), legumes, fruits, roots, spices, sugar; 2) animal sources of food, e.g., chickens, goats; 3) beverages, e.g., tea; 4) clothing and shelter, e.g., silk, cotton, wool, flax, bamboo; 5) medicinal plants, e.g. ginseng; 6) disease, e.g. "the plague"; 7) transportation, e.g. horses; 8) religious and decorative items, e.g., plant and animal dyes, lacquer, incense. *Corequisite:* Students must enroll simultaneously for History 248, with the same title and also for 2 credits. Distribution area: science.

178 Fundamentals of Marine Biology**x, 3****Yancey**

An examination of life in the oceans, from the intertidal to the deep sea, with emphases on adaptations of organisms to major habitat factors and current environmental crises. Three lecture and/or discussion periods per week. Designed for nonbiology majors and may not be taken for credit by those who have completed Biology 278. May be taken concurrently with Biology 179. *Prerequisite:* consent of instructor. Offered in alternate years.

179 Fundamentals of Marine Biology Field Trip**x, 1****Yancey**

A week-long trip to a coastal location during spring break. Normally the trip will be to the University of Washington Friday Harbor Laboratories on San Juan Island, where we will trawl subtidal habitats on a research ship, investigate intertidal communities at various sites on the island, and conduct observations and experiments in a laboratory. There is a \$200 fee for food and lodging on the San Juan trip. However, in some years, other locations may be used, with a higher fee. Designed for nonbiology majors and may not be taken for credit by those who have completed

Biology 279. May be taken concurrently with Biology 178. *Prerequisite*: consent of instructor. Offered in alternate years.

205 Genetics

3, 3

Vernon and Hutchison

The principles which underlie the hereditary processes observed in microbes, plants, and animals. Selected topics include structure, organization, function, regulation, and duplication of the genetic material; protein synthesis and its control; mechanisms and patterns of inheritance; population genetics. *Prerequisites*: Biology 111; Chemistry 125 and 126, or Chemistry 140; sophomore status.

206 Genetics Laboratory

x, 1

Vernon

Laboratory exercises in molecular and Mendelian genetics. Labs will include DNA isolation, amplification, and characterization, introductions to computer DNA analysis and genomics, and an extended project in Mendelian genetics, involving phenotypic observation and segregation analysis. One three-hour laboratory per week. Prior completion of Biology 205 is recommended, but not required. Biology 206 is not recommended for BBMB majors. *Co- or prerequisite*: Biology 205.

212 Natural History of the Inland Northwest 4; not offered 2008-09

This course will engage biology majors with the plants, animals and topography of a specific biotic province of our region (e.g., Blue Mountains or Walla Walla Valley) within the larger context of its geology and paleoecological history. The class will emphasize field experiences and interpretation of ecological and evolutionary processes shaping our surroundings with discussion of current environmental issues facing the area. One three-hour class per week, eight six-hour labs, some overnight. *Prerequisites*: Bio 112; Bio 215 or 277 recommended (or concurrent).

215 Plant Ecology

4; not offered 2008-09

The diverse adaptations of plants to their abiotic and biotic environments from ecological and evolutionary perspectives. Lectures will address effects of climatic factors (water, light, temperature) and soils on plant morphology, physiology, growth, and reproduction, and the complex relationships of plants with other forms of life, especially insects. The laboratory will include several research projects and field trips. Three lectures and one three-hour laboratory per week. *Prerequisites*: Biology 111, 112. Offered in alternate years.

228 Biostatistics

3; not offered 2008-09

This course will place a strong emphasis on conceptual understanding of statistical methods and their proper application to research questions in biology.

We will cover descriptive, inferential and comparative statistics while highlighting hypothesis testing and appropriate experimental design. Topics will include parametric (normal) and nonparametric analyses of continuous and categorical variables to include t-tests, chi-square tests, correlation analysis, simple linear regression, and analyses of variance. Student achievement will be assessed through case studies, homework problems and exams. *Prerequisite*: junior or senior standing in BBMB, biology or biology-combined majors. May not be offered every year. Distribution area: science or quantitative analysis.

259 Comparative Vertebrate Anatomy

4, x

Jackson

The structure and function of vertebrates within an evolutionary context. By the end of the course students should have gained a familiarity with the structural diversity of the 60,000 or so living vertebrates and some of their extinct ancestors, a detailed knowledge of the anatomy of a few "representative" vertebrates studied in lab, and an understanding of the major structural trends and innovations in the history of vertebrates. Three lectures and one three-hour laboratory per week. *Prerequisites*: Biology 111, 112.

270 Vertebrate Biology

4; not offered 2008-09

The taxonomy, systematics, evolution, distribution, ecology, migrations, behavior, and reproduction of vertebrates. Three lectures and one three-hour laboratory per week. The laboratories emphasize vertebrate identification with the use of taxonomic keys and afternoon field trips. *Prerequisites*: Biology 111, 112. Offered in alternate years.

277 Ecology

4, x

Parker

The relationships of organisms to one another and to the abiotic environment. We will learn ecological concepts and principles important to populations, evolution, inter-specific interactions, communities, landscapes, energy flow, nutrient cycles, and conservation. Three one-hour lectures and one three-hour lab per week. Labs primarily involve field studies relevant to major concepts, along with data processing and analysis skills, and presentation of results in written and graphical form. *Prerequisites*: Biology 111, 112.

278 Marine Biology

x, 3

Yancey

Life in the oceans from the intertidal to the deep sea, with emphasis on anatomical, physiological, and biochemical adaptations of organisms to major environmental factors. Three lectures per week. *Prerequisites*: Biology 111, 112 and consent of instructor.

279 Marine Biology Lab

x, 1

Yancey

A field trip to a coastal location for one week during spring break. Normally, the trip will be to the University

of Washington's Friday Harbor marine laboratory on San Juan Island, where we will trawl subtidal habitats on a research ship, investigate intertidal communities at various sites on the island, and conduct observations and experiments in a laboratory. There is a \$200 fee for food and housing on the San Juan trip. However, in some years, other locations for the trip may be used, with a higher fee. *Prerequisites:* Biology 111, 112 and consent of instructor.

288 Plants and Peoples

4, x

H. Dobson

The relationship between plants and human societies, drawing examples from different geographical regions and placing emphasis on plants used for food, medicine, clothing, and shelter. Topics will explore the various uses of plants, implications of altering natural habitats and cultural traditions, origins and histories of cultivated plants, development of agriculture and ecological aspects of its practices, weeds, plant breeding, and preservation of wild genetic diversity. Three lectures and one three-hour laboratory per week. *Prerequisites:* Biology 111, 112; or consent of instructor. Offered in alternate years.

308 Cellular Physiology and Signaling

x, 4

L. Knight

This course will focus on the fundamentals of cell biology and will emphasize the role of cellular membranes and signaling machinery in regulating proper cell function. Diversity in cellular signaling will be illustrated through investigation of various strategies used to mediate changes in the physiology of single cells and potentially, the organism. Cell communication is critical to cell survival and adaptation. It is an area of biological study that incorporates biochemistry, cell biology/physiology and membrane biophysics — all of which will be highlighted through laboratory exercises, literature review and discussion sessions. This class will cover the essentials of cell biology and can be used in place of Biology 309 to fulfill the cell biology requirement for biology majors and is suitable as an elective for BBMB majors. Three lectures and one three-hour laboratory session per week. *Prerequisites:* Biology 111; Chemistry 246; or consent of instructor.

309 Cell Biology

x, 4

Golden

The ultrastructure and function of cells. This course will examine in detail the major cellular processes in eucaryotic cells to include: biological molecules, membranes and cell surfaces, cellular energetics, motility, protein processing and transport, etc. The laboratory exercises will illustrate the principles discussed in lecture and will stress modern instrumentation techniques. Three lectures and one three-hour laboratory session per week. *Prerequisites:* Biology 111, Chemistry 245. Biology 112 is recommended.

310 Physiology

4, x

T. Knight

An advanced-level examination of the biological functions that allow self-maintenance, reproduction, and regulation in various environments. Animals in general will be covered, but with emphasis on mammals. An initial overview examines the principles of traditional organ-systems physiology and how these are increasingly being altered by evolutionary biology and Darwinian medicine, molecular and cellular physiology, and genomics. This overview will be integrated with organismal functions including hormonal and neural regulation, defense, support and movement, excretion and osmotic balance, circulation and transport, respiration, energy balance, and reproduction. Three lectures and one three-hour laboratory per week; the latter will parallel the lecture topics. *Prerequisites:* Biology 111; Chemistry 245; or consent of instructor. Biology 112 and 309 or 308 are recommended.

320 Neurobiology

4, x

Wallace and Withers

This course emphasizes the cellular and molecular biology of neurons as a basis for understanding how the nervous system controls behavior. Topics include the structure and function of neurons and glia, synaptic transmission, brain development and regeneration, sensory and motor systems, brain mechanisms of learning and memory, clinical issues and becoming a neuroscientist. The laboratories will emphasize hands-on experience with techniques used to study the brain in current research including neuroanatomy, neurocytology, neurophysiology, analysis of neuronal gene expression and observation of living neurons in culture. Three lectures and one three-hour laboratory per week. *Prerequisites:* Biology 111 and 205. Biology 112 and 309 or 308 are recommended.

329 Developmental Biology

x, 4

Withers

This upper-level course addresses how a complex multicellular organism arises from a single cell, the fertilized egg. The course is framed by questions formulated using classic experiments in experimental embryology and current molecular and cellular approaches that yield new answers to these questions. Emphasis is on how specialized form and pattern develop in animals; ethical and social issues relevant to developmental biology are also discussed. Labs emphasize independent experimentation and current techniques including timelapse and digital microscopy of living cells and organisms. Three lectures and one three-hour laboratory per week. *Prerequisites:* Biology 111, 205; Chemistry 245. Biology 112, and Biology 309 or 308 or BBMB 325 are recommended.

330 Pathophysiology

4; not offered 2008-09

Knight

A survey of the functions of the human body using disease states to illustrate key physiological processes. This course will examine a sample of pathological

states as a springboard for understanding: the basic principles of systems physiology; the cellular/tissue processes that give rise to abnormal function; and, the effectiveness of preventative/therapeutic approaches. This course will cover in detail the cardiovascular, endocrine, neuromuscular, renal, and immune systems and will offer an overview of integrative body functions such as electrolyte and nutritional regulation. Basic principles of physiology will be emphasized through laboratory work. Lab sessions will incorporate guest lectures by clinicians/patients or tours of hospital clinics and simulated clinical data and patient case studies. This course can be used in place of Biology 310 to fulfill the physiology requirement for Biology majors, and is suitable as an elective for BBMB. Three lectures and one three-hour laboratory session per week. *Prerequisites:* Biology 111; Chemistry 245; or consent of instructor. Biology 309 or BBMB 325 are highly recommended.

339 Microbiology and Immunology **4, x** **Golden**

Bacteria, viruses, and eukaryotic microbes. Cell structure and chemistry, metabolism, evolution, and ecology will be themes emphasized throughout the course as other topics such as pathogenesis, disease, the immune system, cultivation, taxonomy, and practical applications for microorganisms are discussed. The laboratory will establish sterile techniques and stress the structure and biochemical differentiation of bacterial species. Three lectures and one three-hour laboratory per week. *Prerequisites:* Biology 111 and a year of college chemistry. Biology 112 is recommended.

350 Evolutionary Biology **x, 4** **Hutchison**

Designed for the upper-level biology major, this course emphasizes the importance of evolutionary theory to biology. Using modern examples in population biology, molecular evolution and phylogenetics, students will gain a firm foundation in the mechanisms of evolution, speciation, and extinction, and an appreciation of the applicability of evolutionary principles to current issues in areas such as conservation, medicine, and social behavior. Three lectures and one three-hour lab per week. *Prerequisites:* Biology 111, 205. Biology 112 and 277 or 215 are recommended.

401, 402 Seminar **1-3**

Selected advanced topics in biology. Examples of recently offered topics include bioethics, evolution, and nutrition. Course topic and credit to be designated by instructor. Students will be expected to complete readings, make presentations, and participate in discussions about the selected topics. The topic and course credit will be designated prior to registration for the semester in which a seminar is offered; consult the chair of the department for information.

402A Seminar: Bioethics **x, 1**

Yancey

A reading-and-discussion course intended for biology majors. Topics will include the ethical implications of biological research involving genetic engineering, animal experimentation, advances in medical and reproductive technology, human medical experiments, intelligence measurements, environmental degradation, etc. Issues will be analyzed using bioethical principles and actual case studies. Readings will be taken from current science journals and other recent sources. Students will lead most of the discussion sessions. *Prerequisite:* Biology 205.

402B Seminar: Current Issues in Nutrition **x, 2** **Golden**

An upper-level seminar on selected topics related to nutrition. Students should have a solid biology foundation and be familiar with basic nutrient metabolism. Choice of topics will be largely student-driven, but examples might include genetically modified organisms, the merits of various fad diets, food safety, obesity, or any other current topic that is related to nutrition. Students should be prepared to discuss controversies surrounding the issues, including the social, psychological and ethical implications thereof.

471, 472 Special Topics **1-4**

Lectures (possibly with laboratories) on advanced topics in biology not generally covered in other courses in the department. Examples of topics offered include plant systematics, invertebrate biology, biology of amphibians and reptiles, entomology, and immunology. The topic and course credit will be designated prior to registration for the semester in which a special topic is offered.

471 ST: Regional Biology **1, x** **Hutchison and Parker**

Field biology of a region of the Northwest with emphasis on ecology and evolution in a natural history context. Students will prepare for the trip by researching and developing a presentation that they will give at the field site on a relevant aspect of the site's biology. Students will also keep field notebooks, which will be turned in at the end of the trip and graded. Trips will be taken over long weekends (typically Thursday to Sunday). May be repeated for credit for different areas. Fee: variable. *Prerequisites:* BIOL 111, BIOL 112, declared Biology (or Bio-EnvS) major or minor, and consent of instructor.

472A ST: Biology of Amphibians and Reptiles

x, 4 **Jackson**

Herpetology is the study of amphibians and reptiles. In this course, taxonomy, life history, behavior, physiology, ecology, etc. of frogs, salamander, turtles, lizards, snakes, crocodiles, and others will be presented in the context of the evolutionary history of this diverse

assemblage of vertebrates. Labs will focus on study of preserved specimens, and identification of species from all over the world. Students will also learn to identify all local species in preparation for field-based labs in the spring. In the course of the semester, students will prepare an essay on a herpetological topic of their choice. Three lectures and one three-hour lab per week. *Prerequisites:* Biology 112 required, other organismic level courses desirable.

472B ST: Regional Ecology

x, 3

Parker

This course will focus on interpreting local ecological patterns in the context of basic ecological principles. To accomplish this, we will combine readings from the primary literature on the ecology of local plants and animals with weekly trips to environments between the Columbia River and the peaks of the Blue Mountains. On trips we will apply what we have learned in readings to interpreting ecological processes. Through these activities, students will strengthen their ecological knowledge, become familiar with local species and ecosystems, and begin to develop the observational skills of field ecologists/naturalists. One 1.5 hour lecture/discussion and one five-hour field trip per week. Field trips begin at 11am and extend through the lunch hour and into the afternoon. There is a \$50 fee for a late spring weekend field trip. *Prerequisites:* Ecology (Biol 277, Biol 215, or equivalent) and consent of instructor.

481, 482 Special Projects

1-3, 1-3

Staff

Selected topics of an experimental or descriptive nature, arranged with individual students who are prepared to undertake semi-independent work. The students will consult with the faculty member most closely associated with the area of interest to determine if the topic is suitable and can be successfully accomplished with the available material and library facilities. This consultation should take place in the semester preceding the anticipated research project. *Prerequisite:* consent of the supervising instructor.

488 Research Preparation

1, x

H. Dobson

This required course prepares biology majors for their senior thesis research project. Students learn of faculty research interests and of research opportunities on- and off-campus. Library and computer literature resources and thesis requirements are covered. Each student must arrange a research project and choose a departmental research adviser by the end of the semester. Grade credit/no credit. Required of all junior biology majors; open to seniors or prospective biology-major sophomores who study abroad fall of their junior year.

489 Senior Research

1, 1

Staff

Students develop methodologies and begin data collection in their research projects developed in Biology 488. There will also be several meetings (one per week) with the research adviser to discuss the senior research thesis and senior assessment. *Prerequisites:* Biology 488 (may be taken concurrently by students completing requirements in December), consent of supervising professor, senior standing as a biology major.

490 Senior Thesis and Seminar

2, 2

Staff

Continuation of Biology 489. Each student will finish data collection and write a thesis on the research in accepted scientific style. One or more initial drafts of the thesis will be required before the final version is due in the last week of classes. Each student is also required to give a short seminar presentation of his/her results to the faculty and other biology majors. *Prerequisite:* Biology 489 (may be taken concurrently by students completing requirements in December) or consent of supervising professor.

498 Honors Thesis and Seminar

3, 3

Staff

Continuation of Biology 489 and required of senior honors candidates, who will conduct more extensive research than students in Biology 490. Honors students will finish data collection and write a thesis on the research in accepted scientific style. One or more initial drafts of the thesis will be required before the final version is due in the library. Presentation of results to the staff and other biology majors is required. Credit cannot be earned simultaneously for Biology 498 and 490. *Prerequisites:* Biology 489, consent of supervising professor, and admission to honors candidacy.

Chemistry

Allison Calhoun, *Chair*

Frank M. Dunnivant

Deberah M. Simon

Marion Götz

Tommaso Vannelli

Timothy Machonkin

Leroy G. Wade

James E. Russo

Chemistry courses deal with the nature and composition of matter and the laws that govern chemical reactions. They are offered to meet the needs of three groups of students: those who choose to make chemistry or chemical engineering their profession; those who require a certain amount of chemistry as an adjunct to some related vocation; and those who desire a knowledge of chemistry as part of a general

education.

Students expecting to major in any of the basic sciences should take either (1) Chemistry 125, 126 and the associated laboratories, Chemistry 135, 136 or (2) the more accelerated Chemistry 140. These courses offer an introductory survey of all fields of chemistry (inorganic, analytical, organic, physical, and biochemistry). An extended study of chemistry for the nonmajor may be obtained by taking Chemistry 245, 246 *Organic Chemistry*, Chemistry 345 *Physical Chemistry*, Chemistry 388 *Environmental Chemistry and Science*, or BBMB 325 *Biochemistry*. Pre-medical students should note that most medical schools require for entrance a full year of organic chemistry lecture and two credits of organic laboratory.

The department also offers two one-semester courses in chemistry (Chemistry 100 and 102) for the student wishing a general knowledge of the field to fulfill breadth of study requirements.

The department is well-equipped with instrumentation for chemical analysis. A "hands on" policy allows extensive use of the instruments, beginning in the first year with experiments involving pH meters, analytical balances, and visible spectrophotometers. In advanced courses, students are introduced to atomic absorption, infrared, fluorescence, nuclear magnetic resonance, ultraviolet spectrophotometry, mass spectrometry, gas chromatography, high performance liquid chromatography and electrochemistry. The aim is to give practical experience with modern chemical instrumentation so that students can learn not only what an instrument does, but also how it works. In advanced courses, students will use various computer software packages for data analysis and presentation, and for laboratory report writing.

A student who enters Whitman without any previous college-level chemistry courses will need to complete 35 chemistry credits to fulfill the requirements for the major. Additional credits are required in other departments. These are listed below with the requirements for the chemistry major. Courses completed in the chemistry department apply to the science and quantitative analysis (selected courses) distri-

bution areas.

The Chemistry major: A minimum of 35 credits in chemistry including:

Either Chemistry 125, 126, 135, 136, or Chemistry 140; and Chemistry 240, 245, 246, 251, 252, 320, 345, 346, 360, 361, 362, and at least three credits of Chemistry 490 or 498. A minimum grade of C (2.0) is required in either Chemistry 240 or Chemistry 345, whichever is taken first. Students contemplating a major in chemistry are encouraged to take Chemistry 240 in their sophomore year.

The following nonchemistry courses are also required: Mathematics 225 and Physics 155 or 165, 156 or 166. Mathematics 244, 300 and 128, plus a reading knowledge of a foreign language are strongly recommended for chemistry majors.

Subsequent to the declaration of a chemistry major or minor, no chemistry courses within the major or minor may be taken on a P-D-F basis.

Senior Assessment in Major: The successful completion of a chemistry degree requires the student to pass both a comprehensive written examination and a one-hour oral examination.

The Chemistry minor: A minimum of 19 credits in chemistry, involving either of the following sequences: (1) 125, 126, 135, 136, 245, 246, 251, 252; at least one of the following: 240, 345, 388, BBMB 325; or (2) 140, 245, 246, 251, 252; at least two of the following: 240, 345, 346, 388, BBMB 325.

The Biochemistry, Biophysics, and Molecular Biology (BBMB) major: See BBMB under the *Courses and Programs* section in the catalog for a description of the courses and major offered at the interface of biology, chemistry, and physics.

The Chemistry-Geology combined major: Either Chemistry 125, 126, 135, 136, 240 or Chemistry 140, 240; Chemistry 346; either Geology 110, 120, or 210, and 220, 345, 346, 350, 460, 470, and a minimum of one credit in 258; Mathematics 125, 126; Physics 155 or 165, 156 or 166. Courses completed in this major apply to the science and quantitative analysis (selected courses) distribution areas.

The Chemistry-Environmental Studies

combined major: The requirements are fully described in the *Environmental Studies* section of the catalog. Courses completed in this major apply to the science and quantitative analysis (selected courses) distribution areas.

100 Introduction to Environmental Chemistry

x, 3

Dunnivant

The goal of this course is to prepare students to be environmentally responsible citizens and empower them with scientific knowledge to make the right decisions concerning the environment. Chemistry 100 is a one-semester introduction to important topics in chemistry, environmental chemistry, and environmental engineering. Connections will be made between environmental chemistry and most disciplines taught at Whitman College. Topics will include major U.S. environmental laws, basic chemistry, sources of pollution, water quality, water scarcity, water and wastewater treatment, pollutant fate and transport modeling, global environmental issues (acid rain, global warming, and stratospheric ozone depletion), and risk assessment. No chemistry background is presumed. Highly recommended for environmental studies students not majoring in a natural science. Students may not receive credit for Chemistry 100 if they have taken Chemistry 125 or a more advanced college chemistry course. Three lectures per week; no lab. Distribution area: science and quantitative analysis.

102 Chemistry of Art

x, 3

Simon

This course, for nonscience majors, will cover the principles of chemistry within the context of the production, analysis, and conservation of art. The influence of science and technology on art will be explored through such topics as color theory, the chemistry of pigments, dyes, binders, papers, inks and glazes, forensic analysis of forgeries, conservation of works of art, and photography. Possible laboratory topics include pigments, etching, papermaking, textile dyeing, ceramics, electroplating, jewelry making, alternative photographic methods, and fused glass. No artistic skill or chemistry background is presumed. Students may not receive credit for Chemistry 102 if they have completed any other college level-chemistry course. Two lectures and one three-hour laboratory per week. Fee: \$20. Distribution area: science with lab and quantitative analysis.

125 General Chemistry

3, x

Staff

The first semester of a yearlong course in introductory chemistry. Topics include atomic and molecular structure; periodic properties of the elements; chemi-

cal bonding; properties of gases, liquids, and solids; stoichiometry; aqueous solution reactions; and perhaps an introduction to organic chemistry and biochemistry. Problem-solving involves the use of algebra. Three lectures per week. *Prerequisite:* two years of high school mathematics or consent of instructor.

126 General Chemistry

x, 3

Staff

The second semester of a yearlong course in introductory chemistry. Topics include properties of solutions, elementary thermodynamics, introduction to chemical equilibrium, kinetics, oxidation-reduction and electrochemistry, acids and bases, environmental issues, and nuclear chemistry. Problem-solving in this course involves the use of logarithms and algebra including the quadratic formula. Three lectures per week. *Prerequisite:* Chemistry 125.

135 General Chemistry Lab I

1, x

Staff

Laboratory exercises in physical and chemical properties of matter, with an introduction to both qualitative and quantitative methods of analysis. Topics include gravimetric and volumetric analysis, molecular structure, chemical synthesis, acid-base chemistry, properties and reactions of various groups of elements, and thermochemistry. One three-hour laboratory per week. *Corequisite:* Chemistry 125.

136 General Chemistry Lab II

x, 1

Staff

A continuation of Chemistry 135 with emphasis on descriptive chemistry and discovery-based experiments. Topics include analysis, kinetics, synthesis, and an introduction to spectrophotometric methods of analysis. One three-hour laboratory per week. *Prerequisite:* Chemistry 135; *Corequisite:* Chemistry 126.

140 Advanced General Chemistry I

4, x

Calhoun

A one-semester accelerated course in introductory chemistry designed for students with a strong high school background in chemistry. Topics similar to those in Chemistry 125 and 126 will be covered at a faster rate and a deeper level. Laboratory exercises emphasize the concepts and methods developed in lecture and will involve experiments similar to, but not necessarily identical with, those covered in Chemistry 135 and 136. Problem solving involves the use of algebra. Three lectures and one three- to four-hour laboratory per week. Enrollment is limited to 46 students. *Chemistry 140 is equivalent to the sequence of Chemistry 125, 126, 135, and 136. Prerequisites:* two years of high school mathematics, one year of high school chemistry (two recommended), and a passing score on a qualifying exam given on campus immediately prior to first semester registration. Fee: \$30.

240 Quantitative Analysis and Chemical Equilibrium

4, x

Machonkin

The principles of chemical equilibrium and methods of quantitative analysis. Topics include statistical analysis of data, activities, and the systematic treatment of acid-base, precipitation, complexation, and oxidation-reduction equilibria. Laboratory exercises involve the exploration and elucidation of the concepts and methods developed in lecture, and include gravimetric, titrimetric, and colorimetric analyses, with an introduction to selected instrumental methods of analysis and instruction in and use of electronic spreadsheets for data analysis and graphing. Two lectures and two three- to four-hour laboratories per week. *Prerequisites:* Either Chemistry 126 and 136 or Chemistry 140.

245 Organic Chemistry I

3, x

Staff

The first semester of a yearlong course in organic chemistry. Topics include reaction mechanism, nomenclature, stereochemistry, spectroscopy, and the synthesis and reactions of alkyl halides, alkenes, alcohols, ethers, and alkynes. Three lectures per week. *Prerequisite:* Chemistry 126.

246 Organic Chemistry II

x, 3

Staff

A continuation of Chemistry 245. Topics include spectroscopy, aromatic chemistry, carbonyl compounds, and biomolecules such as carbohydrates and amino acids. Three lectures per week. *Prerequisite:* Chemistry 245.

251 Organic Laboratory Techniques I

1, 1

Götz, Staff

Introduction to fundamental organic laboratory techniques. Topics include recrystallization, distillation, melting point determination, chromatography, extraction, and one-step syntheses. One three-hour laboratory per week. *Prerequisite:* Chemistry 126 or Chemistry 140; *Pre- or Corequisite:* Chemistry 245.

252 Organic Laboratory Techniques II

x, 1

Götz, Staff

Continuation of organic laboratory techniques involving intermediate exercises. The course covers more challenging syntheses as compared to Chemistry 251, as well as multi-step synthesis and spectroscopic analysis of products. One three-hour laboratory per week. *Prerequisite:* Chemistry 251; *Pre- or Corequisite:* Chemistry 246.

320 Instrumental Methods of Analysis

3, x

Dunnivant

This course deals with the theories and methods in instrumental procedures and significant developments in modern chemical analysis and separation techniques. Instrumental techniques will include flame atomic absorption, capillary electrophoresis, inductively coupled plasma spectroscopic methods, basic

mass spectrometry, and ion, high pressure, and gas chromatography. One afternoon or weekend field trip may be required. Three lectures per week. *Prerequisites:* Chemistry 240, 251 and 252. *Pre- or corequisite:* Chemistry 345. Distribution area: science.

345 Physical Chemistry I

3, x

Calhoun

This course is the first semester of a two-semester course exploring the fundamental behavior of chemical systems in terms of the physical principles which govern their behavior. The specific focus is on microstructure of atoms, the role of this microstructure in the formation of molecules and the statistical descriptions of system behavior in terms of the microstructure. Topics covered include quantum chemistry, bonding, molecular structure, spectroscopy, NMR, properties of gases and statistical thermodynamics. *Prerequisites:* Chemistry 126 or 140, Physics 156 or 166, and Mathematics 126 or equivalent. Mathematics 255 is recommended.

346 Physical Chemistry II

x, 3

Calhoun

This course is the second semester of a two-semester course exploring the fundamental behavior of chemical systems in terms of the physical principles which govern their behavior. The specific focus is on system behavior to explain spontaneity, energy transformations, chemical and physical equilibrium and the rates of chemical reactions. Topics covered include classical thermodynamics, phase equilibria, chemical equilibria, kinetics of chemical processes and surface chemistry. *Prerequisites:* Chemistry 126 or 140, Physics 156 or 166, and Mathematics 126 or equivalent. Mathematics 255 is recommended. Chemistry 345 strongly recommended.

360 Advanced Inorganic Chemistry

x, 3

Machonkin

The concepts of modern inorganic chemistry at an advanced level. Selected topics are explored in depth rather than in a review of the entire field. Possible topics include transition-metal complexes and theories of metal-ligand bonding, acid-base theories and nonaqueous solvents, kinetics and mechanisms of transition-metal-complex reactions, bonding in solids, atomic structure and term symbols, symmetry and group theory. Three lectures per week. *Pre- or corequisites:* Chemistry 346.

361 Integrated Advanced Laboratory I

2, x

Dunnivant, Götz

An advanced integrated laboratory course jointly taught by the analytical and organic chemists in the department, with emphasis on the use of analytical instrumentation and advanced synthesis projects. Two three- to four-hour laboratories per week. *Prerequisites:* Chemistry 246, 251, and 252. *Pre- or corequisite:* Chemistry 320.

362 Integrated Advanced Laboratory II x, 2 Calhoun, Machonkin

An advanced integrated laboratory course jointly taught by the inorganic and physical chemists in the department, with emphasis on inorganic synthesis, analytical techniques used in inorganic chemistry, and physical chemistry concepts in the laboratory. Two three- to four-hour laboratories per week. *Prerequisite:* Chemistry 345 and 361. *Corequisite:* Chemistry 346 and 360.

388 Environmental Chemistry and Science x, 4 Dunnivant

This course will examine (1) the basic chemistry associated with pollutant fate and transport modeling in environmental media, especially acid-base, oxidation/reduction, solubility, speciation, and sorption reactions, (2) basic physical concepts for modeling the fate and transport of pollutants in environmental media, and (3) pollutant risk assessment based on humans as receptors. Additional topics might include major U.S. environmental laws, global environmental issues (e.g., global warming and stratospheric ozone depletion), and selected scientific articles. The laboratory portion will concentrate on pollutant monitoring and chemical aspects of pollutants, measuring dispersion and pollutant transport in small-scale systems, and data analysis. Three lectures, one three- to four-hour laboratory per week, and one weekend field monitoring trip to Johnston Wilderness Campus. *Prerequisites:* A good working knowledge of basic algebra (rearrangement of complicated equations and use of exponential functions); Chemistry 126 or 140; Chemistry 251 and 252 or consent of instructor. Offered in alternate years. There is a mandatory overnight field trip at the end of the semester.

420 Advanced Analytical Instrumentation x, 1 Dunnivant

This project-based course will focus on expanding students' knowledge of modern instrumentation based on their field of study. Students will choose from a variety of instrumentation including UV-Vis spectroscopy, atomic absorption and emission spectroscopy, ion chromatography, liquid chromatography, gas chromatography, and mass spectrometry. *Prerequisites:* Chemistry 140, or 126 and 136, and consent of instructor. *Additional Prerequisites for Chemistry majors:* Chemistry 320 and 361. Distribution area: science.

451, 452 Independent Study 1-3, 1-3 Staff

An advanced laboratory project or a directed reading project selected by the student in consultation with the staff and supervised by the staff member best qualified for the area of study. For a laboratory project, a written report reflecting the library and laboratory work carried out is required. The student must select a supervising staff member and obtain approval for a project prior to registration. If any part of the project involves off-campus work, the student must consult with the department chair for approval before begin-

ning the project. Each credit of independent study laboratory work corresponds to one afternoon of work per week. A maximum of three credits may be counted toward degree requirements. *Prerequisites:* two years of college chemistry and consent of instructor.

457 Organic Synthesis and Spectroscopy 3; not offered 2008-09

Reactions and synthesis in organic chemistry. Topics include retrosynthetic analysis, carbon-carbon bond-forming reactions, functional-group interchanges, control of stereochemistry, ring-forming reactions, synthesis of heterocycles, and determination of product structure using mass spectrometry and NMR, IR, and UV spectroscopy. *Prerequisite:* Chemistry 246. Offered upon request.

459 Physical Organic Chemistry 3; not offered 2008-09

Mechanisms, kinetics, structure, and theory in organic chemistry. Topics include general acid/base catalysis, linear free energy relationships, isotope effects, transition state theory, photochemistry, spectroscopy, and pericyclic reactions. Three lectures per week. *Prerequisite:* Chemistry 246. *Recommended corequisite:* Chemistry 345. Offered in alternate years.

481, 482 Advanced Topics in Chemistry 1-3

A detailed study of specialized subjects such as organic qualitative analysis, conformational analysis, natural products, quantum chemistry, chemical kinetics, protein structure and function, physical biochemistry, and spectroscopy. Topics to be offered will be announced each year in the class schedule. *Prerequisite:* two years of college chemistry.

490 Research 1-3, 1-3 Staff

Two consecutive semesters, or a summer and a subsequent semester, of work on projects of current interest to the staff. The research may involve laboratory work on original projects, reports based on library searches, development of instructional laboratory exercises, etc. The student must select a supervising faculty member and obtain approval for a project prior to registration for the first semester of the two-semester sequence, or prior to registration for the fall semester if the project will commence during the summer. A final written report, and a seminar on the project will be required. May be repeated for a maximum of six credits. *Prerequisites:* two years of college chemistry and consent of instructor.

498 Honors Thesis 3, 3 Staff

Independent research or projects leading to the preparation of an undergraduate thesis. Credit cannot be earned simultaneously for Chemistry 498 and 490. Required of and limited to senior honors candidates in chemistry. An adviser for the thesis must be chosen by the end of the junior year. *Prerequisite:* admission to honors candidacy.

Chinese

Mary Anne O'Neil, *Chair*,
Foreign Languages and Literatures

Chinese

Donghui He
 Shu-chu Wei-Peng (*on Sabbatical, 2008-09*)
 Wencui Zhao

Courses in Chinese are designed to develop proficiency in speaking, writing, and reading the language and to acquaint the student with Chinese literature and culture.

Placement in language courses: Students with previous foreign language experience should consult the statement on placement in language courses in the *Foreign Languages and Literatures* section of this catalog.

The Foreign Languages and Literatures/Chinese minor: A minimum of 15 credits beyond 206 (or equivalent) in Chinese language and literature courses numbered above 200. Courses in Chinese literature offered under world literature may be used to satisfy the requirements for this minor.

Note: Courses taken P-D-F prior to the declaration of a language major or minor will satisfy course and credit requirements for the major or minor. Courses taken P-D-F may not be used to satisfy course and credit requirements for the major or minor after the major or minor has been declared.

105, 106 First Year Chinese 4, 4

He

An introduction to the sounds and structures of modern Chinese and a foundation in conversation, grammar, reading, and elementary composition.

110 Conversational Chinese I 4; summer 2008

Course offered as part of the Whitman Summer Studies in China program. Taught in China over a period of four weeks by Whitman-selected instructors from China and supervised by the Whitman faculty member who is resident director. This course teaches conversational Chinese based on the vocabulary and sentence patterns the students have learned from Chinese 105 and 106, plus new phrases the students will need living and studying in China. Classes meet three hours per day, five days per week, for a total of 60 hours. *Requirements:* daily homework, weekly tests, and a final exam covering listening comprehension

and spoken Chinese. *Prerequisite:* Chinese 106 or its equivalent and admission to the Whitman Summer Studies in China program.

205, 206 Second Year Chinese 4, 4

Zhao

Modern spoken and written Chinese. It provides the student with the opportunity to practice conversational skills and to read cultural and literary materials. *Prerequisite:* Chinese 106 or equivalent.

210 Conversational Chinese II 4; summer 2008

Course offered as part of the Whitman Summer Studies in China program. Taught in China over a period of four weeks by Whitman-selected instructors from China and supervised by the Whitman faculty member who is resident director. This course teaches conversational Chinese based on the vocabulary and sentence patterns the students have learned from Chinese 205 and 206, plus new phrases the students will need living and studying in China. Classes meet three hours per day, five days per week, for a total of 60 hours. *Requirements:* daily homework, weekly tests, and a final exam covering listening comprehension and spoken Chinese. *Prerequisite:* Chinese 206 or its equivalent and admission to the Whitman Summer Studies in China program.

250 Chinese Poetry 4; not offered 2008-09

Chinese poetry in its various forms and styles. Representative verse forms, classical as well as modern, will be included. Word-by-word studies of famous poems with which most educated Chinese people are familiar will be the central focus of this course. Both the Chinese text and the English translation will be used to discuss metrical schemes, rhyming patterns, structures, and meanings of Chinese verse. *Prerequisites:* Chinese 105, Japanese 106 (or equivalent).

305, 306 Third Year Chinese 4, 4

Zhao

Continued practice with spoken and written Mandarin Chinese. The students practice conversational skills, read cultural and literary materials and write essays. *Prerequisite:* Chinese 206 or equivalent. Distribution area: humanities or alternative voices.

310 Conversational Chinese III 4; summer 2008

Course offered as part of the Whitman Summer Studies in China program. Taught in China over a period of four weeks by Whitman-selected instructors from China and supervised by the Whitman faculty member who is resident director. This course teaches conversational Chinese based on the vocabulary and sentence patterns the students have learned from Chinese 305 and 306, plus new phrases the students will need living and studying in China. Classes meet three hours per day, five days per week, for a total of

60 hours. *Requirements*: daily homework, weekly tests, and a final exam covering listening comprehension and spoken Chinese. *Prerequisite*: Chinese 306 or its equivalent and admission to the Whitman Summer Studies in China program.

405, 406 Fourth Year Chinese

4, 4

Zhao

This course reads authentic Chinese texts. The students practice conversational skills by discussing the reading materials and presenting oral reports. They also are required to write essays and take written exams. *Prerequisites*: Chinese 306 or equivalent. Distribution area: humanities and alternative voices.

491, 492 Independent Study

1-4, 1-4

He, Zhao

For students who have completed Chinese 406 or equivalent and who desire further studies in Chinese language, literature, or culture. With guidance from the instructor the student may choose readings which interest him or her, discuss them in conference with the instructor, using Chinese as the language of discussion, and/or submit written evidence of his or her work. *Prerequisites*: Chinese 406 and consent of the instructor.

The program in Chinese also includes courses in classical and modern Chinese literature in translation. These classes are listed below and in the *World Literature* section of the catalog.

WLit 227 Chinese Folk Literature

4; not offered 2008-09

Introduces students to literary works that reflect Chinese folk beliefs to help develop an understanding of Chinese popular culture. Readings include ballads, narrative poems, short stories, novels, and plays. Through analysis of these literary works in the long span of Chinese history, students study crucial aspects of an old Asian culture. Modern theories of cultural studies, when appropriate, are applied to the examination of specific literary works. Open to all students.

WLit 317 Classical Chinese Drama

4; not offered 2008-09

Classical Chinese drama from the 13th century Yuan drama to the present Peking Opera. Plays selected from the Yuan, Ming, and Ching dynasties for reading and analysis. Chinese theatrical conventions such as masks, facial make-up, costumes, acting, and staging are introduced and discussed before and after viewing several Peking Opera video tapes.

WLit 318 Modern Chinese Literature

4; not offered 2008-09

Chinese poetry, drama, and fiction since the beginning of the 20th century. Studying writings from both mainland China and Taiwan. Knowledge of premodern Chinese literature is not required.

Classics

Dana Burgess, *Chair*

Elizabeth Vandiver

Melinda Burgess

Classics is the study of Greek and Roman antiquity through the ancient languages, literatures, histories, arts, cultures, and thought of those periods. This is an area study which seeks to employ a variety of analytic tools in understanding the cultures which lie at the heart of the western tradition. The major programs in classics and in classical studies draw on the offerings of the departments of classics, history, philosophy, politics, and rhetoric. The major in classics places the greatest emphasis upon mastery of the ancient languages. The major in classical studies emphasizes a broad familiarity with Greek and Roman cultures.

A student who enters Whitman without any prior college-level preparation in classics will have to complete 54 credits to fulfill the requirements for the classics major. That same student will have to complete 44 credits to fulfill the requirements for the classical studies major. Courses taken in the department of classics will principally fulfill the distribution area of humanities. Note that some classics courses may also fulfill distribution in social sciences and fine art.

The Classics major: A minimum of 36 credits as follows:

- a) Latin 205, 206 (or equivalent) **and** Greek 205, 206 (or equivalent);
- b) four credits of Classics 390, *Advanced Seminar in Classical Languages*;
- c) twelve credits to be drawn from course work in Classics or from Greek 391, 392, *Independent Study in Greek or Latin* 391, 392, *Independent Study in Latin*. No more than four of these credits may be drawn from Greek 391, 392, Latin 391, 392;
- d) four credits of coursework in Greek and/or Roman History from courses approved by the department of Classics;
- e) all classics majors must also complete either Classics 497 *Senior Thesis* (2 credits) or Classics 498 *Honors Thesis* (2 credits).

The senior assessment in Classics consists of a three-hour written comprehensive examination, a senior thesis and a one-hour oral examination consisting of a defense of the thesis and, when appropriate, further response to questions from the written examination.

The Classical Studies major: A minimum of 36 credits as follows:

- a) Latin 205, 206 (or equivalent) **or** Greek 205, 206 (or equivalent);
- b) four credits of Classics 390, *Advanced Seminar in Classical Languages*;
- c) sixteen credits to be drawn from course work in Classics or from Greek 391, 392, *Independent Study in Greek or Latin* 391, 392, *Independent Study in Latin*. No more than four of these credits may be drawn from Greek 391, 392, Latin 391, 392;
- d) eight credits of coursework in Greek and/ or Roman History from courses approved by the department of Classics.

The senior assessment in Classical Studies consists of a three-hour written comprehensive examination and a one-hour oral examination, both of which address materials encountered in coursework and materials from a departmental reading list for the comprehensive examination.

Note: Students who major in Classical Studies may not receive credit for the completion of a Classics minor.

The Classics minor: Either Latin 205, 206 (or equivalent) or Greek 205, 206 (or equivalent) plus a minimum of 12 additional credits. Eight of those additional credits may be drawn from a full year of a second ancient language. Thus the student who completes Greek 205, 206 may count Latin 105, 106 toward the minor and the student who completes Latin 205, 206 may count Greek 105, 106. All or part of the 12 additional credits may be drawn from the following courses: Classics 120, 130, 140, 200, 201, 209, 221, 224, 367, 371, 377, 390, Greek 391, 392, Latin 391, 392, History 226, 326, 327.

Note: A course cannot be used to satisfy both major and minor requirements, e.g., History 226 cannot be used to apply toward the 36-credit requirement for the history major and the clas-

sics minor requirement.

Note: Courses taken P-D-F prior to the declaration of a language major or minor will satisfy course and credit requirements for the major or minor. Courses taken P-D-F may not be used to satisfy course and credit requirements for the major or minor after the major or minor has been declared.

Classics

120 English Grammar via Latin and Greek 4; not offered 2008-09

Students will learn the structures of English grammar. The grammars of Ancient Greek and Latin will be introduced as tools for the understanding of contemporary English grammar. The history of the Indo-European language family will demonstrate the relations between ancient and modern grammars. Techniques of sentence diagramming will show the parts of speech and their syntactic relations. Types of clauses and the relations between clauses will dominate the more advanced sections of the course. Open to all students.

130 Ancient Mythology 4, x

Vandiver

Through analysis of primary literary sources students will study the structures and functions of myth in ancient Greek and Roman cultures. Some comparative material from Mesopotamia will be considered. We also will examine modern theories of myth, especially as they apply to specific categories of ancient myths. Open to all students. Offered in alternate years.

140 Women in Antiquity 4; not offered 2008-09

The role of women in public and private life in ancient Greece and Rome. Students will examine literary, documentary, archaeological, and visual sources as evidence for the lives of women in these ancient cultures. Students will explore modern theories of gender in conjunction with ancient evidence. This course is interdisciplinary and open to all students. Offered in alternate years.

200 Special Topics in Classical Studies 4

200 ST: Concepts of Nature in Greek and Roman Thought

4, x

D. Burgess

The Greek term "physis" and the Latin word "natura" refer to coming into being and birth. In both cultures Nature is what has come to be, as well as the process of coming into being. This course will consider a broad range of ancient (and some early modern) texts which develop important concepts of Nature. On the one hand, we will read philosophic texts, pre-

Socratics, Stoics and Lucretius, which treat the above categories with great rigor. On the other, we will read highly literary and artificial poetic authors, Theocritus, Virgil and Horace, who give rise to later European pastoral poetry. In addition, we will encounter other texts in various genres which contribute some of the ideas which inform the complex and changing concepts of Nature. This course may be used by environmental studies-humanities students toward their critical thinking requirements in the major. All other environmental studies students may use this course to fulfill humanities requirements for their combined majors.

201 Ancient Philosophy

4, 4 Fall: T. Davis, Spring: Carey

A close reading of selected texts from Plato and Aristotle. May be elected as Philosophy 201.

221 Ancient and Medieval European Political Theory

4, x King

This course introduces students to the history of European political theory through an investigation of classical Greek and premodern Christian writings. Texts to be explored include Aeschylus's *Oresteia*, Thucydides's *Peloponnesian War*, Plato's *Republic*, Aristotle's *Politics*, St. Augustine's *City of God*, and St. Thomas Aquinas's *Summa Theologica*. May be elected as Politics 221.

224 Greek and Roman Art

4, x Vandiver

An exploration of the arts of ancient Greece and Rome, including sculpture, painting, and architecture. Each iteration of the course will focus primarily on one particular theme or type of art (for instance, public monuments; portraiture; narrative art). This course pays special attention to the cultural contexts from which the art arises. May be elected as Art History 224. Open to all students. Offered in alternate years.

227 Greek and Roman Epic

4; not offered 2008-09

Epic was one of the most important poetic genres of the ancient Greco-Roman world. This course introduces students to the origin and development of ancient epic through a close reading in English translation of works by Homer, Virgil, and other ancient epic poets. We also will consider modern critical responses to ancient epic and modern theories about epic's origins.

239 Greek and Roman Intellectual History

x, 4 D. Burgess

Literature, Philosophy, Art, Politics, History, and Rhetoric were richly intertwined systems of thought in the ancient world. This course will consider materials which illuminate the ways in which ancient peoples thought. Greek culture was not Roman culture, so this course will give careful attention to the inter-cultural relations between Greece and Rome and to the ways in which ideas were exchanged and transmuted between

the two cultures.

371 Rhetoric in Early Western Culture 4; not offered 2008-09

Focuses on the principle rhetorical developments that occurred during the great periods of Western thought, beginning with the classical conflict between the Sophists and Platonists in Greece, to the emphasis on the liberally educated person in the Roman Empire, the rhetoric of the church in the Middle Ages, and concluding with the study of logic and argument during the Scottish Enlightenment. May be elected as Rhetoric and Film Studies 371.

377 Ancient Theatre

x, 4 D. Burgess

The origin and development of ancient theatre, especially of Greek tragedy, through a close reading of ancient plays in English translation. In addition to ancient plays, we will read modern critical responses to those plays. May be elected as Theatre 377 or World Literature 377. Open to all students. Offered in alternate years.

390 Advanced Seminar in Classical Languages

1-4, x Vandiver

Using primary materials in Greek or Latin or both, according to prior work, each student will pursue advanced reading in a variety of authors and genres and will learn the techniques of classical scholarship common to work in either ancient language. For a student enrolled for four credits, one of the three meetings per week concentrates on matters of classical scholarship common to the two languages. Students familiar with only one of the classical languages will pursue supervised advanced independent work in that language in place of a class meeting which would be inappropriate to their preparation. *Prerequisite*: Either Greek 206 or Latin 206 or the equivalent of either. May be repeated for credit.

497 Senior Thesis

2, 2 Staff

The student will prepare a thesis using primary materials in either Greek, Latin, or both languages. A senior thesis is required of all classics majors. *Prerequisite*: consent of instructor.

498 Honors Thesis

2, 2 Staff

The student will prepare a thesis using primary materials in either Greek, Latin, or both languages. A senior thesis is required of all classics majors. This honors thesis is open only to senior honors candidates in classics. *Prerequisite*: admission to honors candidacy.

Greek

105, 106 Elementary Ancient Greek 4, 4 D. Burgess

An introduction to the language of classical Athens, Attic Greek. The class is devoted to giving the students the ability to read ancient texts as soon as possible. Along with a systematic presentation of Ancient Greek grammar, this course offers opportunities to read selections from Greek literature in their original language. Offered in alternate years.

205, 206 Intermediate Ancient Greek 4; not offered 2008-09

Substantial readings from ancient authors in conjunction with a thorough review of all aspects of ancient Greek grammar. Readings will focus on two authors each semester, with a balance between prose and verse. *Prerequisite:* Greek 106 or consent of instructor. Offered in alternate years.

391, 392 Independent Study 1-4, 1-4 Staff

An introduction to the tools of Classical scholarship through a reading of an ancient Greek text chosen by the student and instructor in consultation. *Prerequisite:* Greek 206 or consent of instructor.

Latin

105, 106 Elementary Latin 4; not offered 2008-09

An introduction to the language of ancient Rome. The class is devoted to giving the students the ability to read ancient texts as soon as possible. Along with a systematic presentation of Latin grammar, this course offers opportunities to read selections from Roman literature in their original language. Offered in alternate years.

205, 206 Intermediate Latin 4, 4 M. Burgess

Substantial readings from ancient authors in conjunction with a thorough review of all aspects of Latin grammar. Readings will focus on two authors each semester, with a balance between prose and verse. *Prerequisite:* Latin 106 or consent of instructor. Offered in alternate years.

391, 392 Independent Study 1-4, 1-4 Staff

An introduction to the tools of classical scholarship through a reading of a Latin text chosen by the student and instructor in consultation. *Prerequisite:* Latin 206 or consent of instructor.

History

226 The Ancient Near East: Age of Empires 4; not offered 2008-09

This course examines the system of kingdoms and empires that evolved in the late Bronze Age world of the Near East and Eastern Mediterranean. Giving particular attention to the dynamics of trade, diplomacy, conflict and cultural interaction between New Kingdom Egypt, the Hittite Empire, Mesopotamia, and the Aegean, the class will seek to determine what led to the dramatic collapse of this world, then assess the reconfiguration of the Ancient Near East and the new empires that emerged in light of this catastrophic episode. Throughout the course, students will be introduced to the archaeological discoveries so critical to our reconstruction of societies and events.

326 The Roman Empire x, 4 Staff

By the middle of the first century A.D., Rome's empire reached from Britain to Egypt. Roman legions guarded the frontiers and Roman roads brought everything, from wild animals to exotic gods, into the largest city the world had ever seen. Even to those who witnessed it, Rome was a marvel, both in terms of its success and its longevity. This course will explore the transformation of this small town on the Tiber, its evolution from city-state and republic to capital of an empire ruled by Caesars. We'll give particular attention to Roman methods for uniting under its rule the disparate cultures of the Mediterranean, and assess the impact these subjugated cultures had on the development of Roman society and the empire at large.

327 History of Ancient Greece 4, x Staff

This course will focus on some of the problems and questions which emerge from a close study of Greek history. How does the Mycenaean period fit into the rest of the Greek experience? Was there a Trojan War? What were the causes and consequences of the intellectual, social and political revolutions which characterize the Archaic period? How much were the Greeks influenced by the more ancient civilizations of the Near East? In what ways are Athens and Sparta similar? In what ways different? What were the causes and consequences of Athenian imperialism? Why do the Greeks seem to "run out of energy" at the end of the fifth century? How have subsequent cultures been influenced by the Greeks? Offered in alternate years.

Computer Science (See Mathematics and Computer Science)

Dance

Dana L. Burgess, *Director*

Idalee Hutson-Fish

Vicki Lloid

Dance is an activity category under the current activity credit limitations. Students may earn a maximum of 12 credits in dance within the 16-credit limitation (see Credit Restrictions in the *Academic Information* section of the catalog). Courses may not be repeated for credit unless a statement to the contrary appears in the course description.

109A - Extending Our Reach: Topics in Contemporary Western Dance x, 1 (Spring 2009 Only)

Miller

In this series of weekly presentations we will consider a wide variety of topics surrounding the actual act of art-dance performance. Topics to be considered include: (1) When does "movement" become "dance" and "dance" become "art?" (2) What is the place of "dance as a social practice" in the US? (3) Identifying modes of composition and performance as they are revealed, (4) Centers of power in U.S. art-dance (5) Somatics and the small dance within, (6) Dance careers that are not dancing, (7) Public and Private funding: Budgets, politics and power in dance service organizations (8) What makes John Wayne so identifiable?: Identifying movement categories. Readings and viewing of video tape will allow students to come to the table ready to discuss, debate, and illustrate an understanding of dance's fringe activities. Each student will select one topic to investigate more thoroughly, contributing to a "poster fair" offered to the public near the end of the semester. This course will grant regular academic credit rather than the activity credit granted for technique, choreography and performance classes in Dance.

115, 116 Beginning Modern Dance

1, 1

Lloid

This class introduces the beginning student to traditional dance class structure, starting with warm-up exercises designed to enhance flexibility, moving to a standing center "barre" to develop strength and technique, and finishing with center combinations and movement across the floor. By the semester's end, students will have the ability to learn and perform, in one class period, complicated movement sequences. Two 80-minute classes per week. Standard grading. May be repeated for credit.

125, 126 Beginning Ballet

1, 1

Hutson-Fish

An introduction to classical ballet technique. Emphasis on correct posture, muscular control, strengthening exercises and building a classical movement

vocabulary. Three hours per week. Standard grading. May be repeated for credit. Open to all students.

209A - Contemporary Western Dance in the Global Political Community x, 4 (Spring 2009 Only)

Miller

This course will explore political arenas in Western art dance, both regionally and globally. More locally, how did 20th century politics shape what we call "an American art form?" Which power structures supported the bourgeoisie vs. the revolutionaries of the 1930s? How did Roosevelt's politics seal the New Deal for dancers? What influence did World War II have on dance content? Why did the Judson Church players want to "reinvent" dance in the 1960s? Did the 92nd Street "Y" become a re-framed Settlement House of the 1970s? What does the 1980s coalition of Jewish and Afro-American dancers indicate in American art politics? These kinds of questions set us up for understanding appropriation, transmission, and migration of dance into and out of American soil. More globally, what is labeled Contemporary Western Art-Dance appropriates movement from many cultures and is no longer merely "Euro-centric." When will Afro-Centric movement be acknowledged? Can US critics yet recognize, give credit to, and accept Asiatic or Latino contributions? This course will explore instances of these mergings, the political import of the appropriation of dance forms, the multi-spoked impact upon the culture of origin and upon the culture of migration, contending with the Western/Foucauvian concept of "authenticity," particularly in forms that evolve over many generations with diverse participants. How does this kind of thinking challenge the Western structure of art--especially performance art-- and connect the work of Concert Dance with other important socio-political "non-art" questions? This course will grant regular academic credit rather than the activity credit granted for technique, choreography and performance classes in Dance.

215, 216 Intermediate Modern Dance

1, 1

Lloid

This class is for the student who has acquired a general knowledge of movement and class structure. The focus is on expanding knowledge of dance vocabulary, improving strength and technique, and learning and performing more difficult movement sequences, and developing performance quality. The class is divided into warm-up/technique and learning new movement combinations which change weekly. Two 80-minute classes per week. Standard grading. May be repeated for credit. *Prerequisite:* consent of instructor.

225, 226 Intermediate Ballet

1, 1

Hutson-Fish

For the student who has a fundamental understanding of ballet technique. The work of the course focuses on 1) improving the student's ability to execute classical ballet technique with clarity and precision and 2) building the beauty and expressiveness of the dancer.

Involves a more rigid criterion of discipline than Beginning Ballet. Standard grading. May be repeated for credit. *Prerequisite:* Dance 125, 126 or previous formal training in classical ballet and consent of instructor.

**227, 228 Whitman Dance Theater:
Performance and Composition**

1, 1 **Lloid**
This course includes rehearsal and performance of works choreographed by the instructor and/or students. At least one concert per semester is presented in Cordiner Hall. Special events are scheduled at the discretion of the instructor. Students may perform in as many works as they have time for and are encouraged, but not required, to present their own compositions. Rehearsal space and time is provided for student choreographers. Rehearsal times are arranged to fit the participant's academic schedule. Standard grading. May be repeated for credit. *Prerequisite:* consent of instructor.

315, 316 Advanced Modern Dance

1, 1 **Lloid**
This class focuses on continued improvement in all areas with an emphasis on technical skill and performance quality. Two 80-minute classes per week. Standard grading. May be repeated for credit. *Prerequisite:* consent of instructor.

335, 336 Advanced Ballet

1, 1 **Hutson-Fish**
The work of this class continues to enhance the classical ballet student's technical ability and deepen her/his expressive ability. Two 90-minute classes per week. Standard grading. May be repeated for credit.

337, 338 Dance Workshop

1, 1
Designed to permit close study of specific areas of dance. Subjects may change from semester to semester and year by year, depending on the needs of students and interests of instructors. The current offerings follow:

**337 Dance Workshop: The Craft of
Choreography**

1, x **Hutson-Fish**
An exploration of the creative process of choreography. The class focuses on expressing felt experience in the externalized form of movement. Develops inner sensing and imaginative response and shaping. The course involves improvisation, composition, and a studio showcase final. The videotaped works of established choreographers will be viewed and discussed. Three hours per week. Standard grading. *Prerequisite:* consent of instructor.

338 Dance Workshop: Dance Production

x, 1 **Hutson-Fish**
This class will reflect the working environment of the performing dance artist. The course will culminate

in a production. Choreographed work will be set on the members of the class and staged for an audience to develop students' abilities to communicate in a visual art form, to learn and choreograph quickly and to polish and prepare for performances. Students will be required to take an active role in other aspects of the production process such as: costuming, lighting, stage-managing and rehearsal protocol. Minimum five hours per week. *Prerequisite:* consent of the instructor. Graded credit/no credit.

360 Pointe

1, 1 **Hutson-Fish**
The work of this class is classical pointe work. One hour per week. Graded credit/no credit. May be repeated for credit. *Prerequisite:* consent of instructor.

385, 386 Independent Study

1-3, 1-3 **Staff**
Directed reading, research, or choreographing resulting in a paper or project. The student must submit a detailed proposal to the instructor in the semester preceding the anticipated study. The student is responsible for any extra expenses incurred in completing the project. Standard grading. *Prerequisites:* Dance 216 or 226, or the equivalent, and consent of instructor.

Economics

Denise Hazlett, *Chair*

Halefom Belay

Jan P. Crouter

(on Sabbatical,

Spring 2009)

Raechelle Mascarenhas

(on Sabbatical,

Fall 2008)

R. Pete Parcells

Karl Storchmann

Economics is the study of how people and societies choose to use scarce resources in the production of goods and services, and of the distribution of these goods and services among individuals and groups in society.

Without any prior college-level preparation in economics, a student who enters Whitman would have to complete 35 credits to fulfill the requirements for an economics major. A semester of calculus is also required. Courses completed in the economics department apply to the social science and quantitative analysis (selected courses) distribution areas.

The Economics major: Economics 101 or 177, 102, 227 (or Mathematics 128 or

Mathematics 338), Economics 307 and 308; additional work in economics to make a total of 35 credits; a minimum of 12 credits must be earned in economics courses numbered 310 through 490; Economics 493, Economics 494 and other economics courses taken P-D-F may not be used to meet the 35-credit requirement. A minimum grade of C (2.0) is required in Economics 307 and 308.

No more than eight off-campus program credits (credits earned in domestic or foreign study programs) and/or transfer credits and/or AP credits may be used to satisfy the course and credit requirements for the major.

In the final semester, students majoring in economics must pass a senior assessment consisting of the Major Field Test (MFT) and oral exam.

Students contemplating a major or minor in economics are encouraged to take a year of calculus and Economics 227 or Mathematics 128 or Mathematics 338, Economics 307 and 308 prior to their junior year. Economics 307 and 308 are prerequisites for many other courses. This is especially important for a student contemplating a junior semester or year abroad or at another institution.

Students planning to pursue honors in economics are strongly encouraged to complete Economics 327, Econometrics, before the senior year.

Economics combined majors: The economics department participates in two combined major programs, economics-environmental studies and economics-mathematics.

In the final semester, all economics combined majors must pass a senior assessment consisting of the Major Field Test (MFT) and oral exam.

All economics combined majors and all individually planned majors for which economics is a major component require a minimum grade of C (2.0) in Economics 307 and 308.

The Economics-Environmental Studies combined major: Economics 101 or 177, 102, Economics 227 (or Mathematics 128 or Mathematics 338), Economics 307, 308, 477 plus one additional letter-graded course in economics; additional environmental studies-related courses described in the *Environmental Studies* section of the catalog. Courses completed in

this major apply to the social science, science and quantitative analysis (selected courses) distribution areas.

The Economics-Mathematics major: Economics 101 or 177, 102, 307, 308, 327, 428 plus one additional letter-graded course in economics; Mathematics 167, 225, 235, 236, 244, 300, 338; 339 or 350; and three additional credits chosen from mathematics courses numbered above 200. For economics-mathematics majors, Economics 101 or 177, 102, and Mathematics 338 are the prerequisites for Economics 327, and Economics 227 does not apply toward the minimum major requirements. Courses completed in this major apply to the social science, science and quantitative analysis (selected courses) distribution areas.

The Economics minor: A total of 19 credits to include: Economics 101 or 177, 102, 307, 308 and one additional course in economics numbered 310 through 490.

Other requirements: Mathematics 125 is required for the economics and economics-combined majors, and for the economics minor; and Mathematics 125 is a prerequisite for Economics 307 and 308.

Advanced placement: Students with a score of 5 on the Principles of Microeconomics test will receive four credits for Economics 101; students with a score of 5 on the Principles of Macroeconomics test will receive four credits for Economics 102.

101 Principles of Microeconomics

4, 4

Staff

This course introduces the standard economic theory of the behavior of firms, households and other agents, and the operation of markets. Topics include the production, distribution, and pricing of goods and services in product markets and input markets and government intervention in markets. The course will emphasize applications to enable students to analyze contemporary economic society. Students who receive credit for Economics 177 cannot receive credit for this course.

102 Principles of Macroeconomics

4, 4

Staff

This course deals with broad economic aggregates such as national income, the overall level of prices, employment, unemployment, interest rates, public debt, and international trade. It provides an overview of macroeconomic issues and introduces concepts concerning the overall performance of the U.S. economy

in a global context. It covers business cycles, economic growth, unemployment, and inflation, and explores the role of government fiscal and monetary policy.

114 Financial Accounting
4; not offered 2008-09

An introduction to the fundamental principles of accounting. The course examines the nature and limitations of financial information resulting from the application of generally accepted accounting principles. Financial accounting emphasizes the use of financial information by external decision makers, such as creditors, stockholders and other investors, and governmental agencies. This course will focus upon the conceptual framework of the financial accounting model rather than bookkeeping techniques. Course counts for general degree credit, but not for economics department credit or for distribution credit.

177 Principles of Microeconomics and the Environment

4, x **Crouter**

This course provides the same coverage of topics as Economics 101 *Principles of Microeconomics*, but special emphasis is placed on applying concepts to environmental and natural resource issues. Students pursuing an environmental studies combined major and others interested in the environment are encouraged to take this course. Students who receive credit for Economics 101 cannot receive credit for this course.

218 American Economic History
4; not offered 2008-09

A survey of the development of the American economy. Emphasis will be upon examining long-term trends in the major economic variables and factors important to American economic growth, the development of American economic institutions, and the discussion of various historical issues relating to American economic history.

227 Statistics for Economics

4, 4 **Parcells**

An introductory course which surveys everyday economic statistics, topics in descriptive and inferential statistics, and regression analysis. The concentration is on applications to problems in economics. Topics include: techniques for organizing and summarizing economic statistical data; random variables and probability distributions; sampling distributions; estimation and hypothesis testing, and simple and multiple regression theory. Computer lab assignments and applications will be part of the course. *Prerequisites:* Economics 101 or 177, Economics 102, college-level algebra.

266 Crime and Punishment

x, 4 **Parcells**

Does crime pay? Do governments punish and regulate crime too much or too little? Using economic

concepts, this course examines the economic issues of crime, crime control, and criminal punishment. Topics include: economic costs of crime, models of criminal choice, economic analysis of allocating criminal justice resources to control criminal behavior, the underground economy, costs and benefits of drug laws, and policies for crime prevention. Some of the current issues to be addressed may include: criminal justice policies, gun laws, drugs, abortion, gangs, terrorism, prison privatization, the death penalty, three strikes and you're out laws, gambling, and prostitution. Basic economic tools will be used and they will be developed as needed. One or two field trips to correctional facilities may be taken during the semester. *Prerequisites:* Economics 101 or 177, or consent of the instructor. Distribution area: social sciences.

268 Government and the Economy
4; not offered 2008-09

This course examines some ways in which the government intervenes in the economic system. One half of the course will focus on antitrust by studying some important court cases. The other half of the course will explore regulation of particular sectors of the economy which may include electricity, energy, communications, transportation, health care, environmental quality, and worker and product safety. *Prerequisite:* Economics 101 or 177.

277 Global Environmental and Resource Issues

4; not offered 2008-09

This course applies the tools of economic analysis to global environmental and natural resource issues such as global pollution, the relationship of trade and the environment, sustainable economic growth and resource scarcity, economic growth and the environment, and natural resource conflicts. *Prerequisite:* Economics 101 or 177.

293, 294 Special Studies in Economics: Intermediate Level

4 An intermediate course designed to review selected topics in the field of economics through lectures, seminars, or group research projects. *Prerequisite:* Economics 101 or 177 and/or Economics 102, depending upon the topic of the course.

307 Intermediate Microeconomics

4, 4 **Fall: Crouter; Spring: Storchmann**

A course in intermediate microeconomics (price theory) which includes the theory of consumer behavior, the theory of the firm (including production theory), the pricing and employment of resources, market supply and demand, general equilibrium, and welfare economics. *All economics and economics-combined majors* must pass this course with a minimum grade of C (2.0). *Prerequisites:* Economics 101 or 177; Mathematics 125.

308 Intermediate Macroeconomics**4, 4** **Fall: Hazlett; Spring: Belay**

This course provides an extensive analysis of current macroeconomics issues and events from the perspective of mainstream schools of economic thought. It covers theories of economic growth, business cycles, labor markets, interest rates, inflation and exchange rates; causes and consequences of government deficits, effects of trade deficits; short-and-long term effects of monetary and fiscal policies. All economics and economics-combined majors must pass this course with a minimum grade of C (2.0). *Prerequisites:* Economics 102; Mathematics 125.

327 Introduction to Econometrics**4, 4** **Fall: Parcels; Spring: Storchmann**

Econometrics is concerned with the testing of economic theories through the use of mathematical statistics. This course is an introduction to the science and art of building models and will explore the theory and use of regression analysis to make quantitative estimates of economic relationships. Descriptions of economic reality, testing hypotheses about economic theory, and forecasting future economic activity are topics that will be covered. Simple and multivariate regression will be examined and simultaneous-equation estimation and forecasting will be studied. State-of-the-art econometric software will be used for empirical analysis. *Prerequisites:* Economics 227 (Mathematics 128 or Mathematics 338, while not ideal, would be an acceptable substitute), Economics 307, and 308; or consent of instructor. Students pursuing honors in economics are strongly encouraged to complete this course before the senior year.

328 Game Theory**x, 4** **Hazlett**

Game theory is the study of strategic decisions made by mutually interdependent individuals. This course emphasizes the roles that information and reputation play in determining strategic outcomes. Applications include: patents, cartels, hostile takeovers, labor strikes, predatory pricing, common property problems, central bank credibility, involuntary unemployment, free-rider problems, and voting paradoxes. *Prerequisites:* Economics 101 or 177, and a semester of calculus.

347 Transportation and the Environment**4; not offered 2008-09**

This course examines the factors behind the extraordinary growth of transportation in the last 50 years. After reviewing the various calculations and estimates of the external costs of the transportation sector, we will focus on the policies which were developed to contain these costs. The main emphasis will be to develop a critical view with respect to the efficiency, as well as the side effects, of policy instruments such as investments, command and control policies, taxes, and subsidies. Each option will be considered and dis-

cussed by means of concrete examples. *Prerequisite:* Economics 307.

349 Wine Economics**4, x** **Storchmann**

This course will apply the material taught in microeconomics and econometrics classes. Using the wine industry as an example, it will cover a wide range of theoretical concepts such as auction theory, voting and ranking, revealed preferences, market structure and pricing, and input-output analysis. A particular emphasis will be given to the interaction between environmental parameters and wine price and quality. *Prerequisite:* Economics 307 and 327 or consent of instructor.

350 Development Economics**4; not offered 2008-09**

This course analyzes the historical growth patterns of advanced and developing countries to gain insights into why countries are at different levels of development. It covers several growth theories; the relationship between growth and structural change as well as the role of markets versus central planning. Factors that influence growth, including land, labor, credit, foreign investment and aid, are explored. Coverage also includes the role of the government in the growth process and policy measures to promote growth. *Prerequisites:* Economics 307 and 308. Distribution area: social sciences.

358 Introduction to Financial Economics**4, x** **Hazlett**

Modern fundamentals of the theory of finance. Topics include investment rules, risk, asset pricing, efficient markets, and debt versus equity financing. *Prerequisites:* Economics 227 or Mathematics 128 or Mathematics 338, and Economics 307.

388 Labor Economics**4; not offered 2008-09**

This course presents labor markets from a microeconomic, macroeconomic and historical perspective. Coverage includes the structure of labor markets, wage determination, unemployment, discrimination, role of unions, effects of government policy, and global economic pressures. *Prerequisite:* Economics 307.

393, 394 Special Studies in Economics:**Advanced Level****4**

A course designed to review selected topics in the field of economics through lectures, seminars, or group research projects. *Prerequisite:* consent of instructor.

407 Monetary Theory and Policy**4, x** **Hazlett**

A study of money, private and public banking institutions, central bank controls, monetary theory, and an analysis of the problems associated with contemporary

monetary policy. Emphasis is on theory and national policy rather than bank operations. *Prerequisite:* Economics 307 and 308.

408 Applied Macroeconomics

x, 4

Belay

This course will turn students' attention to the problems of integrating empirical methods into macroeconomics analysis. It provides students with hands-on computer based exercises on some of the results of testing or estimating macroeconomics models. This course covers a range of domestic topics, such as the behavior of investment spending, consumer spending, government spending and business cycles in the United States. On the international side, it covers world growth rates, exchange rates and international business cycles and the global economy. *Prerequisite:* Economics 308.

428 Mathematical Economics

4, x

Belay

An introduction to the application of mathematics to the theoretical aspects of economic analysis. Such mathematical methods as matrix algebra, differential calculus, and difference equations are employed to develop and analyze numerous economic models, including several models of the market, models of the firm and consumer, national income models, as well as models of economic growth. The course does not require exceptional mathematical ability. It is intended for all students with an interest in mathematics and economics. *Prerequisites:* Mathematics 126; Economics 307 and 308.

438 Public Finance

x, 4

Mascarenhas

A study of the tax and expenditure policies of government, and how they affect the economy and the economic welfare of society. Typical coverage includes the theory of public goods, externalities, public choice, the impact of government upon the distribution of income, transfer programs, taxation, debt finance, and the economic consequences of a federalist system. *Prerequisite:* Economics 307.

447 Global Economics

x, 4

Mascarenhas

Global Economics provides an introduction to the theories underlying international trade with an emphasis on helping us explain why, what and with whom nations trade. We will analyze various barriers to trade that nations erect, with a particular emphasis on the redistributive effects of trade and trade barriers. The course will cover the interplay between politics and economics in a range of different issue areas, including the international trading system (GATT, WTO, etc.) and attempts at regional economic integration (the European Union, NAFTA). The theoretical models will be used to analyze topics making headlines like labor standards, environment and off-shoring. *Prerequisites:* Economics 307.

448 International Finance

x, 4

Hazlett

Consideration of recent developments in international finance and open-economy macro-economics, and of policy issues in their historical context and in modern theory. Issues include inflation and business cycles in open economies, fixed versus floating exchange rates, a gold standard, banking and currency crises, monetary unions, balance of payments issues, and the role of the International Monetary Fund. *Prerequisites:* Economics 307 and 308.

467 Law and Economics

4; not offered 2008-09

This seminar examines the ways in which the legal system acts as a complement to, and a substitute for, the market system. Specific topics will include property rights, contracts, torts, product liability, and criminal law. *Prerequisite:* Economics 307.

477 Environmental and Natural Resource Economics

4, x

Crouter

The first portion of this seminar deals with environmental economics and establishes a framework with which to view environmental problems. Topics covered include the theory of externalities and the features of different remedies, the evaluation of environmental amenities, and a survey of current environmental policies. The second portion of the course deals with natural resource economics and considers the use of renewable and nonrenewable resources over time. Finally, international environmental and natural resource issues are addressed. *Prerequisite:* Economics 307.

478 Urban Economics

4; not offered 2008-09

A study of the economic framework of urban areas. Economic interrelationships between the urban core and the metropolitan area will be examined, including problems of location, land use, the distribution of population and industry, transportation, finance, housing, race, and poverty. *Prerequisites:* Economics 227 or Mathematics 128 or Mathematics 338, and Economics 307.

479 Economic Geography

4; not offered 2008-09

The study of locational, organizational and behavioral principles and processes associated with the spatial allocation of scarce resources and the spatial patterns and (direct, indirect, economic, social, and environmental) consequences resulting from such allocations. State-of-the-art Geographical Information Systems (GIS) software will be used for analysis and computer-based projects. *Prerequisites:* Economics 227, (Mathematics 128 or 338, while not ideal, would be an acceptable substitute), Economics 307; or consent of the instructor.

493, 494 Directed Reading

1-4, 1-4

Staff

Independent reading, reports, and tutorials in areas chosen by students. Graded P-D-F. *Prerequisite:* consent of instructor. Distribution area: social sciences.

495 Seminar in Economic Problems**4; not offered 2008-09**

A senior seminar in some relevant economic problem or problems. *Prerequisite:* consent of instructor.

498 Honors Thesis

4, 4

Staff

Designed to further independent research projects leading to the preparation of an undergraduate thesis or a project report. Required of and limited to senior honors candidates in economics. *Prerequisite:* admission to honors candidacy.

Education

Kay Fenimore-Smith, *Chair, Fall 2008*

(*on Sabbatical, Spring 2009*)

Thomas A. Callister, Jr., *Chair, Spring 2009*

John Kitchens

Whether as a teacher or administrator, parent, or citizen, nearly all adults in this society have a stake in the education of the nation's children and young people.

The education department offers courses designed to examine the historical and philosophical roots of education in the United States; the role schools play in the socialization and preparation of children for their place in society; the concerns of equal educational opportunity; the considerations of development and diversity; and other issues of educational theory and practice.

Education courses (except 267) apply to the social science and humanities (selected courses) distribution areas.

The Educational Studies minor: A minimum of 20 credits of departmental offerings and must include courses taught by at least two different members of the department. No more than four credits earned in off-campus programs or transfer credits may be used to satisfy the minor requirements. Courses taken P-D-F may not be used to satisfy the course and credit requirements for the minor.

Students interested in obtaining certification

to teach in public schools should refer to the *Combined Plans* section in this catalog. Certain combined 4-1 certification programs may have specific requirements. Students interested in those programs should meet with the chair of the education department for more details.

201 Special Topics in Education

1-4

This course focuses on selected topics within education. These may be taught through lectures, seminars or group research projects.

217 School and Society

4, x

Kitchens

The course provides an introduction to education in the United States through exploration of educational history; problems confronting education in an increasingly pluralistic society; and contemporary educational issues. More specifically, topics will include: school law and student/teacher rights, standardized testing, school reforms, school financing, school choice, vouchers, societal functions of schools, and private vs. public schooling.

301 Special Topics in Education

1-4

This course focuses on selected topics within education. These may be taught through lectures, seminars, group research projects.

301A ST: Performance, Pedagogy, and Place

4, x

Kitchens

This class will investigate devisive and interactive theatre as well as other combinations of performance, ethnography, education, and community activism. As such, this class explores the intersections of various disciplines including theatre, curriculum studies, sociology, and others. Specific traditions and examples of community-based and collective theatre will be studied including the work of Augusto Boal, Micahel Rohd, and Rhodessa Jones as well as theorists associated with critical pedagogy such as Paulo Freire and bell hooks. Specific topics include historical and contemporary examples of improvisational, grassroots, and guerilla theatre, methods of qualitative research, and notions such as identity, power, and place. This course uses various theoretical perspectives within critical theory, aesthetics, dramaturgy, etc., to engage in local research and activism. Particularly structured around notions of place, the class will produce theatrical events based on readings and cooperative research. Distribution area: social science.

301B ST: Popular Culture and Pedagogy: Education in the Matrix

x, 4

Kitchens

Since the 1980s popular culture has increasingly become a topic of critique among academics in the

field of education. The images, messages, and effects of popular culture, whether in the form of advertising, fashion, or ipods, are ubiquitous. This raises important and arguably imperative considerations for educators. This class will investigate ways popular culture itself becomes a topic of education in the form of media literacy and efforts to produce a critical consciousness regarding students' consumption of popular culture. Literature related to critiques of popular culture as well as varied examples and forms of popular culture will serve as the bases for class discussions. Distribution area: social sciences.

320 Intellectual and Cultural Foundations of Education
x, 4 **Kitchens**

This course is an introduction to the philosophical and historical foundations of contemporary education in the United States. Topics include an examination of various and competing educational philosophies from Plato to John Dewey and how they play out in the policies, structures, curriculum, and conceptions of teaching and learning found in contemporary schools; the theoretical and cultural issues surrounding curriculum and instruction; and how these intellectual foundations have historically shaped the development of schools in the United States.

340 Child Language Development
4; not offered 2008-09

Students will study children's language development using several approaches including Behaviorist, Structuralist, Psycholinguistic and Sociolinguistic. The course will explore theories of acquisition, structural features, stages of development, cultural influences, language variations and stabilities, and second language acquisition. Students will participate in ongoing investigations of the processes of children's language development through field and class projects.

348 Multicultural Education
4, x **Fenimore-Smith**

This course will provide a broad overview of the issues surrounding education of diverse learners within the sociopolitical context of schooling. Discussion of issues will be grounded in classic and emerging theoretical frameworks of multiculturalism. Primary focus of the course will be contemporary concerns and approaches to education of Native American students. This course is designed to challenge students to critically analyze the institutions and practices that impact the success of diverse learners in educational environments.

360 Educational Equality
4, x **Kitchens**

This course examines several sociological models of schooling and the ways in which these models explain the socializing functions played by schools, especially as they relate to the school's egalitarian

mission in a democracy. Topics discussed will include the hidden curriculum; tracking and testing; teacher expectation; class, culture, and curriculum; and the effects of school funding. Specific attention will be paid to the ways students who differ by race and ethnicity, ability, gender, or class, for example, are affected by the functions and structures of schooling. May be elected as Sociology 370.

367 Classroom Field Experiences
x, 2 **Kitchens**

Many Masters in Teaching and post-baccalaureate teaching certification programs require students to have structured and supervised experiences in classrooms as a prerequisite for acceptance into their programs. This course is designed to provide such an experience. Students will spend a minimum of three hours a week observing and working in local classrooms. They will keep a directed journal that will be turned in at regular intervals through the course of the term. A final paper also will be required. This course will be graded credit/no credit and does not count toward fulfilling the requirements for the minor. *Prerequisite:* at least two education courses, which may be taken concurrently. Instructor consent required. Distribution area: none.

368 Information Technology in Education: Risks and Promises
4; not offered 2008-09

This course will explore the promises and possible dangers that information technologies such as the Internet and the World Wide Web bring to the enterprise of public education. Topics will include: the dilemmas of access and credibility, the nature of hypertext and hyper-reading, the paradox of infoglut versus censorship, concerns of privacy and commercialization, and an examination of the future of cyber-education.

375 Development and Exceptionalities
4; not offered 2008-09

In this course we will examine the interactions among the cognitive, social, emotional, linguistic, and physical development of school-age children. The course will attend to some of the larger questions about development, such as the relationship between nature and nurture; the role of developmental theory; and the tension between the search for developmental universals and the reality of individual differences. Special attention will be given to the etiology and characteristics of exceptional children. The goal is to make developmental theory vibrant and meaningful so as to better inform how one understands individual children and the pedagogical implications of individual differences. Students will have the opportunity to combine theory and practice through participation in an ethnographic study in an elementary or secondary school setting.

378 Strategies for Teaching Linguistically and Culturally Diverse Students

x, 4 **Staff**

The purpose of this course is to provide students the appropriate knowledge and skills necessary for effective instruction of second language learners. This will include examination of current research on second language acquisition and instructional approaches for teaching English to speakers of other languages. The course will address student evaluation, evaluation of resources, and adaptation of published and unpublished materials for instruction. Specific attention will be paid to identification and application of developmentally and linguistically appropriate strategies and materials to effectively engage English language learners of varying ages. The course will include a field experience for application of learned strategies. This course is appropriate for students aspiring to be bilingual teachers in public schools and those interested in teaching English abroad. *Prerequisite:* consent of instructor.

380 Curriculum, Instruction, and Assessment

4, x **Fenimore-Smith**

This course will examine the variety of ways in which learning, teaching, and assessment are organized in classroom settings. It will examine the classroom as a dynamic cultural unit, embedded in larger social institutions. Readings will reflect theories and research related to substantive pedagogical issues, sanctioned knowledge in school curricula, the politics of instruction and curricular design, and how learning is influenced by standardized educational goals and measurement of student achievement. Students will examine their own beliefs about learning and teaching by considering the various ways in which teaching methodologies, assessment, curriculum issues, and interpersonal relationships interface in the classroom.

408 Independent Study

1-4, 1-4 **Staff**

Independent investigations of approved educational problems, resulting in oral and written reports. For teacher education candidates; open to others with consent of instructor.

427 Seminar: Special Topics in Education

1-4

Seminars that examine special topics in education not regularly covered in other education courses.

490 Seminar: Essential Readings in Education

1-4; not offered 2008-09

This course will explore selected topics of educational policy such as educational reform movements, critical perspectives of education, and issues of educational equality, through the reading of contemporary and historical primary texts.

English

Katrina Roberts, *Chair*

Sharon Alker

Roberta Davidson

(on *Sabbatical*,
Fall 2008)

Theresa DiPasquale

Scott Elliott

(on *Sabbatical*,
Spring 2009)

Edward E. Foster

Irvin Hashimoto

Nadine Knight

Gaurav Majumdar

Jean Carwile Masteller

Richard N. Masteller

Adjunct Faculty:

Margo Scribner

Kari Tupper

Jenna Terry

The courses in English provide opportunity for the extensive and intensive study of literature for its aesthetic interest and value and for its historical and general cultural significance.

The English major: A minimum of 36 credits selected to include the following:

English 290 *Approaches to the Study of Literature*.

Four period courses in English and American literature from English 336, 337, 338, 339, 340, 341, 347, 348, 349. At least two courses must be in English literature with one of them chosen from 336, 337, 338; at least one course must be in American literature.

One course in a major English-language writer from English 350, 351, 352, 357. 367-369 may also count toward the major author requirement when it is so noted in the course description.

English 491 *Seminars in English and American Literature*.

Two additional courses in English above 300, except 401, 402, and 498. (One of the electives may, with the written approval of the English department, be a literature course in world literature numbered 300 or higher or a course in literature offered by the department of foreign languages and literatures numbered above 306.)

No more than 12 credits earned in off-campus programs, transfer credits, credits from

courses offered by other Whitman departments, or cross-listed courses may be used to satisfy major requirements. Courses used to satisfy requirements in other majors or minors cannot also be used to satisfy requirements in the English major or minor.

Courses taken P-D-F may not be used to satisfy course and credit requirements for the major.

The English department strongly recommends at least two years of a foreign language, especially for students planning to attend graduate school.

The English minor: A minimum of 20 credits selected so as to include the following:

Two period courses in English literature from English 336, 337, 338, 339, 340, 341.

One period course in American literature from English 347, 348, 349.

One course in a major English-language writer from English 350, 351, 352, 357, 367-369 may also count toward the major author requirement when it is so noted in the course description.

One additional literature or writing course in English or world literature numbered above 300.

Courses taken P-D-F may not be used to satisfy course and credit requirements for the minor.

Distribution: Courses in English (except 150, 250, 251, 310, 320, 321, and 322 which apply to fine arts) apply to the humanities distribution area and alternative voices as indicated.

110 Language and Writing

4, 4 **Fall: Hashimoto, Terry, Staff**
Spring: Scribner, Terry

A course designed to examine the nature and function of language and rhetoric and to provide extensive writing experience for students. This course does not apply toward English major requirements or major grade average. Open only to first-year students.

150 Introductory Creative Writing

4, 4 **Fall: Elliott, Roberts, Staff**
Spring: Roberts, Staff

The writing of poetry, fiction, and creative nonfiction. Experience not necessary, but students should expect to complete weekly exercises, share work aloud, and write responses for peers. In addition, extensive reading and analysis of pieces by established writers

in a variety of literary forms. Distribution area: fine arts.

177 Introduction to Poetry

4, x **Roberts**

The forms, strategies, voices, and visions of British and American poetry from the Middle Ages to the present day.

178 Introduction to Fiction

4, 4 **Fall: Staff; Spring: Davidson, Staff**

The principal aims and techniques of fiction through the study of traditional and experimental novels, short stories, and novellas. Work by such authors as Dickens, the Brontës, Conrad, Chekhov, Faulkner, Hemingway, Kafka, Crane, Malamud, Bellow, Gallagher, Paley, and Barth may be included.

179 Introduction to Drama

x, 4 **DiPasquale**

The study of the forms and techniques of drama; the study of plays as literary texts and as scripts for production, including plays from antiquity to the present.

181, 182 Introduction to Literature and the Humanities

4

The study of selected works in major forms of thought and expression in literature and the humanities. Subjects for the sections change from semester to semester and year by year depending on the particular interests of the instructors. The current offerings follow.

181A Jane Austen and her Context

4, x **Alker**

The popularity of Jane Austen's novels has not diminished since their initial publication in the early 19th century. The passion her work inspired was so intense and sustained that a term, "Janeites," was developed to refer to her most devoted readers. In this course, we will investigate the origins of this passion by grounding ourselves in Austen's fiction, complicating our understanding of her novels by reading them alongside excerpts from her letters and her juvenilia, and by considering their historical context. We will conclude the course with an assessment of the way in which one of the most successful postmodern adaptations of Austen's work, Helen Fielding's *Bridget Jones's Diary* (1999), recreates Austen's *Pride and Prejudice* to respond to late 20th-century social and gender paradigms.

181B Banned Books

4, x **J. C. Masteller**

Banned, burned, bowdlerized, or simply challenged. We will read books someone doesn't want you to read. Our focus will be the books themselves, but we will also consider some of the arguments for and against banning "offensive" books, including 19th-century

“purity” campaigns and 20th-century charges of racism and sexism. We will look at postal regulations that barred Joyce’s *Ulysses* and Voltaire’s *Candide*, as well as Justice William O. Douglas’s defense of free speech and Salman Rushdie’s defense of “offensive” literature. Works and writers may range, for example, from *Little Red Riding Hood* to Salinger’s *Catcher in the Rye*, Ken Kesey’s *One Flew Over the Cuckoo’s Nest*, and Ginsberg’s *Howl*; from Mark Twain’s *Huckleberry Finn* to Alice Walker and Toni Morrison

181C - ST: The Fictional Civil War

4, x

Knight, N

The American Civil War is said to have been caused by a novel (*Uncle Tom’s Cabin*) and fictionalized accounts of the nation’s divide flourished as soon as shots began in 1861. This course examines some of the most significant fictional treatments of the war in the 19th and 20th centuries. From pop culture blockbusters such as *Gone With the Wind* to veiled critiques of current events in *The March*, the Civil War continues on the page. Do we read these novels for historical accuracy or for the emotional impact? What do novels of the Civil War tell us about literary trends, American culture, and the idea that history (if not fiction) is written by the victors?

182A The Shaping Spirit

x, 4

R. Masteller

This course considers the process by which creative artists attempt to shape life into significant art. Focusing on artists from different creative spheres (visual art, poetry, photography, fiction), we will explore the evolving personal, social, and aesthetic matters reflected in their work: What does it mean to be an artist? Has an artist any social responsibility? With what acts of imagination might an artist respond to the facts of reality? How might the artist shape an aesthetic form in such a way as to celebrate, or compensate, for the incessant flux of the world? What’s the good of art? Our central artists will include James Joyce, Pablo Picasso, William Carlos Williams, Edward Weston, Adrienne Rich, and Judy Chicago, all of whom exercised their shaping spirit in 20th-century Europe and America, with consequences continuing today.

182B Introduction to African American Literature

x, 4

Knight

This course will examine African American literature from its roots in the antebellum slave narrative to 20th-century works wrestling with the problem of the “color-line.” For whom — and to whom — do these authors presume to speak? How are personhood, equality, racial identity, and gender constructed? We will read fiction, creative nonfiction, and poetry for their contributions to centuries-long questions about identity and art, cultural representation, and the struggle to belong in America. Authors may include Frederick Douglass, Pauline Hopkins, Jessie Redmon Fauset, Zora Neale Hurston, Richard Wright,

and James Baldwin. Distribution area: humanities or alternative voices.

210 Expository Writing

4, 4

Fall: Hashimoto, Scribner
Spring: Hashimoto, DiPasquale

A writing course for students who have mastered the skills and insights basic to competent writing but wish to develop their skills in expository prose and increase their awareness of the possibilities of language. *Prerequisite*: sophomore or above. First-year students by consent.

250 Intermediate Creative Writing-Fiction

4, x

Elliott

An intermediate workshop in fiction writing offering students the opportunity to expand their knowledge of fundamental techniques and important works in the genre. Students will write original short stories and experiment with strategies and structures through exercises meant to increase their awareness of, and proficiency in, the elements of fiction. Extensive analysis of peer work and important established models in the genre. Weekly assignments in reading and writing to develop critical and creative faculties. Final portfolio of creative and critical work. *Prerequisite*: English 150 or 220 or consent of instructor. Distribution area: fine arts.

251 Intermediate Creative Writing-Poetry

4, x

Roberts

An intermediate workshop in poetry writing, intended to expand knowledge of fundamental techniques, and to familiarize students with many important writers in the genre. Students will have the opportunity to write and revise poems based on prompts as well as on their own. There will be weekly reading and journal exercises, and extensive analysis of peer work and established models to develop critical and creative faculties. Final portfolio of creative and critical work. *Prerequisite*: English 150 or 220 or consent of instructor. Distribution area: fine arts.

290 Approaches to the Study of Literature

4, 4

Fall: J. C. Masteller, DiPasquale
Spring: Alker, Majumdar

A course in practical criticism designed to introduce students to some of the possible approaches that can be used in literary analysis. This course is required for those graduating in English. Not open to first-semester first-year students.

310 Advanced Composition

x, 4

Hashimoto

An advanced expository writing course for students serious about developing an effective, personal style and the insights necessary to analyze and evaluate it. *Prerequisite*: consent of instructor.

320 Advanced Creative Writing-Fiction x, 4

Staff

An intensive advanced workshop in fiction. Students will continue to develop their proficiency in fiction writing by reading deeply and analyzing established models, completing exercises, producing drafts of original stories and revisions, participating in discussions of peer work, and giving presentations based on close readings. Final portfolio of creative and critical work which may include some consideration of where the student's work fits into a fiction-writing tradition. *Prerequisite:* Consent of instructor and English 250 or equivalent. Distribution area: fine arts.

321 Advanced Creative Writing-Poetry x, 4

Roberts

An intensive advanced workshop in poetry. Students will have the opportunity to develop proficiency in poetry writing by completing exercises, producing drafts and revisions of poems for peer discussions, reading deeply and analyzing established models, and actively participating in rigorous and constructively critical discussions. Weekly poem assignments, as well as reading and journal exercises. Final portfolio of creative and critical work. *Prerequisite:* Consent of instructor and English 251 or equivalent. Distribution area: fine arts.

322 Advanced Creative Writing-Nonfiction 4; not offered 2008-09

An intensive advanced workshop in "the fourth genre," creative nonfiction. Students will have the opportunity to experiment with form, to address a range of subjects in weekly creative nonfiction pieces, and to read deeply and analyze established models as well as peer work to develop important critical faculties. Students will be expected to participate actively in rigorous, constructively critical discussions. Weekly exercises, as well as reading and journal assignments. Final portfolio of creative and critical work. *Prerequisite:* Consent of instructor and English 250, 251, or equivalent. Distribution area: fine arts.

336-341 Studies in British Literature 4

Courses designed to introduce students to the literature and culture of England in each of six literary periods: the Middle Ages (English 336), the Renaissance (English 337), the Restoration and 18th Century (English 338), the Romantic Period (English 339), the Victorian Period (English 340) and 1900-Present (English 341). The specific focus of each course will vary from year to year. Topics in a particular literary period may be taken a total of two times, but only one may count toward the fulfillment of the period course requirement. A second topic taken in a particular literary period may count toward the elective requirement.

336A English Medieval Literature: Best Sellers of the Middle Ages

x, 4

Davidson

For an author's work to have survived until the present, at least one of two factors was needed: luck, or popularity, or both. In the period before printing presses, the larger the number of manuscripts in which a work was copied, the greater its chance of survival. "Best sellers" included the medieval equivalents of the action/adventure story, the trashy novel, satire and humor, self-help texts, long-running plays, and serious scientific and philosophical discussions. This course will examine popular works of the time, as well as the concept of popularity in literature — what causes it, and how increased literacy and the printing press brought about changes in its definition. Texts will include *Beowulf*, *The Canterbury Tales*, *Piers Plowman*, *The Corpus Christi Cycle*, and Sir Thomas Malory's *Morte Darthur*.

337A English Renaissance Literature: The World, the Flesh, and the Devil

4, x

DiPasquale

Seventeenth-century poems, plays, masques, and essays pulsate with the energies of an emerging modernity. English writers of the period employ a wide variety of genres to navigate their ever-expanding world and the smaller worlds within it; to anatomize human flesh and fleshliness; to seize upon spiritual, ethical and material good(s); and to battle a frightening array of evils. We will explore these endeavors as they are carried out in the works of such writers as Donne, Jonson, Lanyer, Herbert, Webster, Marvell, Browne, and Milton.

338A Restoration and Eighteenth-Century British Literature: British Fiction

4, x

Alker

The 18th century has long been acknowledged as the era in which socio-cultural shifts, such as increasing class fluidity and urbanization, led to the crystallization of many of the key literary techniques and narrative strategies of the modern novel. Birth, however, is a chaotic process, and this course will trace its disordered emergence from, and incorporation of, a variety of different genres, including the romance, journalism, poetry, the epistle, and short prose fiction. Authors may include: Behn, Haywood, Defoe, Fielding, Richardson, Sterne, Walpole, and Burney.

340A Victorian Literature: Victorian Beauty x, 4

Majumdar

This course will study how literature disturbs the common notion that restraint and repression were over-arching Victorian qualities. How does Victorian literature define beauty? How does it show flamboyance, dandyism, vulgarity, violence, and even nonsense as valid aesthetic choices? Seeking Victorian definitions of masculinity and femininity, we will explore how literature relates beauty to sexuality, morality, and politics. We will also discuss the fluctuating definitions

of beauty, normality, perversion, and abnormality that emerge through literary definitions of beauty. Writers may include Dickens, Barrett Browning, Ruskin, Arnold, Christina Rossetti, Edward Lear, Lewis Carroll, Emily Brontë, Wilde, Pater, and Swinburne.

341A British Literature, 1900-the Present: "Rule Britannia" to "Cool Britannia"

4, x **Majumdar**

Examining literature produced in Britain from the end of the Second World War to the present, this course will discuss the following main questions: How does a society read its transition from global dominance and manifestly controlled homogeneity, to one of reduced international power, but vibrant cultural and racial difference? How do changes in attitudes to gender, minority issues, and popular culture shape this reading? How does contemporary literature confirm or contradict Britain's self-proclaimed "coolness"? Writers may include Wodehouse, Lessing, Larkin, the Amises, Stoppard, Ishiguro, Rushdie, Hanif Kureishi, Jean Binta Breeze, A. L. Kennedy, and David Mitchell.

347 American Literature to 1865

4, x **J. C. Masteller**

A study of major authors in the American literary tradition from the Colonial period to the Civil War, with emphasis on the writers of the American Renaissance. Topics may include the development of a sense of "American" literature, the growing emphasis on the individual, the importance of nature, the individual's relation to society, ideas of freedom versus slavery, and changing notions of rights. Authors covered may include John Winthrop, William Bradford, Anne Bradstreet, Mary Rowlandson, Jonathan Edwards, Benjamin Franklin, Ralph Waldo Emerson, Henry David Thoreau, Margaret Fuller, Frederick Douglass, Harriet Jacobs, Nathaniel Hawthorne, Herman Melville, and Walt Whitman.

348 American Literature, 1865 to 1914

x, 4 **J. C. Masteller**

A study of major authors in the American literary tradition from the Civil War to World War I. Topics may include the reaction to "romanticism"; the development of "realism" and "naturalism"; the problem of using such labels; concerns about the effect of social change on the individual; and the emergence of diverse regional, racial, ethnic, and gendered voices. Authors covered may include Emily Dickinson, Mark Twain, Henry James, William Dean Howells, Sarah Orne Jewett, Charles Chesnut, Paul Dunbar, Booker T. Washington, W. E. B. DuBois, Stephen Crane, Theodore Dreiser, Kate Chopin, Zitkala Ša, Sui Sin Far, Abraham Cahan, E. A. Robinson, and Robert Frost.

349 American Literature, 1914 to the Present R. Masteller

x, 4
A study of the major authors in the American literary tradition from World War I to the present. Topics may include modernism; postmodernism; the role of the writer in a changing society; tensions of race, class, and gender; and versions of community in contemporary American culture. Authors may include T. S. Eliot, William Carlos Williams, Edna St. Vincent Millay, Wallace Stevens, Ernest Hemingway, Langston Hughes, Zora Neale Hurston, William Faulkner, Adrienne Rich, Robert Lowell, Thomas Pynchon, and other contemporary writers.

350 Chaucer 4; not offered 2008-09

Reading, discussion, and lectures on *The Canterbury Tales*, *Troilus and Criseyde*, and some of the minor poems. They will be read in the original Middle English. Offered in alternate years.

351, 352 Shakespeare 4, 4 **Fall: DiPasquale; Spring: Davidson**

Fall semester: A study of the major plays written before about 1601. Plays to be read and discussed will include *The Comedy of Errors*; *Romeo and Juliet*; *A Midsummer Night's Dream*; *Richard II*; *Henry IV*, 1 and 2; *The Merchant of Venice*; *Julius Caesar*; *Much Ado About Nothing*; and *Twelfth Night*. Spring semester: A study of the sonnets and the major plays written after about 1601. Plays to be read and discussed will include *Hamlet*, *Othello*, *King Lear*, *Macbeth*, *Coriolanus*, *A Winter's Tale*, and *The Tempest*.

357 Milton x, 4 **DiPasquale**

A study of the major poetry and selected prose of John Milton. *Paradise Lost* will receive primary emphasis. Offered in alternate years.

367-369 Special Authors 4

An intensive study of one significant author such as T. S. Eliot, James Joyce, George Bernard Shaw, Thomas Hardy, W. B. Yeats, Ben Jonson, Henry James, Emily Dickinson.

368A Special Authors: Whitman and Dickinson and their Legacy

x, 4 **J. C. Masteller**

Differences in the poetry of Walt Whitman and Emily Dickinson abound: male/female; accessible/cryptic; expansive/reclusive; Dionysian/Apollonian. What explains the dramatic differences in these two major 19th-century American poets? This course will focus first on a careful reading of the poems with analysis of poetic styles, themes, and attitudes of each poet. To explore how these poets have influenced subsequent American poetry, we will consider critical responses

to each and conclude with selections from a couple of major 20th-century American poets. A musical evening of settings of poems by Whitman and Dickinson will complement the course.

371 Dramatic Literature: Medieval through Eighteenth Century
4; not offered 2008-09

A course in the history and development of Western drama from the Middle Ages through the 18th century. Dramatists to be studied may include the Wakefield Master, Marlowe, Shakespeare, Jonson, Lope de Vega, Molière, Racine, Congreve, Beaumarchais, and Sheridan. May be elected as World Literature 371 or Theatre 371. Offered in alternate years.

372 Literature of the Modern Theatre
4; not offered 2008-09

A study of the directions modern drama has taken from the 19th century to the present. Dramatists to be studied may include Büchner, Ibsen, Strindberg, Chekhov, Shaw, Pirandello, O'Neill, Brecht, and Pinter. May be elected as World Literature 372 or Theatre 372. Offered in alternate years.

375 Literary Theory
4; not offered 2008-09

This course introduces students to arguments about the shaping, the effects, and the interpretation of literature. Themes for the course will vary, but among the questions we will consistently examine are the following: Through what kinds of assumptions is literature read? How do characters in literary texts themselves read? How do these texts interpret what they represent? We will devote approximately equal time to the study of theoretical texts and to reading literary works through theoretical lenses. Writers may include Plato, Aristotle, Nietzsche, Pater, Foucault, Derrida, Said, and Deleuze. Offered in alternate years.

376 Colonial and Anti-Colonial Literature
4; not offered 2008-09

This course will examine texts from former colonies in South Asia, Africa, the Middle East, the Caribbean, and Australia. We will study how these works negotiate the past and present, and how they explore multiple forms and conditions of colonialism and postcolonialism. Discussions of primary works will be supplemented with readings from theoretical and critical texts. Writers may include Kipling, Tagore, Conrad, Manto, Emecheta, Carey, Gordimer, and Rushdie. Offered in alternate years. Distribution area: humanities or alternative voices.

387-389 Special Studies
4

Studies of English or American literature and language or literary craft generally not considered in other courses offered by the department. The specific material will vary from semester to semester. The current offerings follow.

387A The Sixties
4, x

R. Masteller

This is a course about historical events, cultural forces, and literary expression. Looking at various literary forms — poems, essays and speeches, examples of “the new journalism,” short stories, and novels — we’ll ask: How do writers in the 1960s convey and contribute to the political, social, cultural, and artistic ferment of the era? How do battles about civil rights, women’s rights, the war in Vietnam, and the rise of the “counter-culture” echo within or behind the pages of their texts? What stylistic experiments reflect the turmoil, hope, and despair of the decade? Music, visual art, film excerpts, and other assorted cultural debris may occasionally appear. Authors will include, among others, Donald Barthelme, Joseph Heller, Denise Levertov, Robert Lowell, Adrienne Rich, Hunter Thompson, Kurt Vonnegut, Jr., Alice Walker, Tom Wolfe.

387B History of the English Language
4, x

Foster

A study of the development of English as a language from Anglo-Saxon to the present. The course concentrates on possible reasons for the development by considering historical, cultural, and psychological effects of apparently permanent importance to the language. Early stages of the language will be considered primarily as they clarify the main characteristics of present-day English.

387C Women in American Law and Literature

4, x

Tupper

This course examines representations of women in law and literature, considering how women’s political status and social roles have influenced legal and literary accounts of their behavior. Focusing on several American legal cases involving female defendants, students will evaluate how the original legal “story of what happened” becomes multiple stories as it is repeated in different narrative genres, including literary texts, media accounts, and film. How are legal narratives related to other forms of narrative in various historical contexts? Our analysis will be directed toward developing critical interpretations of these particular legal and literary stories, as well as more generally toward a broader understanding of how gender, power, and narrativity work together in American culture. Readings will include trial accounts from the 17th to 20th centuries, as well as literary texts by Nathaniel Hawthorne, Harriet Jacobs, Susan Glaspell, and Arthur Miller.

388A Before Trainspotting: The Rise of the Scottish Novel

x, 4

Alker

How did a nation associated with sublime scenery, compelling music, Calvinism, and a colorful history become the setting of a novel as dark and disturbed as Irvine Welsh’s *Trainspotting*? This course will address

this question by examining the history of the Scottish novel. In the first half of the course, we will focus on Scottish fiction between the Anglo-Scottish Union in 1707 and the Victorian era, paying particular attention to themes of tourism, religion, the supernatural, sentiment, and the disturbed psyche. In the second half of the course, we will attend to the way the 20th-century novel reformulates national identity to include themes of fascism, drug use, the monstrous, cannibalism, and cadavers. Authors may include: Tobias Smollett, Henry Mackenzie, Walter Scott, James Hogg, Robert Louis Stevenson, Muriel Spark, Alasdair Gray, and Irvine Welsh.

388B The Black Urban Experience

x, 4

Knight

This course will examine the relationship between African American literature and urban spaces in the 20th century. While the majority of the 19th-century African American population lived in the South, by World War I the “Great Migration” northward had begun. How did this shift from rural South to industrial North affect African American literature and culture? How did popular images of plantation living evolve to the point where “urban” is now euphemistic for “black” when we speak of music or fashion? The assigned works tackle issues such as segregation and “the ghetto,” the alienation of city living, the influence of “the city” on music, sexuality, and art. Works may include James Wheldon Johnson, Nella Larsen, Ralph Ellison, Gwendolyn Brooks, Colson Whitehead, and *The Wire*. Distribution area: humanities or alternative voices.

388C Special Studies in Craft: Creating Truth

x, 4

Roberts

As writers of creative nonfiction, we rely on the “eye” as well as the “I” to navigate experiences, encounters, and facts. Not fiction, not poetry, not drama, “the fourth genre” nevertheless borrows craft elements such as narrative arc, dialogue, and lyricism, in its pursuit to discover truth in all its guises (“emotional,” etc.). In this advanced seminar, students will experiment with form and address a range of subjects in weekly pieces; we’ll read deeply and analyze established models as well as peer work to develop important critical faculties. Active participation in rigorous discussions and intensive workshops expected. Final portfolio of creative and critical work. *Prerequisite:* consent of the instructor and English 250, 251 or equivalent.

401, 402 Independent Study

1-4, 1-4

Staff

Directed reading and the preparation of a critical paper or papers on topics suggested by the student. The project must be approved by the staff of the department. Thus, the student is expected to submit a written proposal to the intended director of the project prior to registration for the study. The number of students accepted for the work will depend on the availability

of the staff. Independent Study may not count as one of the electives fulfilling minimum requirements for the major or minor without prior written approval of the English department. *Prerequisite:* consent of the instructor.

491 Seminars in English and American Literature

4

Seminars require a substantial amount of writing, a major written project of at least 15 pages involving research in secondary sources, and oral presentations. Topics will vary from semester to semester. Open to junior and senior English majors only. *Prerequisite:* English 290.

491A Writers Writing Writers

4, x

Elliott

What do works of literature whose protagonists (or absent authorial figures) happen to be writers tell us about what it means to be a writer? What are a writer’s responsibilities to a society, a society’s obligations (if any) to its talented literary artists? What is the nature of the gift(s) authors bestow through their work? How do writers negotiate the relationship between their art and familial and other obligations? In what ways and to what degree do works in which writers play a prominent role address, reinforce, play to, romanticize, dance around, subvert, or explode conventional notions of authorship? Authors considered may include George Gissing, Henry James, Vladimir Nabokov, A.S. Byatt, Ian McEwan, Martin Amis, Julian Barnes, Tobias Wolff, Paul Auster, Scott Spencer, and Michael Cunningham.

491B American Historical Fiction

4, x

Knight

Almost every “canonical” American author has written historical fiction. Why is this genre such a draw? What does an interest in historical fiction say about the author’s — and audience’s — relationship to an American past? Historical fiction can be nostalgic, corrective, dystopian, or even incomprehensible, depending on the author. Does fiction destroy history? The struggles between history and fiction, American ideologies and national identities, and past and present will be examined in this course. Authors may include: James Fenimore Cooper, Nathaniel Hawthorne, Charles Chesnut, Willa Cather, William Faulkner, Toni Morrison, and E.L. Doctorow.

491C Transplants: Conrad, Nabokov, Rushdie

4, x

Majumdar

How are displacement, difference, and transfer represented in the work of modern writers who were migrants and cultural “transplants”? What kinds of cultural contests, exchange, and absorption do these writers see as products of migration? How do they show people negotiating these processes at times of massive social and technological change? How do the

aesthetics of these border-crossing writers with partial allegiances reflect the conditions of migration? We will address such questions through a study of anxious introspection, simultaneous snobbery, confusion, anger, melancholy, irony, and cultural “deviance,” as well as attitudes to plurality and mixture, in works by three major writers exploring cultural transplantation: Joseph Conrad, Vladimir Nabokov, and Salman Rushdie.

497 Thesis 4,4

Staff

Designed to further independent research projects leading to the preparation of an undergraduate thesis. The creative thesis, an option for a student of exceptional ability in creative writing, will be a substantial, accomplished collection of work in a particular genre. Limited to, but not required of, senior English majors. *Prerequisite:* approval of a proposal submitted to the English department prior to registration by a date designated by the department. For full details, see the *English Department Handbook*.

498 Honors Thesis 4, 4

Staff

Designed to further independent critical and creative research projects leading to the preparation of an undergraduate thesis. The creative thesis, an option for a student of exceptional ability in creative writing, will be a substantial, accomplished collection of work in a particular genre. Required of and limited to senior honors candidates in English. The candidate will be assigned to an appropriate thesis adviser, depending upon his or her field of interest. *Prerequisite:* admission to honors candidacy and approval of a proposal submitted to the English department prior to registration by a date designated by the department. For full details, see the *English Department Handbook*.

Environmental Studies

Philip D. Brick, *Co-Director (Semester in the West, Fall 2008; on Sabbatical, Spring 2009)*

Robert J. Carson, *Co-Director*

Amy Molitor, *Internships*

Kari Norgaard

Tim Parker

Donald Snow

Environmental studies courses deal with a wide range of contemporary problems associated with the interactions between humans and nature. Coursework is designed to meet the needs of two groups of students: those who choose to major in environmental studies and those who desire knowledge in this area

as part of their general education. A primary objective of the program is to aid the student in understanding that environmental problems are multicausal phenomena, and to develop skills necessary for effective environmental citizenship and leadership.

The environmental studies major develops a common core of knowledge through extensive interdepartmental course work, complemented by a concentration in a specific area in either the environmental humanities, sciences, or social sciences. The student may elect one of eight areas of concentration — biology, chemistry, economics, geology, humanities, physics, politics, sociology, or an individually planned major (psychology, for example) in the environmental studies major.

Courses taken P-D-F after the major has been declared may not be used to satisfy requirements for the environmental studies major.

The following courses are required of all environmental studies majors:

Environmental Studies courses: Take the following: Environmental Studies 120 *Introduction to Environmental Studies*; Environmental Studies 220 *Internship*; Environmental Studies 479 *Environmental Citizenship and Leadership*; Environmental Studies 488 *Senior Project* or 498 *Honors Project*.

The credits for Environmental Studies 488 or 498 will be adjusted to make the total credits for research courses equal three to six, depending on the discipline, and whether or not the thesis is for honors.

Humanities courses: Take a minimum of two of the following: Environmental Studies 247 *The Literature of Nature*; Environmental Studies 340 *Environmental Radicals in Literature*; Environmental Studies 347 *The Nature Essay*; Environmental Studies 349 *Regional Literatures of Place: The West and the South*; Philosophy 241 *Environmental Aesthetics*; Philosophy 250 *Environmental Thinking*; Philosophy 255 *Environmental Ethics*; Philosophy 345 *Animals and Philosophy*, Spanish 437/ World Literature 339 *Eco-Literature in the Americas*.

Natural/Physical Science courses: Take a minimum of three of the following courses

from three different departments, including two with a laboratory: Biology 115 *Regional Natural History*; Biology 130 *Conservation Biology* (or Biology 111 and 112); Chemistry 100 *Introduction to Environmental Chemistry* (most science majors substitute Chemistry 125 or 126; or 140); Geology 210 *Environmental Geology* (or Geology 110 or 120); Physics 105 *Energy and the Environment* (or Physics 155, 156, 165, or 166).

Social Science courses: Take a minimum of two of the following courses from two different departments: Economics 177 *Principles of Microeconomics and the Environment* (or Economics 101); Politics 124 *Introduction to Politics and the Environment* (or Politics 287, 309, or 339); Sociology 309 *Environmental Sociology* (or Sociology 349 or 353).

Environmental Humanities

Rebecca Hanrahan, *Assistant Professor of Philosophy*

Donald Snow, *Senior Lecturer in Environmental Humanities*

Inquiry in environmental humanities is guided by two questions: What is the relation between nature and culture? What should this relation be? These questions have become ever more important in the face of growing environmental problems. The environmental humanities major uses the traditions of nature writing and environmental philosophy, most especially the ongoing American Nature Writing tradition, to give direction and focus to inquiry into the values and concepts that an appropriate relation to nature calls for.

The environmental humanities major is governed by a subcommittee of the Environmental Studies Committee. In order to insure an intellectually cohesive program, the Environmental Humanities Steering Committee will review and approve each major's plan for coursework leading to a senior thesis.

The senior-year assessment will include a written comprehensive examination administered by the Environmental Humanities Steering Committee and an hour-long oral examination of the senior thesis.

In addition to the courses required of all environmental studies majors, the following are required for the environmental humanities major:

A. Take two foundation courses from the following list (courses satisfying this requirement cannot also satisfy the elective requirement): English 347 *American Literature to 1865*; Environmental Studies 247 *The Literature of Nature*; Environmental Studies 349 *Regional Literatures of Place: The West and the South*; Environmental Studies 358 *Ecocriticism*; Philosophy 250 *Environmental Thinking*; Philosophy 408A *Studies in American Philosophy: Emerson*; Philosophy 408B *Studies in American Philosophy: Thoreau*.

B. To fulfill the writing requirement take Environmental Studies 347: *The Nature Essay*.

C. To fulfill the critical thinking requirement take one course from: Philosophy 107 *Critical Reasoning*; Philosophy 117 *Problems in Philosophy*; Philosophy 119 *The Examined Life*; Philosophy 127 *Ethics*; Philosophy 128 *Social and Political Philosophy*; Philosophy 230 *History and Philosophy of Science*.

D. Take three elective courses, two of which must be 300 or above, from: Art History/Philosophy 241 *Environmental Aesthetics*; Art History 248 *Ways of Seeing: Japanese Art and Aesthetics*; English 347 *American Literature to 1865*; Environmental Studies 247 *The Literature of Nature*; Philosophy 250 *Environmental Thinking*; Philosophy 255 *Environmental Ethics*; Environmental Studies 349 *Regional Literatures of Place: The West and the South*; Environmental Studies 340 *Environmental Radicals in Literature*; Philosophy 345 *Animals and Philosophy*; Philosophy 408A *Studies in American Philosophy: Emerson*; Philosophy 408B *Studies in American Philosophy: Thoreau*; Spanish 437/World Literature 339 *Eco-Literature in the Americas*.

Environmental Sciences

Mark Beck, *Associate Professor of Physics*
Robert J. Carson, *Professor of Geology*
Frank Dunnivant, *Associate Professor of*

Chemistry

Delbert Hutchison, *Associate Professor of*

Biology

Tim Parker, *Assistant Professor of Biology*

The natural and physical sciences provide foundational theories for understanding environmental phenomena in the physical world and support environmental studies by gathering and analyzing baseline data to inform policy decisions. Issues ranging from the effects of pollution, optimal land- or water-use practices, protections of biodiversity, and effective energy consumption all benefit from insights provided by the natural and physical sciences. Available majors and required courses appear below.

These requirements are in addition to courses required of all environmental studies majors.

Biology-Environmental Studies:

Biology 111 *Biological Principles*; Biology 112 *The Biological World*; Biology 205 *Genetics*; Biology 215 *Plant Ecology* or Biology 277 *Ecology*; Biology 309 *Cell Biology* or Biology 308 *Cellular Physiology and Signaling*; Biology 310 *Physiology* or Biology 330 *Pathophysiology*; Biology 350 *Evolutionary Biology*; Biology 488 *Research Preparation*; Biology 489 *Senior Research*; Biology 490 *Senior Research or Biology 498 Honors Thesis*; Chemistry 125, 126, 135, 136, (or 140), 245; Mathematics 125 or higher calculus course, or Mathematics 128 or higher statistics course. Courses in physics are recommended.

Chemistry-Environmental Studies:

Chemistry 125, 126 *General Chemistry*; Chemistry 135, 136 *General Chemistry Lab I, II* (Note: Chemistry 140 is equivalent to Chemistry 125, 126, 135 and 136); Chemistry 240 *Quantitative Analysis and Chemical Equilibrium*; Chemistry 245 *Organic Chemistry I*; Chemistry 246 *Organic Chemistry II*; Chemistry 251 *Organic Laboratory Techniques I* and Chemistry 252 *Organic Laboratory Techniques II*; Chemistry 346 *Physical Chemistry II*; Chemistry 388 *Environmental Chemistry* or Chemistry 320 *Instrumental Methods of Analysis*. Also required are Mathematics 125, 126, and Physics 155 or 165, 156 or 166.

Geology-Environmental Studies:

Geology 210 *Environmental Geology* (or Geology 110 *The Physical Earth*, or Geology 120 *Geologic History of the Pacific Northwest*); Geology 220, *History of the Earth*; Geology 358 *Field Geology of the Northwest*; Geology 320 *Sedimentology and Stratigraphy*; Geology 345 *Mineralogy*; Geology 346 *Igneous and Metamorphic Petrology*; Geology 350 *Geomorphology*; Geology 420 *Structural Geology*; Geology 470 *Senior Seminar*. Also required are Chemistry 125, 126, 135. Strongly recommended are courses in meteorology, physics, calculus, and statistics, and additional courses in biology and chemistry.

Physics-Environmental Studies:

Physics 155, 156 *General Physics I, II* (or 165, 166 *Advanced General Physics I,II*); Physics 245, 246 *Twentieth Century Physics*; Physics 255, 256 *Twentieth Century Physics Laboratory*; Physics 335, 336 *Advanced Laboratory*; Physics 357 *Thermal Physics*. Also required are Mathematics 125, 126, 225, 235, 236, and 244.

Environmental Social Sciences

Philip D. Brick, *Professor of Politics*

(*Semester in the West, Fall 2008*;
on Sabbatical, Spring 2009)

Jan P. Crouter, *Associate Professor of*

Economics (on Sabbatical, Spring 2009)

Kari Norgaard, *Assistant Professor of*
Sociology

Human activities are at the root of most aspects of environmental degradation from global climate change to toxic waste to habitat loss. Applying social science theories and methods, environmental social science majors explore how human systems affect the natural environment, how decisions to utilize natural resources are made, and how various political strategies might address environmental concerns. Available majors and required courses appear below.

These requirements are in addition to courses required of all environmental studies majors.

Economics-Environmental Studies:

Economics 177 *Principles of Microeconomics and the Environment* (or Economics 101 *Principles of Microeconomics*); Economics 102 *Principles of Macroeconomics*; Economics 227 *Statistics for Economics* (or Mathematics 128 *Elementary Statistics* or Mathematics 338 *Probability and Statistics*); Economics 307 *Intermediate Microeconomics*; Economics 308 *Intermediate Macroeconomics*; Economics 477 *Environmental and Natural Resource Economics*; and one additional course in economics. A minimum requirement of 'C' (2.0) is required in Economics 307 and 308.

Politics-Environmental Studies:

one of the following: Politics 124 *Introduction to Politics and the Environment*; Politics 287 *Natural Resource Policy and Management*; Politics 309 *Environment and Politics in the "New West"*; and Politics 339 *Nature, Culture, Politics*; 490 *Senior Seminar*; plus 20 additional credits in politics, at least eight of which must be in 100- and 200-level courses, and at least eight in 300- and 400-level courses. No more than four credits at the 100/200 or 300/400 levels can be earned in off-campus programs or transfer credits.

Sociology-Environmental Studies:

Sociology 117 *Principles of Sociology*; Sociology 207 *Social Research Methods*; Sociology 309 *Environmental Sociology*; Sociology 367 *History of Sociological Theory*; one course chosen from either Sociology 307 *Human Communities*, or Sociology 317 *Population*, or Sociology 348 *Technology and Society*, or Sociology 349 *Environmental Social Movements*, or Sociology 350 *Sociology of Hazards and Disasters*, or Sociology 353 *Environmental Justice*; one additional four credit course in sociology; Sociology 490 *Current Issues in Sociology*; and Sociology 492 *Directed Research*, or Sociology 498 *Honors Thesis*.

Environmental studies majors are encouraged to study for a semester or a year in a program with strong environmental relevance. Particularly appropriate are Whitman College's field program in environmental studies, Semester in the West; and the School for Field Studies. See *Special Programs* section in this catalog.

120 Introduction to Environmental Studies

4, 4 Fall: Carson; Norgaard and Parker
Spring: Carson

An introduction to interdisciplinary themes in environmental studies, including perspectives from the sciences, social sciences, and humanities. Emphasis is placed on understanding local and regional environmental problems as well as issues of global environmental concern. Students enrolling in this course also will be required to enroll in Environmental Studies 120 *Environmental Studies Excursions*. The weekly afternoon excursions cover the length of the Walla Walla drainage basin, from the Umatilla National Forest to the Columbia River. Excursions may include the watershed, the water and wastewater treatment plants, energy producing facilities, a farm, a paper mill, different ecosystems, and the Johnston Wilderness Campus. This course is required of all environmental studies majors. All environmental studies majors must pass this course with a minimum grade of C (2.0). First-year students and sophomores only (or consent of instructor).

220 Internship

1, 1

Molitor

Either an internship with a college, local, regional, national, or international environmental organization, or an independent project devoted to an appropriate topic or problem, for example, developing a green residence hall at Whitman. Interns must write a final report. Required of environmental studies majors during their sophomore or junior year. Students are encouraged to pursue an internship or independent project for the entire academic year and earn two credits. May be repeated for a maximum of four credits. *Prerequisite:* consent of instructor.

247 The Literature of Nature

4, x

Snow

Students will examine the tradition of nature-writing and literary natural history. Readings will be drawn from classics in the field (Gilbert White, Darwin, Emerson and Thoreau, Burroughs and Muir, Leopold, Rachel Carson, Loren Eiseley, Mary Hunter Austin), and from the best contemporary nature-writers (Terry Tempest Williams, Ed Abbey, Annie Dillard, Ellen Meloy, Wendell Berry, David Quammen). Lectures and discussions will trace how nature-writing has mirrored the evolution of social, cultural, political and scientific perspectives on nature. Distribution area: humanities.

260 Regional Studies

1-3

A study of a specific geographical region using a multidisciplinary approach. Regions covered may include Alaska, western Canada, the northwest or southwest U.S., Hawaii, or Latin America. Lectures, readings, and discussions in various disciplines, concentrating mainly in the natural and social sciences, will precede a one- to three-week field trip. One or more examinations or papers will be required. May

be repeated for credit with focus on a different region. *Fee*: variable. *Prerequisite*: consent of instructor. The current offering follows.

260C The Southern Cordillera

1, x **Carson**

The Cordillera are the mountains that stretch from Alaska to Tierra del Fuego. This seminar and field trip are to study Patagonia and the southern Andes on the Argentina-Chile border. The emphasis will be on natural history (Los Glaciares and Torres del Paine National Parks and Aconagua), environmental problems (dams, aquaculture, tourists), and culture (especially in Buenos Aires, Santiago, and Mendoza). Field trip in January 2009. *Corequisite*: Geology 158C. *Fee*.

260R Regional Studies: Rockbridge County, Virginia

x, 1 **Carson**

The natural and human history of a portion of the Appalachian Mountains. Rockbridge County, Virginia has geography, vegetation, and ecology typical of the central Appalachians. The county was home to Cyrus McCormick, Matthew Fontaine Maury, Stonewall Jackson, Robert E. Lee, and George C. Marshall. Field trip in March 2009. Co-requisite: Geol 158 R. *Fee*.

260W Northwestern Wyoming

x, 1 **Carson**

A seminar on and field trip to the greater Yellowstone ecosystem in northwestern Wyoming and adjacent Montana. Focus on forests, wildlife, and the geologic record from Precambrian through the Cenozoic, including glaciation and volcanism. Field trip in late May/early June. *Corequisite*: Geology 158W. *Fee*.

340 Environmental Radicals in Literature

x, 4 **Snow**

Much contemporary environmental thought provides a radical critique of industrial and post-industrial society, but in earlier times the first true environmental thinkers challenged systems of agriculture, market economics, land ownership, and urbanism. What was once radical moved toward the center. In this course, students will examine the radical tradition of environmental thought as it has been expressed in literary and other texts. Bioregionalism, ecofeminism, agrarian communalism, Luddism, Deep Ecology, eco-centrism, and other radical environmental expressions will be examined critically. Works by Hawthorne, Thoreau, Ed Abbey, Kirk Sale, Gary Snyder, Susan Griffin, Barbara Kingsolver, Paul Shepard, David Abram and others may be included. Offered in alternate years. Distribution area: humanities

347 The Nature Essay

x, 4 **Snow**

The class will be conducted as a nonfiction prose writing workshop in which students read and comment on each others' writing. After examining published

works chosen as models, students will write essays in the nature-writing tradition, selecting approaches from a broad menu. Nature-writing includes literary natural history; "science translation writing"; essays on current environmental issues; personal essays based on engagement with land, water, wildlife, wilderness; travel or excursion writing with a focus on nature; "the ramble"; and other approaches. Students will learn how contemporary nature-writers combine elements of fiction, scientific descriptions, personal experience, reporting and exposition into satisfying compositions. Distribution area: humanities or fine arts. *Prerequisite*: consent of instructor.

349 Regional Literatures of Place: The West and the South

4; not offered 2008-09

The literatures of both the American West and the American South often reflect political struggles. Issues of federalism and states rights, economic dependency on the land, the rapid and radical transformation of an indigenous economy and ecology, and the stain of history stand in the foreground. This seminar will examine literary regionalism by focusing on southern and western writers whose works emanate from and reinforce the ethic and spirit of place. Several of the "Southern Agrarians" may be included along with William Faulkner, Eudora Welty and Flannery O'Connor. Western writers may include Bernard DeVoto, Wallace Stegner, Mary Clearman Blew, John Nichols, Larry Watson and William Kittredge. In addition, films will be used to illustrate the peculiar burden of the contemporary western writer. Offered in alternate years. Distribution area: humanities.

358 Ecocriticism

4, x **Snow**

This course explores the emergence of ecocriticism in the 1990s and its subsequent evolution as a recognizable school of literary and social criticism. Students will analyze foundational texts underpinning ecocritical theory, beginning with Joseph Meeker's *The Comedy of Survival*, then move on to more recent texts that seek to expand ecocriticism beyond the boundaries of nature-writing. Students will discuss, present, and write ecocritical analyses of various literary works. Offered in alternate years. Distribution area: humanities.

360 Environmental Writing and the American West

4, x **Hornbeek and Walka**

This course explores how writers and others conceptualize and portray various aspects of the American West. Emphasis is placed on the analysis of a variety of genres, including nature writing, political journalism, creative writing, poetry, and writing for interdisciplinary journals in environmental studies. We will write daily and we will often read aloud to one another from our work. Goals include developing a voice adaptable to multiple audiences and objectives, understanding

modes of argument and effectiveness of style, learning to meet deadlines, sending dispatches, reading aloud, and moving writing from the classroom to public venues. The course will be sequentially team-taught in the eastern Sierra Nevada region of California and southeastern Utah. Required of, and open only to, students accepted to Semester in the West. This course can be used by environmental studies majors to satisfy environmental studies-humanities credits within the major. *Prerequisites*: acceptance into the Semester in the West Program. Distribution area: humanities.

367, 368 Special Topics 1-4

An investigation of environmentally significant issues centered on a common theme. The course may include lectures by off-campus professionals, discussions, student presentations, and field trips.

367A ST: American Natures: Wilderness, Arcadia, & Environmentalism

4,x **Jordan**

In an influential 1996 article, William Cronon argued that wilderness has been a profoundly human creation and a product of civilization rather than a pristine sanctuary devoid of human presence. He argued that the wilderness concept has masked the contrasting ways in which different cultural groups have understood and been affected by nature. Cronon's article on "The Trouble with Wilderness" will serve as a starting point for our examination of changing American environmental ideas and practices from the colonial era to the present. Our readings and discussions will analyze how race, class, gender, and regional factors have influenced people's visions of and behaviors toward nature. The course will also emphasize the key role government officials have played in determining the access different groups have to natural resources and public lands.

367A ST: Introduction to Geographic Information Systems

x, 3 **Molitor**

This introductory course provides students with an overview of the general principles of GIS and practical experiences with environmental applications. Specifically, this course seeks to provide students with 1) an overview of the uses of GIS in the environmental arena, 2) a basic understanding of the concepts central to GIS, 3) knowledge of the basics of ArcGIS 9.2 through hands-on experience, and 4) practical experience in design and implementation of a simple GIS project. Students are not expected to have prior experience with GIS, however an understanding of basic computer applications is required. One lecture and one three-hour meeting per week.

368A ST: Suburbs, Cities, & Rural Frontiers: Human-Built Environments in America

x, 4 **Jordan**

Practitioners of environmental studies have increasingly argued that the assumed dichotomy between people and nature is a misleading one - that people are an integral part of the broader non-human world and that we should instead analyze the close interaction between the two. The environmental studies field has therefore expanded to investigate communities in which people live, work, and play. This class will examine the broad range of environments which different groups of Americans have called home and the ways in which these locales have endured and changed from the pre-colonial period to the present. We will pay particular attention to the overlap between human-built communities and nature, such as the ecological impacts of industrialization and suburbanization and the presence of the "wild" in human-built environments such as city parks and zoos.

390 Independent Study

1-4, 1-4 **Staff**

A series of readings or a program of individual research of approved environmental topics. *Prerequisite*: consent of instructor.

408 SW Western Epiphanies: Integrated Project

4, x **Brick**

In this course students will be responsible for developing a final project based Semester in the West experiences with the objective of integrating knowledge from courses in politics, ecology, and writing. Each student will produce a final project that sheds light on a substantive issue addressed on Semester in the West. Students must also present their project in a public forum and publish it as an audiovisual podcast on the Semester in the West Web site. Required of, and open only to students accepted to Semester in the West. *Prerequisites*: Acceptance into the Semester in the West Program.

479 Environmental Citizenship and Leadership

2, 2 **Snow, Norgaard, and Molitor**

An intensive course in environmental problem-solving, with an emphasis on developing skills necessary for effective environmental citizenship and leadership. Students will first engage in readings and discussions to enhance their understanding of environmental decision-making processes and institutions. Then they will work individually and in teams to study active environmental disputes, with the ultimate aim of recommending formal solutions. This course is required of, and open only to, environmental studies majors in their senior year. Field trips and guest presentations may be included.

488 Senior Project**1-3, 1-3****Staff**

The student will investigate an environmental issue of his or her own choice and prepare a major paper. The topic shall be related to the student's major field of study and must be approved by both major advisers. Required of all senior environmental studies majors, with the exception of those completing an honors project.

498 Honors Project**1-3, 1-3****Staff**

An opportunity for qualified environmental studies senior majors to complete a senior project of honors quality. Requires the student to follow application procedures following the guidelines for honors in major study. Students enrolled in this course must also participate in and meet all requirements of the Environmental Studies 488 course.

The following are abbreviated descriptions of required and/or recommended environmental studies courses. See detailed descriptions under relevant departmental heading in this catalog.

Biology 115 Regional Natural History 4

The natural history of environments near Walla Walla. The course will emphasize applying basic ecological principles to the interpretation of the processes shaping biological communities. The core of the class will be weekly trips in which we develop and apply skills in observing and interpreting local environments from the Columbia River to the Blue Mountains. Through this process, students will become familiar with common plants, animals, and ecological communities of the region.

Biology 122 Plant Biology 3

A predominantly field-oriented course for the nonmajor that covers basics of plant biology, ecological adaptations to different habitats, current plant issues, and the identification of local plants to family; a plant collection is required.

Biology 125 Genes and Genetic Engineering 3

An introduction to the principles of genetics, and to how genetics is applied in medicine, agriculture, forensics, and biotechnology. Social, ethical, political, and economic issues related to genetics and genetic engineering will be discussed.

Biology 127 Nutrition 3

An introduction to the required nutrients and their food sources, their metabolism and eventual functions and fates in the body. Principles will then be applied to specific life stages and circumstances. Psychological, cultural, agricultural, economic, local and global issues surrounding food will be discussed.

Biology 130 Conservation Biology 4

Designed for nonmajors, this course introduces basic concepts in ecology, genetics, and evolution and applies them to the conservation of diversity. We also read a number of classic writings in conservation and discuss the ethical, and logistical implications of conservation.

Biology 215 Plant Ecology 4

The diverse adaptations of plants to their abiotic and biotic environments from ecological and evolutionary perspectives. Topics will include the effects of climatic factors (water, light, temperature) and soils on plant morphology, physiology, growth, and reproduction, and the complex relationships of plants with other forms of life.

Biology 277 Ecology 4

The interdependent relationships of organisms to one another and to their environment. The concepts and principles of the following subjects are dealt with in the course: the ecosystem, energy in the ecosystem, biogeochemical cycles, abiotic factors, communities, biomes, population dynamics, behavior, conservation, and pollution.

Biology 350 Evolutionary Biology 4

This course addresses the mechanisms and patterns of evolution to give students an appreciation for the applicability of the field to current issues involving biology.

Chemistry 100 Introduction to Environmental Chemistry 3

Application of chemistry to the understanding of radioactivity, air and water quality, drugs and toxins, and energy production and use. No chemistry background presumed.

Chemistry 388 Environmental Chemistry and Science 4

This course will examine the reactions and transport of chemical species in aquatic, terrestrial and atmospheric environments. The laboratory portion will concentrate on sampling design, field sampling methods, and data analysis.

Economics 177 Principles of Microeconomics and the Environment 4

This course provides the same coverage of topics as Economics 101 *Principles of Microeconomics*, but special emphasis is placed on applying concepts to environmental and natural resource issues. Students pursuing an environmental studies combined major and others interested in the environment are encouraged to take this course. Students who receive credit for Economics 101 cannot receive credit for this course.

Economics 277 Global Environmental and Resource Issues 4

The tools of economic analysis are applied to global environmental and natural resource issues such as global pollution, the relationship of trade and the environment, sustainable economic growth and resource scarcity, economic growth and the environment, and natural resource conflicts.

Economics 347 Transportation and the Environment 4

The transportation sector has experienced extraordinary growth in the last 50 years. After reviewing measures and estimates of the environmental and other costs not reflected in the prices of transport services, we consider the efficiency of policies to contain these costs and some important side effects of the policies.

Economics 477 Environmental and Natural Resource Economics 4

A course providing a general framework for understanding how market failure contributes to pollution and inefficient resource use, and how policies might remedy these problems. The framework is then applied to domestic environmental and natural resource issues.

Geology 130 Weather and Climate 3

An introductory course in meteorology that emphasizes interactions between Earth's atmosphere and humans. Subjects include: global atmospheric circulation patterns, weather analysis and forecasting, origins of destructive weather phenomena, world climates, and human alteration of the atmosphere.

Geology 180 Oceanography 3

An introduction to the geological, physical, and chemical characteristics of the world ocean. Subjects include: plate tectonics, bathymetry, sea floor sedimentation, ocean currents and weather, waves, tides, and coastal processes.

Geology 210 Environmental Geology 4

Geologic aspects of the environment: man's effect upon and interaction with such phenomena as landslides, erosion and deposition of sediments, surface waters, groundwater, volcanism, earthquakes, and permafrost.

Geology 250 Late Cenozoic Geology and Climate Change 3

The geology of the last few million years of earth history, including changes in flora and fauna. What are the causes of ice ages and the alternating glaciations and interglaciations within them? What are the roles of nature and humans in the current global climate change?

Geology 301 Hydrology 3

A study of water resources, including surface and ground water. Emphasis on the hydrologic cycle, ground water depletion, and water pollution.

History 262 Environmental History of the U.S. 4

A course on land and the ways Americans have interacted with it from the colonial era through the 20th century. Themes to be explored include attitudes toward natural resources from trees to minerals; the environmental impacts of settlement, industrialization, urban growth, mining, agriculture, and water use; the emergence of scientific and public health professions dealing with environmental issues; the role of legal, political, and social structures in environmental issues; and movements to preserve "natural" environments or curtail the exploitation of natural resources.

Philosophy 127 Ethics 4

This course consists of the careful reading and discussion of several classical texts of moral philosophy. The aim is to introduce students to moral philosophy, rather than to solve practical problems in ethics as important as these are. Nonetheless, this philosophical study should, as a by-product, enhance the students' ability to deal intelligently with ethical issues in their personal and social lives.

Philosophy 128 Social and Political Philosophy 4

An introductory examination of social and political problems from a philosophical perspective. The course deals with themes such as the nature and foundation of the state, law, justice, liberty, conscience, alienation, and rights.

Philosophy 241 Environmental Aesthetics 4

An attempt to overcome the traditional Western opposition between nature and culture by exploring the question: What is a garden? Special attention will be given to Japanese gardens with a final project of designing your own garden.

Philosophy 250 Environmental Thinking 4

This course will explore different ways of conceiving our relation to nature using paradigms from ancient, medieval, and

modern philosophy as well as readings from contemporary sources.

Philosophy 255 Environmental Ethics 4

Are plants and animals or even the environment as a whole worthy of our moral consideration? If they are worthy of such consideration, on what basis are they so deserving? In answering these questions, we will consider the works of such authors as Aldo Leopold, Peter Singer, and Arne Naess.

Philosophy 345 Animals and Philosophy 4

Exploration of the moral and metaphysical status of animals. Are animals merely organic machines or are they conscious beings? Can they think or feel pain? Do they possess beliefs? More importantly, do animals have rights that oblige us to protect them from harm?

Physics 105 Energy and the Environment 3

This course examines the physical principles that govern energy transformations. It will focus on the use of energy in the world, specifically its production, transportation, consumption, and the implications this use has for the environment.

Politics 119 Whitman in the Global Food System 4

This community-based course moves between the historical and theoretical study of the global food system and engaged research projects in the Walla Walla region. Topics range from debates over U.S. farm subsidies to the gender, class, and ecological dynamics of export agriculture in the Third World; from the causes of famine to the politics of obesity.

Politics 124 Introduction to Politics and the Environment 4

An introduction to key concepts in the study of politics, using environmental issues as illustrations. Designed for first- and second-year students, this course encourages critical thinking and writing about key political concepts, such as power, equality, liberty, and community.

Politics 147 International Politics 4

An introduction to a variety of approaches useful in understanding international politics and international political problems, including war, global environmental degradation, poverty, and ethnic conflict.

Politics 287 Natural Resource Policy and Management 4

An introduction to basic problems in natural resource policy-making in the American West. We focus on forests, public rangelands, national parks, biodiversity, energy, water, and recreation. We also review a variety of conservation strategies, including land trusts, incentive-based approaches, and collaborative conservation.

Politics 309 Environment and Politics in the "New West" 4

This seminar explores the changing political landscape of the American West, with emphasis on changing environmental values and on conflicts over natural resource policy. What are the causes of these conflicts, and what kinds of approaches will be necessary to address them? A field trip is required. One meeting per week.

Politics 339 Nature, Culture, Politics 4

This seminar explores changing understandings of nature in American culture, the role of social power in constructing these understandings, and the implications these understandings have for the environmental movement.

Politics 373 Political Ecology of Latin America 4

This course examines the environmental politics of Latin America. It focuses on struggles over different natural resources — water, land, minerals, forests, and genetic material — with an eye toward understanding the complex relations between nature and society.

Religion 227 Christian Ethics 4

This course explores the nature of Christian ethical judgment (ethical norms, the nature of ethical reasoning and argument) and a number of contemporary ethical issues, such as medical ethics (including abortion and genetic research), war, and pacifism.

Sociology 293A Animals in Society 4

Animals have been part of human society since its inception. This course examines a variety of animal-human interactions in contemporary western societies, including those in which animals function as house pets, livestock, hunters' quarry, work animals, and wildlife. We will discuss animals' roles as social actors, social movements aimed at improving animals' treatment in society and their critics, and the specific ways in which humans define themselves in relation to animals.

Sociology 294A Sustainable Food and Agriculture Systems 4

This class will explore the current state of food and agriculture systems, with special attention paid to the local and regional food system. We will study the relatively new notion of "sustainability", and how it applies to the management of agri-ecosystems, rural communities, human nutrition, and the cultural meaning of food.

Sociology 307 Human Communities 4

An investigation of the relationship between nature and community by raising questions such as: which forms of community best support the resolution of environmental problems? The course draws from sociological theories of community and the city, case studies taken from the developed and developing worlds, and contacts with local community organizations.

Sociology 309 Environmental Sociology 4

This course will review sociological theory on the causes and consequences of ecological degradation and resource scarcity. Topics will include: specific local and global ecological problems, theories on political economy of the environment, the treadmill of production, environment and risk, the sociology of environmental science, globalization and environmental movements.

Sociology 317 Population 4

An introduction to population theories and to sociological research on population growth, distribution, and composition within a world context. Problems of food production and distribution, agricultural development, and the environmental consequences of different farming systems will be analyzed in relation to population changes and the larger processes of social change.

Sociology 348 Technology and Society 4

A critical approach to the social culture and history of technology. Topics vary from war and mass communications technologies to the impacts of bio-research and power generation. A number of interdisciplinary materials will be used, ranging from technical, ethnographic, and historical studies,

to literature, science fiction, and philosophy.

Sociology 349 Environmental Social Movements 4

Why do social movements happen? Why do some social movements succeed in producing change while others fail? How do different experiences across gender, race and class inform the emergence, goals and dynamics of environmental social movements? This course will use micro and macro sociological theory to study social change, reform and collective behavior using environmental movements and environmental backlash movements as case studies.

Sociology 350 Sociology of Hazards & Disasters 4

This course analyzes the ways in which human communities prepare for, respond to, and bring about calamitous environmental change. Topics include the social/natural interface, risk analysis, environmental justice issues, and myths about human behavior in emergencies.

Sociology 353 Environmental Justice 4

Local and worldwide ecological degradation including deforestation, declining salmon runs, and global warming has human consequences: people lose jobs, face toxic exposure and are caught in the midst of conflicts over scarce resources. The concepts of environmental racism and environment justice represent the disproportionate exposure to environmental degradation faced by the poor, women, people of color and citizens of the South.

Spanish 437/WLIT 339 Eco-Literature in the Americas 4

This seminar addresses different aspects of nature and the environment as represented in fictional and nonfictional texts from different regions of the hemisphere.

Foreign Languages and Literatures

Mary Anne O'Neil, *Chair*,
Foreign Languages and Literatures

Please refer to the Chinese, French, German, Japanese, and Spanish sections of this catalog.

Placement in language courses: Students who have previously studied a foreign language in secondary school, college, or elsewhere must take a placement test before enrolling in a course in the same foreign language at Whitman College. Each language area places students in the appropriate level of language study after considering the results of the placement examinations and the individual circumstances of the student. The Spanish placement test provides information on the appropriate course level in which students should register. The French and German tests first must be reviewed

by the language faculty, who then will place students at the correct level and subsequently notify the Registrar's Office.

Students with no previous language experience are not required to take the placement examination.

Students who have already taken a foreign language course at the college level cannot repeat the same level course and receive both transfer and Whitman credit for it. Placement of students who wish to continue studying that language at Whitman will be based on placement test results. Repeat of equivalent coursework will result in Whitman credit with the forfeiture of equivalent transfer credit.

Note: Courses taken P-D-F prior to the declaration of a language major or minor will satisfy course and credit requirements for the major or minor. Courses taken P-D-F after the major or minor has been declared may not be used to satisfy course and credit requirements for the major or minor.

Distribution requirements:

Humanities:

- All courses in foreign languages and literatures
- All world literature courses taught by members of the department of foreign languages and literatures

Alternative Voices:

- All courses in Chinese and Japanese
- All courses in French, German, and Spanish above 206

The same course cannot fulfill both the humanities and alternative voices distribution areas. With the exception of Chinese 491 and 492 and Japanese 391 and 392, courses designated Independent Study will not satisfy either the humanities or the alternative voices distribution requirements.

101-104 Special Topics in Foreign Languages

2-4

Occasional offering of courses in foreign languages not regularly taught at Whitman. Distribution area: none.

French

Mary Anne O'Neil, *Chair*,
Foreign Languages and Literatures

French

Sarah Hurlburt
John Iverson
Mary Anne O'Neil
Nicole Simek
Zahi Zalloua

Courses in French are designed to develop proficiency in speaking, writing, and reading the language and to acquaint the student with French literature and culture.

Courses in world literature in translation (cross listed as World Literature) and taught in English, address special topics in French literature, history, culture, and film for both students of French and students with no knowledge of French language.

Placement in language courses: Students with previous foreign language experience should consult the statement on placement in language courses in the *Foreign Languages and Literatures* section of this catalog.

The Foreign Languages and Literatures/French major: Thirty-six credits in French language and literature beyond the intermediate level (205/206 or equivalent). These 36 credits may include up to 12 credits at the 300-level or their equivalent; up to 12 credits transferred from approved study abroad programs or other colleges or universities; and up to eight credits from courses taught in English and dealing with French or Francophone material, chosen with the consent of the French faculty. World literature courses will count as 400-level courses, despite their 300-level numbering. Advanced language courses taken on study abroad or transferred from another college or university will count as 300-level courses. Independent studies may not count toward the 36 credits required for the major.

Senior Assessment: All French majors are required to pass written and oral examinations the second semester of their senior year based on the departmental reading list.

**The Foreign Languages and Literatures/
French minor:** A minimum of 18 credits beyond the intermediate level (French 205/206 or equivalent). Those 18 credits must include French 315 (or equivalent) and at least one 400-level (or equivalent) literature course taught in French.

Note: At least 12 of the 18 credits for the minor must be completed on-campus at Whitman. None of the credits may be taken P-D-F once the minor has been declared. Courses taken P-D-F prior to the declaration of the language minor will satisfy course and credit requirements for the minor. Independent studies may not be used to satisfy the minor. AP credits do not count toward the fulfillment of the major or minor requirements in French.

105, 106 Elementary French

4, 4

Simek

For students who have had little or no formal contact with the language. The ultimate aim is reasonable mastery of the four skills: speaking, understanding, reading, and writing. Only French will be spoken in class. Grammar is taught with a view to generating fluency rather than as an end in itself. Four classroom meetings are required each week. Students who have previous work in French are required to take a departmental placement examination for entrance.

205, 206 Intermediate French

4, 4

Hurlburt, O'Neil

A yearlong comprehensive review of spoken and written French. Only French will be used in the classroom in daily drills and discussions. Short compositions are required once a week. Four classroom meetings are required each week. While this course stresses grammar, it will also include weekly readings in French literature. *Prerequisite:* French 106. Students who have not taken French at Whitman previously are required to take a departmental placement examination for entrance.

210 Intensive Intermediate French

4, x

O'Neil

This accelerated course will allow motivated students who place at the high-intermediate level to advance to the 300-level courses after only one semester. It is offered as an alternative to the standard two-semester second-year language sequence (French 205-206). Work will focus on development of the four basic linguistic skills — speaking, listening, writing and reading — through structured grammar practice, communicative activities, and selected readings. *Prerequisite:* Placement exam or consent of the instructor.

305, 306 Advanced French

4, 4

Iverson, Zalloua, O'Neil

Students will expand and perfect their ability to function accurately and appropriately in written and oral French. These courses develop advanced grammar, composition, and discussion skills around primary sources, including literary and popular texts and electronic media. They may include frequent compositions, advanced grammatical exercises, active discussion, theatrical exercises and student projects and presentations. Strongly recommended for French majors. *Prerequisites:* French 206 or 210 or placement exam. May be taken out of sequence.

315 Introduction to French Literature

4, 4

Simek, Hurlburt

This course provides an introduction to the major historical periods and literary authors of French civilization from medieval times through the mid-20th century. We will develop the student's ability to read closely and analyze texts in French through selected excerpts and shorter works by authors such as Villon, Montaigne, Molière, Voltaire, Flaubert, Baudelaire, and others. A final exam, short papers, oral presentations and active participation are required. The course will be conducted in French. French 315 is required for a French minor and can be counted for the French major. *Prerequisites:* French 206 or 210 or consent of instructor.

316 Contemporary France and the Francophone World

x, 4

O'Neil

An introduction to the society and culture of France and the Francophone world from the early 20th century to the present. Topics discussed include French youth, the condition of women, immigration and racism, the economy and work, Paris, the provinces and the DOM-TOM, Francophone countries, education and politics. Assignments may include readings from the French press and modern French fiction, French film screenings and radio broadcasts. Conducted in French. *Prerequisite:* French 206 or 210 or consent of instructor.

427 Survey of the Literature of the Middle Ages

4; not offered 2008-09

The medieval epic, theatre, lyric poetry, and narrative fiction, including courtly and bourgeois literature. Conducted in French. This course meets three times a week. *Prerequisites:* at least two 300-level French classes or consent of instructor. Offered in alternate years with French 429.

428 Survey of Renaissance Literature

4, x

Zalloua

The French literary Renaissance studied principally through the works of Rabelais, Montaigne, and the Pleiade poets. Three periods per week. Conducted in French. *Prerequisites:* at least two 300-level French

classes or consent of instructor. Offered in alternate years with French 430.

429 Literature of the Seventeenth Century 4; not offered 2008-09

The classical age as it developed out of the French Renaissance. Studies in the classical theatre, poetry, and novel against the background of philosophical and ethical thought expressed by such thinkers as Descartes, Pascal, LaRocheffoucauld, and others. Conducted in French. Three periods per week. *Prerequisites:* at least two 300-level French classes or consent of instructor. Offered in alternate years with French 427.

430 Eighteenth Century Literature

x, 4 Iverson

The Age of Enlightenment. Studies in the literary genres that reflect the evolution in ethical and aesthetic thought in such writers as Voltaire, Diderot, Rousseau, and Beaumarchais. Conducted in French. Three periods per week. *Prerequisites:* at least two 300-level French classes or consent of instructor. Offered in alternate years with French 428.

447 Nineteenth Century Literature

4, x Hurlburt

A selection of novels, poetry, and plays reviewed in light of major aesthetic trends (Romanticism, Realism, Naturalism, Symbolism) and socio-political influences. This course will examine the work of such authors as Chateaubriand, Hugo, Balzac, Stendhal, Baudelaire, and Zola. Conducted in French. *Prerequisites:* at least two 300-level French classes or consent of instructor.

448 Introduction to French Cinema

4; not offered 2008-09

An introduction to the major authors and movements of French cinema from the 1930s to the present day. We will study works by film authors such as Renoir, Carné, Tati, Godard, Truffaut, Varda, Kassovitz and Serreau. In addition to required screenings, students will read a broad selection of critical texts introducing the technical, theoretical, cultural, political and economic forces that have shaped the French film industry from the advent of sound through to the present day. Movies will be shown in French with English subtitles. This course will be taught in two sections, one in English (RFS 368B) and one in French; the two sections will be combined in English once a week. *Prerequisites:* at least two 300-level French classes or consent of instructor.

449 Twentieth Century French Literature

4; not offered 2008-09

Modernism and the Age of Suspicion. We will explore the aesthetic, philosophical, and political developments of the 20th century in France through works by writers such as Valéry, Proust, Breton, Sartre, Beckett, Camus, Sarraute, and Duras. Conducted in

French. *Prerequisites:* at least two 300-level French classes or consent of instructor.

450 Francophone Literatures

x, 4

Simek

Reading and analysis of selected novels, poems, and plays from across the Francophone literary tradition, with a focus on the literatures of North and West Africa and the Caribbean. This course examines the major movements, issues, and critical approaches marking Francophone literatures, including *Négritude*, nationalism, postcolonialism, *Créolité*, and feminism. Conducted in French. *Prerequisites:* at least two 300-level French classes or consent of instructor.

487, 488 Special Topics in World Literature

4

This course focuses on one or more authors, movements, historical periods, or genres in French literature. Conducted in French or English. May be repeated for credit if topics differ. *Prerequisite:* none, if taught in English. If taught in French, two 300-level French courses or consent of instructor

491, 492 Independent Study

1-3, 1-3

Staff

Directed readings of topics or works selected to complement, but not substitute for, the regular period offerings of the French program. The proposal for independent study must be approved by the tenure-track staff. The number of students accepted for the course will depend on the availability of the staff. *Prerequisite:* consent of instructor.

498 Honors Thesis

4, 4

Staff

Designed to further independent research projects leading to the preparation of an undergraduate thesis or a project report. Required of and limited to senior honors candidates in French. *Prerequisite:* admission to honors candidacy.

Gender Studies

Melissa M. Wilcox, *Director*

Andrea Dobson

Alberto Galindo

Suzanne Morrissey

Elyse Semerdjian

Zahi Zalloua

Gender studies courses focus upon gender identity and gendered representation as central categories of analysis. Gender studies uses the concept of gender to analyze a wide range of disciplines. Although many lines of

argumentation in gender studies are inspired by feminism, a broad variety of theoretical approaches are used to study the categories of gender. Gender studies includes women's studies, men's studies, and gay, lesbian, bisexual, and transgender studies.

The Gender Studies major: All gender studies majors must take Gender Studies 100 *Introduction to Gender Studies*, Gender Studies 490 *Senior Seminar and Thesis Preparation*, and Gender Studies 497 or 498 *Thesis*. Gender studies majors must complete at least 28 additional credits; at least 12 of these additional credits must be at the 300-400 level. Students will work closely with an adviser to select courses, which meet the following two criteria:

At least one course must be taken in each of the following four areas: theory (e.g., Politics 328, Philosophy 235), history (e.g., History 300, History 325, Classics 140), social sciences (e.g., Anthropology 358, Politics 357, Psychology 239, Sociology 258), humanities (e.g., Art History 329, Religion 358, Rhetoric and Film Studies 240). See the list of courses offered in gender studies to determine the area into which a course falls.

At least three courses at or above the 200 level must be closely related in topic or methodology. This concentration can be achieved by taking three courses from one department (e.g., history) or by taking three courses with the same focus (e.g., Latin America) from different departments. In all courses, the student's work should focus on issues of gender, even if the course itself is not as a gender studies course. Before pre-registration for the senior year the major adviser must agree that the student has proposed an acceptable means of meeting the concentration requirement.

A course in biology (e.g., Biology 120 or 125) is recommended. Students considering graduate programs are strongly advised to complete a minor in a related discipline (e.g., anthropology history, politics, psychology, sociology).

In the final semester the student must pass a senior assessment consisting of a senior thesis and an approximately one-and-a-half-hour

oral examination, which will include questions concerning the thesis and coursework taken for the major.

No more than 12 credits earned in off-campus programs and transfer credit, nor more than four credits in independent study, may be used to satisfy the gender studies major requirements. Courses completed in gender studies apply to the humanities, social sciences, alternative voices, and fine arts distribution areas. Students who enter Whitman with no prior college-level coursework in gender studies would need to complete 40 credits to fulfill the requirements for the gender studies major.

The Gender Studies minor: A minimum of 20 credits to include Gender Studies 100 and at least four hours of coursework at the 100 or 200 levels and at least eight hours at the 300 or 400 levels. The student, in consultation with a gender studies adviser, will plan a program which will meet requirements of special interest and intellectual coherence, and will include courses in the social sciences, humanities and, when possible, the sciences.

The following courses are available for a gender studies major or minor. Th (theory), Hi (history), SS (social sciences), or Hu (humanities) indicates the cluster area within the major to which a course may be applied.

Anthropology 358 (SS), *Sex and Gender in Anthropological Perspective* (Not offered 2008-09)

Art History 329 (Hu), *Gender in Contemporary Visual Culture* (Not offered 2008-09)

Classics 140 (Hi), *Women in Antiquity* (Not offered 2008-09)

Education 360/Sociology 370 (SS), *Issues of Educational Equality* (Fall 2008)

English 181A (Hu), *Jane Austen and Her Context* (Fall 2008)

English 387C (Hu), *Woman in American Law and Literature* (Fall 2008)

History 259 (Hi), *ST: The Social History of Stuff* (Not offered 2008-09)

History 300 (Hi), *Gender in Chinese History* (Not offered 2008-09)

History 310 (Hi) *ST: Women in Africa* (Spring 2009)

History 325 (Hi), *Women in Islam* (Fall 2008)

History 370 (Hi), *Interrogating Sisterhood: Women and Gender in the United States*

- (Not offered 2008-09)
- History 383 (Hi), *Women in Latin America*
(Not offered 2008-09)
- History 393 (Hi), *Constructions of Gender in the Middle Ages* (Fall 2008)
- Music 354 (Hu), *Women as Composers*
(Spring 2009)
- Philosophy 235 (Th), *Philosophy of Feminism*
(Not offered 2008-09)
- Philosophy 332 (Hu), *Reproduction* (Fall 2008)
- Philosophy 410 (Hu), *ST: The Hermeneutics of the Subject: The Late Foucault* (Not offered 2008-09)
- Physics 101, *ST: Women in Physical Science*
(Fall 2008)
- Politics 307 (Th), *The Severed Hand: Political Theory and the Body Politic* (Not offered 2008-09)
- Politics 325 (SS), *Queer Politics and Policy*
(Spring 2009)
- Politics 328 (Th), *Contemporary Feminist Theories* (Not offered 2008-09)
- Politics 359 (SS), *Gender and International Hierarchy* (Not offered 2008-09)
- Psychology 239 (SS), *Psychology of Women and Gender* (Spring 2009)
- Religion 287 (Hu), *Queer Religiosities*
(Spring 2009)
- Religion 358 (Hu), *Feminist and Liberation Theologies* (Spring 2009)
- Religion 359 (Hu), *Gender, Body, and Religion*
(Not offered 2008-09)
- Rhetoric and Film Studies 240 (Hu), *Rhetorical Explorations: Race, Class and Gender*
(Spring 2009)
- Sociology 257 (SS), *Sociology of the Family*
(Spring 2009)
- Sociology 258 (SS), *Gender and Society*
(Fall 2008)
- Sociology 287 (SS), *Sociology of the Body*
(Spring 2009)
- Spanish 447/World Literature 329 (Hu), *Familias y Fronteras: Contemporary Chicana Literature* (Fall 2008)
- Spanish 450 (Hu), *Night Chicas: Sex Workers in Contemporary Film from Spain, Mexico, and Brazil* (Spring 2009)
- Spanish 451 (Hu), *The Theatre and Poetry of Federico Garcia Lorca*
(Not offered 2008-09)
- Spanish 452 (Hu) *Pedro Almodóvar's Spain*
(Not offered 2008-09)
- SSRA 328, *Women and Sport* (Fall 2008)
- World Literature 395 (Th), *Contemporary Literary Theory* (Spring 2009)

Please check the Gender Studies Web page for updates to this list and for information about gender studies courses offered in alternate years: www.whitman.edu/gender_studies.

Note: A course cannot be used to satisfy both major and minor requirements, e.g., History 370 cannot be used to apply toward the 38 credit requirement for the gender studies major and history minor or vice versa.

100 Introduction to Gender Studies

4, 4 **Fall: Morrissey; Spring: Wilcox**

This interdisciplinary course is designed to introduce students, particularly those intending to complete a gender studies minor, to questions in which gender is a significant category of analysis. Topics will include the construction of gender identity and sexuality and the relationship of gender to past and present social and cultural institutions, gendered representations in the arts and literature, and feminist and related theoretical approaches to various disciplines. Open to first- and second-year students; others by consent of instructor. Distribution area: alternative voices.

291, 292 Independent Study

1-4, 1-4

Staff

Discussion and directed reading on a topic of interest to the individual student. The project must be approved by the staff. *Prerequisite:* consent of instructor.

380 Special Topics

4

The course explores selected topics in gender studies.

380A ST: Queer Theory

4, x

Wilcox

Queer theory developed in the early 1990s out of the conjunction of feminist theory, sexuality studies, and queer activism. This course introduces students to some of the key authors and texts in queer theory, as well as applications of queer theory in a variety of academic fields and critiques of queer theory as androcentric, Eurocentric, overly intellectual, and impractical. It is recommended that students who take this class have previous exposure to theoretical writing in either the humanities or the social sciences. Distribution area: alternative voices.

380B ST: Introduction to Men & Masculinities

4,4

Jordan

This introductory course will explore the many meanings of manhood in modern America. We will analyze essential works in the evolving interdisciplinary field of men's studies. Our readings and class activities and discussions will grapple with the core theory that multiple models of manhood co-exist and compete

with each other in a particular society or individual's life. We will assess how femininities, sexualities, race, class, and age have shaped men's statuses and experiences. Students will engage with a variety of primary source forms including literature, art, film, music, and advertising. The class will also examine gender dynamics in Whitman College and Walla Walla institutions.

380B ST: French Feminism

x, 4

Zalloua

This course will explore the movement of French Feminism as articulated by its leading representatives, Julia Kristeva, Luce Irigaray, and Hélène Cixous. Taking a genealogical approach to the investigation of "feminism", we will compare these theorists' understanding of the concept with that of Simone de Beauvoir, as well as that of their Anglophone contemporaries (such as Judith Butler and Diana Fuss). Particular attention will be given to the representations of gender and sexual difference in relation to language and pleasure, essentialism, and accounts of the body, as well as French Feminism's critical dialogue with psychoanalysis, Marxism, and poststructuralism.

380C ST: Manhood & Womanhood in Modern America

4, x

Jordan

How did ideas of what it means to be a man or a woman in America today come into being? Have different cultural groups held similar or opposing views on what constitutes proper manhood and womanhood? This course will analyze how modern American norms of manhood and womanhood have evolved since the Civil War. We will examine how gender has worked in conjunction with race, class, age, and sexuality norms to determine the allocation of power and resources in American society. Readings and class activities and discussions will give particular attention to gender dynamics in politics, war, work, leisure, family, and religion.

380C ST: The Gender of Nature

x, 4

Jordan

Many Americans are cognizant of the ways in which race and class norms are socially constructed and evolving, but gender norms and nature ideas have better resisted this type of popular scrutiny. Two possible explanations for this discrepancy are that environmental concepts have been used to reinforce the supposedly natural distinctions between women's and men's abilities and roles, and that gender norms have helped validate the belief that nature is a pure and fixed entity. This class will explore the evolving relationship between gender and environmental ideas, practices, and policies from pre-colonial America to the present. We will pay particular attention to how gender and environmental norms have intersected with other structures of power such as race, class, age, and sexuality.

490 Senior Seminar

4, x

Wilcox

Taught by a gender studies faculty member with guest participation by others, this seminar is intended to engage senior majors in sustained discussion of contemporary gender issues. Readings, discussion, and papers, including a proposal for the thesis. Required of and limited to senior gender studies majors. (Fall degree candidates should plan to take this seminar at the latest possible opportunity).

491, 492 Independent Study

1-4, 1-4

Staff

Directed study and research on a topic of interest to the individual student. The project must be approved by the staff. *Prerequisite:* consent of instructor.

497 Thesis

x, 4

Staff

Completion of a thesis based on the previous semester's plan.

498 Honors Thesis

x, 4

Staff

Completion of an honors thesis. Required of and limited to senior honors candidates in gender studies. *Prerequisite:* admission to honors candidacy.

Geology

Kevin R. Pogue, *Chair*

Nicholas Bader

Robert J. Carson

Kirsten Nicolaysen

(*on Sabbatical,*
Spring 2009)

Patrick K. Spencer

(*on Sabbatical,*
Spring 2009)

Robert Varga

Geology deals with the physical, chemical, and biological study of the earth from its conception to the present day. A background in earth science not only increases the general student's appreciation of the world, but it also increases the depth of understanding of a science student's own field. Serious students of geology find opportunities in the environmental, petroleum, mining, teaching, engineering, and geophysics fields, and in hydrology, space science, and oceanography.

A student who enters Whitman without any prior college-level preparation in geology will have to complete 50 credits (36 in geology) to fulfill the requirements for the geology major. Courses completed in the geology major apply to the science and quantitative analysis

(selected courses) distribution areas.

The Geology major: A minimum of 36 credits to include either Geology 110, 120, or 210, and 220, 320, 345, 346, 350, 360, 420, 470; a minimum of one credit of Geology 358, and a minimum of three credits of Geology 480; Chemistry 125, 126, 135; Mathematics 125; Physics 155 or 165.

It is strongly recommended that geology majors complete English 210 *Expository Writing*, and Rhetoric 110 *Fundamentals of Public Address*, no later than their junior year. For those planning to pursue graduate programs in the earth sciences, Mathematics 126 and Physics 156, and courses in Geographic Information Systems (GIS), computer science, statistics, physical chemistry, and biology are strongly recommended. Seniors completing a geology or geology combined major shall take a comprehensive senior assessment consisting of a four-hour written exam constructed by the geology faculty. In addition, Geology majors shall take an oral exam, which may be conducted in the field.

The Geology minor: Either Geology 110, 120, or 210, and a minimum of one credit in 358, plus additional work in geology for a minimum of 16 credits.

The Astronomy-Geology combined major: Astronomy 177, 178, 179, two credits of 490, one of the following: 310, 320, 330, 340, 350, 380, and at least two additional credits in courses numbered 310-392; either Geology 110, 120 or 210, and 220, 345, 350, 470, and a minimum of one credit in 358, two credits of 490, and two of the following: 310, 346, or 420; Physics 155, 156, Mathematics 125, 126, and Chemistry 125, 135 are also required. Mathematics 167, 225, 235, 236, 244, Chemistry 126, 136, and Physics 245, 246, 255, 256 are strongly recommended. In the final semester the student must pass a senior assessment consisting of a two-part comprehensive written examination and an approximately one-hour oral exam conducted jointly by astronomy and geology faculty.

The astronomy-geology combined major requires coursework in astronomy, geology, chemistry, physics, and mathematics. A student who enters Whitman with no prior college-level

work in any of these areas would need to complete 20 credits in astronomy, 23 to 24 credits in geology, four credits in chemistry, eight credits in physics, and six credits in mathematics. Courses completed in this major apply to the science and quantitative analysis (selected courses) distribution areas.

The Biology-Geology combined major: Biology 111, 112, 205; 215 or 277; 310 or 330 (note: Biology 309 is recommended prior to 310 or 330), 488, and at least four additional credits in biology and/or BBMB courses numbered 200 or above; either Geology 110, 120, or 210, and 220, 320, 345, 346, 350, 470, and a minimum of one credit in 358; either three credits of Geology 480, 490 or 498 or three credits of Biology 489 and 490 (or 498); Chemistry 125, 126, 135, 136, or, Chemistry 140; 245; Mathematics 125, 126. Two semesters of physics and field experience are strongly recommended. Courses completed in this major apply to the science and quantitative analysis (selected courses) distribution areas.

The Chemistry-Geology combined major: Either Chemistry 125, 126, 135, 136 (or 140), 240; Chemistry 346; either Geology 110, 120, or 210, and 220, 345, 346, 350, 460, 470, a minimum of one credit in 358; Mathematics 125, 126; Physics 155, 156. Courses completed in this major apply to the science and quantitative analysis (selected courses) distribution areas.

The Geology-Physics combined major: Physics 155 or 165, 156 or 166, 245, 246, 255, 256, either 325 or 347, and three credits from physics courses numbered from 300-480, or from BBMB 324 and BBMB 334; either Geology 110, 120, or 210, and 220, 310, 345, 346, 350, 420, 470 and a minimum of one credit in 358; Mathematics 225, 235, 236, and 244; Chemistry 125. Courses completed in this major apply to the science and quantitative analysis (selected courses) distribution areas.

The Geology-Environmental Studies combined major: The requirements are fully described in the *Environmental Studies* listing of the catalog. Courses completed in this major apply to the science and quantitative analysis (selected courses) distribution areas.

After a geology or geology combined major

is declared, no geology course may be taken P-D-F.

110 The Physical Earth
4, 4 **Fall: Varga; Spring: Pogue**

Physical geology including earth materials, the processes responsible for uplift and erosion, landforms, plate tectonics and the earth's interior. The laboratory will emphasize mineral and rock identification and the study of topographic and geologic maps. Three lectures and one three-hour laboratory per week; field trips. Open only to first-year students and sophomores; others by consent. Students who have received credit for Geology 120 or 210 may not receive credit for Geology 110.

120 Geologic History of the Pacific Northwest

4, x **Spencer**

An examination of the geologic history of the Pacific Northwest, including Washington, Idaho, Oregon, northern California, and southern British Columbia. Fundamental geologic processes that have shaped the Pacific Northwest will be examined through detailed study of different locales in the region. Lab will emphasize rocks and minerals, and topographic and geologic maps representing the areas examined in lecture. Three lectures and one three-hour lab per week, optional and required field trips. *Prerequisites:* none. Open to first- and second-year students, others by consent. Offered fall of odd-numbered years. Students who have taken Geology 110 or 210 for credit may not receive credit for Geology 120.

130 Weather and Climate
3, x **Pogue**

An introductory course in meteorology designed for nonscience majors with an emphasis on the weather patterns and climate of the Pacific Northwest. Topics covered include Earth's heat budget, atmospheric stability, air masses, midlatitude cyclones, global circulation patterns and climates, and the origins of violent weather phenomenon.

158 Regional Geology
1-3

The geology of part of the United States or elsewhere, with emphasis on geologic history, including petrology, stratigraphy, tectonics, and geomorphology. Lectures on the geology and other aspects of the area will precede field trips, which will take place during vacations and on long weekends. Geologic mapping may be involved. May be repeated for credit for different areas. *Prerequisite:* consent of instructor. *Fee:* variable. Graded credit/no credit.

158C Regional Geology: The Southern Cordillera
1, x **Carson**

A seminar on and field trip to Patagonia and the southern Andes on the Argentina-Chile border.

Study of the geologic history, tectonics, and lithology of the southern Cordillera. Emphasis on glaciers and their geomorphic processes at Los Glaciares and Torres del Paine National Parks and Aconcagua. Field trip in January 2009. *Corequisite:* Environmental Studies 260C. *Fee.*

158R Regional Geology: Rockbridge County, Virginia
x, 1 **Carson**

The geology of the Appalachian Mountains: rocks, structures, landforms, and geologic history. The setting is Rockbridge County, Virginia, which includes crystalline rocks of the Blue Ridge and sedimentary rocks of the Valley and Ridge. Emphasis on karst processes. Field trip in March 2009. Co-requisite: EnvS 260 R. *Fee.*

158W Regional Geology: Northwestern Wyoming
x, 1 **Carson**

A seminar on and field trip to the Yellowstone caldera and vicinity. We will examine Archean plutonic and metamorphic rocks, Paleozoic and Mesozoic sedimentary rocks, and Cenozoic volcanic rocks. Emphasis on glacial, volcanic, fluvial, and periglacial landforms. Field trip in late May/early June. *Corequisite:* Environmental Studies 260W. *Fee.*

180 Oceanography
3; not offered 2008-09

An introduction to the geological, physical, and chemical characteristics of the world ocean. Subjects include: plate tectonics, bathymetry, sea floor sedimentation, ocean currents and weather, waves, tides, and coastal processes. Three lectures per week. Field trip required. Not open to seniors.

210 Environmental Geology
x, 4 **Bader**

Geologic aspects of the environment: human effects upon and interaction with such phenomena as landslides, erosion and deposition of sediments, surface waters, groundwater, volcanism, earthquakes, and permafrost. Environmental effects of land use, waste disposal, and mineral and petroleum usage as they relate to geologic processes and materials. Three lectures and one three-hour lab per week; field trips. Students who have received credit for Geology 110 or 120 may not receive credit for Geology 210. Open to first- and second-year students; others by consent.

220 History of the Earth
x, 4 **Bader**

The physical and biological events during the geologic past. Special consideration given to plate tectonics and fossils in the lectures, and to fossils and geologic maps in the laboratories. Three lectures and one three-hour laboratory per week; required and optional field trips. *Prerequisite:* Geology 110, 120, or 210 or consent of instructor.

225 Paleocology 3; not offered 2008-09

An introduction to the fossil record and application of fossil data to analysis of ancient ecosystems. Taxonomy of important fossil groups; statistical analysis of modern and ancient animal and plant populations; taphonomy; ecologic analysis of fossils at scales ranging from individuals to species and larger taxonomic groups; biogeographic distribution of fossils and climatic implications. Two lectures and one three-hour lab per week. Labs will include several in-lab field trips. Optional weekend field trip. *Fee:* Weekend trip will include a fee to cover costs of food and camping. *Prerequisite:* Geology 110, 120, or 210. Not open to seniors. Distribution area: science with lab.

250 Late Cenozoic Geology and Climate Change

x, 3 **Carson**

The geology of the last few million years of earth history, including glaciology, Pleistocene stratigraphy, glacial and periglacial geomorphology, and changes in flora and fauna. What are the causes of ice ages and the alternating glaciations and interglaciations within them? What are the roles of nature and humans in the current global climate change? Research paper and field trip. *Prerequisites:* Geology 110, 120 or 210, or Environmental Studies 120; consent of instructor. Offered in alternate years.

301 Hydrology 3, x

Bader

A seminar on water resources, including surface and ground water, from the perspectives of hydrology and environmental management. We will study the hydrologic cycle, water rights, water transfers, water projects (e.g., dams and reservoirs), ground water depletion, and water pollution. Much of our discussion will focus on water problems in western United States. Each student will write and present a research paper on water use and conflict in a specific part of the world. Field trips. *Prerequisite:* Geology 110, 120, or 210, or Environmental Studies 120; consent of instructor. Offered in alternate years.

310 Geophysics 3; not offered 2008-09

The physical principles and instrumentation involved in studying the earth. Special attention will be given to seismic, magnetic, gravitational and thermal properties and methods. Term paper and class presentations. *Prerequisites:* Geology 110, 120, or 210; Physics 155 or 165, 156 or 166; or consent of instructor. Offered in alternate years.

320 Sedimentology and Stratigraphy 4, x

Spencer

Sedimentary and volcanoclastic rocks and the processes by which they were formed: description, classification, origin, and interpretation of sediments. The interpretation of rock strata in terms of environ-

ment and geologic history. Text, professional articles, discussions, research paper, field trip. Three lectures and one three-hour laboratory per week. *Prerequisite:* Geology 220 or consent of instructor.

340 Volcanoes 3, x

Nicolaysen

An investigation of volcanoes including morphology, composition, eruption processes, periodicity, and impacts on climate and humans. Exploration of the topic will occur through lecture, in-class experiments, computer simulations, discussion of primary literature and several field trips. *Prerequisite:* Geology 110, 120, or 210. Offered in alternate years.

345 Mineralogy 4, x

Nicolaysen

This intermediate-level course promotes mineral identification skills and an understanding of conditions for mineral growth and weathering. Activities emphasize elementary crystallography, descriptive morphology, chemistry, hand sample identification, and genesis of minerals commonly found at Earth's surface. Labs will include phase experiments, optical microscopy, and X-ray techniques. Two three-hour classes per week. *Prerequisites:* Geology 110, 120, or 210; Chemistry 125 or 140. Open only to juniors and seniors; others by permission of instructor.

346 Igneous and Metamorphic Petrology x, 4

Varga

Identification, classification and interpretation of igneous and metamorphic rocks. Development of the chemical and physical background necessary to study rocks as chemical systems at equilibrium. Emphasis on using observed features, chemistry, and experimental results to interpret rock origin and evolution. Laboratories will be devoted to the identification and interpretation of rock hand specimens affected by high-temperature environments and processes. Three lectures and one three-hour laboratory per week. *Prerequisite:* Geology 345.

350 Geomorphology 4, x

Carson

Description, origin, development, and classification of landforms. Relationships of soils, surficial materials, and landforms to rocks, structures, climate, processes, and time. Maps and aerial photographs of landscapes produced in tectonic, volcanic, fluvial, glacial, periglacial, coastal, karst, and eolian environments. Exercises on photo-geology. Lectures, discussions, laboratories, and field trips. *Prerequisite:* Geology 110, 120, or 210; open only to geology majors except by consent of instructor. Distribution area: science and quantitative analysis.

358 Field Geology of the Northwest 1, 1

Staff

The geology of part of the Pacific Northwest, with emphasis on geologic history including petrology,

stratigraphy, tectonics, and mineralogy. Geologic mapping, paleontology, and mineralogy may also be involved. Most field trips will take place on long weekends. Each student will be required to write a report. May be repeated for credit for different areas. Required of all geology and geology combined minors. *Prerequisite:* consent of instructor. *Fee:* variable.

360 Paleontology 3; not offered 2008-09

A seminar course focused on discussion of various topics of current interest in paleontology and their applications. Content will vary from year-to-year, but will include such topics as Pacific Northwest biostratigraphy; analysis of significant extinction events in earth history; controversies in paleontology; analysis of the significance of important fossil localities such as the Burgess Shale. Required readings will be gathered from professional journals, scholarly books, and relevant Web sites. Laboratories will demonstrate practical applications of topics discussed. Student-led discussions, short writing assignments, field trips, and a major research paper. *Prerequisite:* Geology 220 or consent of instructor.

390 Independent Study 1-3, 1-3

Staff

A reading or research project in an area of the earth sciences not covered in regular courses and of particular interest to a student. Maximum of six credits. *Prerequisite:* consent of instructor.

410 Problems in Earth Science 1-4

Specific problems in the geological sciences will be considered. Textbook and/or professional articles, discussions, paper, possible field trips. May be repeated for credit with different topics. *Prerequisite:* consent of instructor.

410A Introduction to Geographic Information Systems

3, x

Bader

Concepts and methods of the geographic information systems (GIS) approach to managing and analyzing spatial information. GIS has become the primary way in which spatial information is managed and analyzed in a wide range of fields including the physical sciences, social sciences, business, and government. Lectures, readings, and hands-on exercises explore different approaches used and the wide array of applications of GIS. The final third of the course is dedicated to individual projects. One lecture and one three-hour lab meeting per week. *Prerequisites:* consent of instructor.

410A ST: Terroir x, 1

Pogue

Can you really taste a place? This course examines the concept of terroir from a wide range of viewpoints. Topics to be covered include geographical, geologi-

cal, pedological, meteorological, cultural, economic, and political influences on enology and viticulture. The course requires weekly readings, participation in discussions and field trips, and a term project. *Prerequisites:* Open only to seniors or by consent of the instructor.

420 Structural Geology 4, x

Pogue

The description and analysis of intermediate- to large-scale rock structures. Topics include the analysis and graphical representation of stress and strain in rocks, deformation mechanisms and fabric development, the geometry and mechanics of folding and faulting, and structures related to intrusive bodies. Geologic map interpretation and cross-section construction are used to analyze the structural geology of selected regions. Three lectures and one three-hour lab per week; field trip(s). *Prerequisite:* either Geology 220, 320, or 350.

430 Cordilleran Tectonics x, 3

Pogue

An in-depth study of the tectonic events that shaped the western United States. A review of plate tectonic theory emphasizing plate interactions and orogenesis and the tectonic evolution of the western U.S. beginning with the amalgamation of Precambrian basement and ending with the development of the San Andreas transform and Cascadia subduction systems. Each week two class periods are devoted to lectures, discussions and student presentations. The third class period is reserved for practical exercises, particularly geologic map interpretation. There is one required weekend field trip. *Prerequisite:* Geology 420 or consent of instructor.

460 Geochemistry 3; not offered 2008-09

A broad spectrum of problems that describe earth systems and processes. Use will be made of the principles of equilibrium, thermodynamics, kinetics, oxidation-reduction, and solution chemistry to assess the origin of the earth and the various chemical systems that operate at the surface and at depth. Among the processes studied will be weathering and soils, mineral deposits, water chemistry, environmental geochemistry, and various chemical cycles. *Prerequisites:* Geology 110, 120, or 210, Chemistry 126 or 140, and consent of instructor. Offered in alternate years.

470 Senior Seminar x, 1

Pogue

Seminar on various topics in the earth sciences. Topics to be chosen by the instructors, but are likely to include discussions of the history of geology, controversial principles of geology (such as uniformitarianism), and the ethics of the profession of geology. Students are expected to complete assigned readings and make an oral presentation. Required of all senior geology majors and combined majors.

480 Field Mapping 1-4; not offered 2008-09

An advanced course in geological field methods. In a typical course students make maps in stratified and crystalline terranes, with rocks in varying degrees of deformation. Maximum of nine credits. *Prerequisites:* Geology 320, 345, 346, 420, and consent of department. *Note:* Geology 480 is not regularly offered by Whitman College. Students wishing to complete major requirements with a field experience should plan to complete an approved summer field course offered by another collegiate institution.

490 Senior Research 1-3, 1-3

Staff

A project involving field and laboratory research in the geological sciences. Written and oral reports are required during the senior year. Maximum of six credits. *Prerequisite:* consent of instructor.

498 Honors Thesis 3, 3

Staff

Designed to further independent research or projects leading to the preparation of an undergraduate thesis. Required of and limited to senior honors candidates in geology. *Prerequisite:* admission to honors candidacy.

German Studies

Mary Anne O'Neil, *Chair*,
Foreign Languages and Literatures

German

Susan Babilon Robert Tobin

Affiliated Faculty

Robert Bode	Lynn Sharp
Dennis Crockett	Karl Storckmann
<i>(on Sabbatical,</i>	Walter Wyman
<i>Fall 2008)</i>	

Thomas Davis
Patrick Frierson
<i>(on Sabbatical, Fall</i>
<i>2008; on Fellowship,</i>
<i>Spring 2009)</i>

Courses in German studies are designed to develop proficiency in speaking, writing, and reading the language and to acquaint the student with German literature and culture.

The courses in foreign literatures in translation (listed in the *World Literature* section), by examining the interrelationships of vari-

ous national literatures, are designed to give students a broad knowledge of the traditions for foreign literatures from ancient to modern times.

Placement in language courses: Students with previous foreign language experience should consult the statement on placement in language courses in the *Foreign Languages and Literatures* section of this catalog.

The major in German Studies will consist of 36 credits, including four credits in senior thesis, four credits in German 370 *Advanced Topics in German* and another 12 credits (three courses) in German at the 300 level or above. Of the remaining 16 credits, up to (but no more than) eight may be in German at the 200 level and up to (but no more than) 12 may be in approved German studies courses at the 200 level or above. Additional coursework in German beyond the 300 level may also be applied to the remaining 16 credits. Regularly approved courses in German studies are available in history, music, philosophy, religion, art history and visual culture, and world literature (see below). Other courses, including those taken abroad, may be accepted as German studies with consent of the tenure-track faculty in German Studies.

Typically, the student entering Whitman with little or no German would include in his or her major: second-year German, third-year German, two German literature courses, two additional courses, either in German literature or in German studies, and a senior thesis.

The student who was able to take third-year German as a first-year student would have more flexibility and would typically take: third-year German, three additional German literature courses, three additional courses either in German literature or in German studies, plus a thesis.

The thesis is written in English, but students must work with texts in the original German. Because these theses are so interdisciplinary in nature, we require an outside reader whose area of academic specialization can enhance the development and assessment of the thesis. The outside reader is not necessarily from the affiliated faculty, but rather the person on the Whitman faculty who has the most expertise in

the student's subject matter and is willing to serve.

The Final Comprehensive Exercise consists of the oral defense of the thesis. Prior to the defense of the thesis, students will be asked to prepare presentations on a significant text in German literature and an important scholarly analysis of German culture, chosen by the faculty. During this oral examination, students will also be asked to discuss these texts as well as their own thesis. In the course of the examination, students will need to demonstrate a broad knowledge of German literature, history, and culture.

The minor in German Studies will consist of: 12 credits in German at the 300 level or above. At least four credits must be from a course numbered higher than 306 and taken at Whitman College; eight additional credits in German at the 200 level or above or in an approved course in German studies at the 200 level or above; no independent studies count toward the minor. Courses that count for other majors may be used for the minor.

Note: Courses taken P-D-F prior to the declaration of a language major or minor will satisfy course and credit requirements for the major or minor. Courses taken P-D-F may not be used to satisfy course and credit requirements for the major or minor after the major or minor has been declared.

Students who major in German studies may choose among the following courses for their required area courses and electives:

Art History 355, *German Visual Culture: 1871-1937*

History 278, *Twentieth Century Europe*

History 339, *Modern Germany*

Music 398, *Music History: Eighteenth Century*

Music 399, *Music History: Nineteenth Century*

Music 400, *Music History and Literature of the Twentieth Century*

Philosophy 304, *Kant and the Nineteenth Century*

Philosophy 309, *Heidegger*

Philosophy 322, *Kant's Moral Philosophy*

Religion 228, *Modern Western Religious*

Thought I: Crisis and Renewal

Religion 229, *Modern Western Religious*

Thought II: The Twentieth Century

105, 106 Elementary German

4, 4

Bablon

Designed to acquaint the student with the sound and the structure of the German idiom, to enable the student to read simple literary materials and to carry on a simple conversation. Four periods per week. Students who have previous work in German are required to take a departmental placement examination for entrance.

205 Reading and Speaking

4, x

Staff

Designed for students who wish to improve their reading and speaking knowledge of German. Of prime importance is acquisition of an extensive vocabulary and familiarity with idiomatic usage. German is used extensively in classroom instruction. Four periods per week. *Prerequisite:* German 106. Students who have not taken German at Whitman previously are required to take a departmental placement examination for entrance.

250 Intermediate Topics in German

4

In this course, intensive review of grammar will accompany a focus on a particular topic, such as intellectual history ("Geistesgeschichte"), poetry, songs from classical and popular music, television and new media. Readings and writing assignments will be appropriate for students at the intermediate level, although students who have taken higher level German courses may also take this course. May be repeated for credit, although only eight credits at the 200 level may count for the major or minor in German studies.

250A Geistesgeschichte

x, 4

Tobin

The word "Geistesgeschichte" may look like it means "ghost stories," but actually it refers to the "history of the mind," the "history of the spirit," or "intellectual history." In this class, we will focus on short passages from authors such as Luther, Kant, Hegel, Marx, Nietzsche, Heidegger, Arendt, Einstein, and Habermas, learning to use the German of the philosophical tradition. Students will develop their abilities to communicate orally and verbally in German. *Prerequisite:* 205 or consent of instructor.

300 The Fairy Tale

4; not offered 2008-09

In this course, we will study one of the most appealing and enigmatic literary forms in human history: the fairy tale. Although focused on the German tradition and the tales of the Brothers Grimm, we will strive for a sense of the international and intercultural context of the tales. We will approach the tales from a variety of perspectives — structuralist, historical, sociological, and feminist, among others. In addition to the more

traditional folk tales, we will also study some of the art tales written by authors such as Johann Wolfgang von Goethe, E.T.A. Hoffmann, Hans Christian Andersen, and Oscar Wilde. All discussion in English. May be elected for credit in German or world literature. Students taking the course for German credit will be expected to read the tales of the Brothers Grimm in German and write written assignments in German; students taking the course for credit in world literature will read and write in English.

303 German Film and the Frankfurt School

x, 4 **Tobin**

In this course, we will review the masterpieces of German-language cinema, beginning with such expressionist works of art as Wiene's *The Cabinet of Dr. Caligari*, Murnau's *Nosferatu*, Lang's *Metropolis*, and Sagan's *Mädchen in Uniform*. We will also study Nazi film, particularly Leni Riefenstahl's work. Among the postwar directors that we study will be Fassbinder, Herzog, and Wenders. Queer German filmmakers such as Praunheim and Treut will receive special attention. The course will conclude with recent critical and popular successes such as *Run Lola Run* and *The Lives of Others*. As a critical lens, we will rely heavily on psychoanalytic and Frankfurt School criticism, focusing on writings by Sigmund Freud, Walter Benjamin, Siegfried Kracauer, and Theodor Adorno. In addition to class meetings, a weekly video screening of approximately two hours is required. All discussion in English. Students taking the course for German credit will be expected to watch the films without subtitles and complete written assignments in German; students taking the course for credit in world literature or rhetoric and film studies will generally watch films with subtitles and write in English. May be elected as World Literature or Rhetoric and Film Studies 303.

305, 306 Composition and Conversation

4, 4 **Babilon**

Emphasizes speaking and writing. Short oral reports, written compositions and review of grammar as necessary. Three periods per week. *Prerequisite*: German 206. Students who have not taken German at Whitman previously are required to take a departmental placement examination for entrance.

370 Advanced Topics in German Studies

4

Intensive study of a particular topic, theme, or author in German.

370 ST: Loving Germans

4, x **Tobin**

In this course, we will analyze discourses of love in the German-language tradition. Moving from the medieval era (*minnesang*) through Storm and Stress (*Sturm und Drang*), Romanticism, the turn of the century into the postwar and contemporary periods, we will attempt to cover literary, religious, philosophical, scientific, psychoanalytic, and pop culture approaches

to the question of love. Luther, Goethe, Hoffmann, Freud, Sacher-Masoch, Schnitzler, and Jelinek are among the authors we will read.

387, 388 Special Studies

4

Designed to permit close study of one or more authors, a movement, or a genre in German literature. Conducted in German or English, at the discretion of the instructor. *Prerequisite*: consent of instructor. The current offerings follow.

391, 392 Independent Study

1-3, 1-3

Staff

Directed reading and preparation of a critical paper or papers on a topic suggested by the student. The project must be approved by the staff. The number of students accepted for the course will depend on the availability of the staff. *Prerequisite*: consent of instructor.

492 Senior Thesis

4, 4

Staff

In-depth research concluding in the preparation of an undergraduate senior thesis on a specific topic in German literature or German studies. Required of German studies and German literature majors.

498 Honors Thesis

4, 4

Staff

Designed to further independent research or project leading to the preparation of an undergraduate thesis or a project report. Required of and limited to senior honors candidates in German. *Prerequisite*: admission to honors candidacy.

Greek

(see Classics)

History

Lynn Sharp, *Chair*

Julie A. Charlip

John Cotts (*on Sabbatical, Spring 2009*)

Brian R. Dott

Nina E. Lerman (*on Sabbatical, 2008-09*)

David F. Schmitz

Elyse Semerdjian

Jacqueline Woodfork (*on Sabbatical, Fall 2008*)

History is the most comprehensive of the liberal arts, embracing, potentially at least, whatever women and men have done or

endured. The study of history develops your understanding of the human condition through the ages.

A student who enters Whitman without any prior college-level preparation in history will have to complete 36 credits to fulfill the requirements for the history major. Courses completed in the history major apply to the social science and when indicated, alternative voices (selected courses) distribution areas.

The History major: A minimum of 36 credits in history, including History 201, History 401, a “comparisons and encounters” course at the 200 or 300 level; and a 400-level seminar. No more than six credits at the 100 level will count toward the major. The department offers courses in seven geographical areas: Africa, Ancient Mediterranean, Asia, Europe, Islamic World, Latin America, and the United States. The major program must be planned by the student and adviser to include at least one course at the 200 or 300 level in each of three of these areas, at least one course at any level treating a period before 1500CE, and two related courses at the 200 or 300 level within one geographic field. A minimum grade of C (2.0) is required in History 201. No more than eight credits earned in off-campus programs (e.g., I.E.S., the Kyoto Program, Manchester University, St. Andrew’s University, the Washington and Philadelphia Urban semesters) and transfer credit may be used to satisfy history major requirements. In the final semester of the senior year, all history majors must pass a senior assessment consisting of a written book exam, a written field exam, and a comparative oral examination.

Note: Courses taken P-D-F prior to the declaration of a history major will satisfy course and credit requirements for the major. Courses taken P-D-F may not be used to satisfy course and credit requirements for the major after the major has been declared.

The History minor: A minimum of 19 credits in history from at least two geographical areas; 16 of these credits must be chosen from among courses above the 100 level. History 201 and 401 are recommended but not required. No more than four credits earned in off-campus programs (e.g., I.E.S., the Kyoto Program, Manchester University, St. Andrew’s Univer-

sity, the Washington and Urban semesters) and transfer credit may be used to satisfy history minor requirements.

Advanced Placement: Advanced placement credit for the College Board Advanced Placement Tests in history is granted as follows: students with a grade of 5 on the American History Test will be considered to have completed the equivalent of History 105 and 106 and receive six history credits. Students with a grade of 5 on the European History Test will be considered to have completed the equivalent of History 183 and receive three credits in history. Students with a grade of 5 on the AP World History Test will be granted three credits, but they will not be considered the equivalent of any course. A student has the option of repeating a course for which AP credit has been granted, but with a commensurate reduction in the advanced placement credit.

All three- and four-credit history courses are scheduled to meet the equivalent of three periods per week.

105 Development of the United States (1607-1877)

3, x

Staff

The purpose of this class is to study the development of American society from the beginning of the colonial period through the Civil War and Reconstruction. While the course will follow the chronological development and changes in American society, it will also consider in some depth the major institutions, ideas, and social movements that gave shape to the nation through the use of both primary and interpretive readings. Some of the topics which will be covered are Puritanism, mercantilism and capitalism, revolutionary era, federalism, the two-party system, nationalism and sectionalism, slavery, manifest destiny, the Civil War, and Reconstruction.

106 Development of the United States (1877-present)

x, 3

Staff

The purpose of this class is to study the development of American society from the end of Reconstruction to the present. Emphasis will be placed on the institutions, ideas, and movements which have shaped modern American society. Using both primary and secondary material, the course will not only discuss the chronological development and changes in American society, but will also discuss such topics as industrialization, urbanization, consumption, and popular culture, rise of mass society and mass politics, America as a world power, civil rights and women’s movements, Vietnam and Watergate.

109 East Asian History to 1600**3, x** **Doff**

This course provides an opportunity to study the development of Chinese, Japanese, and Korean civilizations from the earliest times to 1600. It is designed primarily for first-year students and sophomores with no background in East Asian history. Distribution area: alternative voices.

110 East Asian History 1600 to the Present**3; not offered in 2008-09**

This course provides the opportunity to study Chinese, Japanese, Korean, and Southeast Asian civilizations from the beginning of the modern era to the present. It is designed primarily for freshmen and sophomores with little or no background in East Asian history. It is desirable that the student first have completed History 109, but not a necessity. Distribution area: alternative voices.

112 Modern Africa**x, 3** **Woodfork**

This course will survey the history of Africa in its modern period. We will study the advent and establishment of European imperial systems on the continent, the impacts of colonial rule and how Africans responded to it, and complicate our ideas about complicity and resistance. In the move toward independence, we will look at the impact of the World Wars and the role of "nationalist movements." For independent Africa, we will examine issues of nation building, development, and social issues. Distribution area: alternative voices.

127 Islamic Civilization I: The Early and Medieval Islamic World**3, x** **Semerdjian**

This course will examine the rise of Islam as a religion and as a political and cultural system, from the time of Muhammad (sixth century) to the early Ottomans (15th century). Attention will be given to Islamic dynasties and states from Central Asia to Spain, and to the spread of Islamic religion and culture to South Asia and Africa. Themes will include the interaction of nomad and sedentary societies, dissenting groups and minorities, relations between Muslims and Europeans, slavery and social organization, and developments in science and literature. The format will include lecture and discussion. Readings will include primary and secondary sources. Written work will include several response papers, a final exam, and participation in an e-mail class discussion list. Distribution area: alternative voices.

128 Islamic Civilization II: The Modern Islamic World: The Ottomans to Ararat**x, 3** **Semerdjian**

This course will examine the history of the Islamic World from the 15th century to the present. Attention will be given to the rise and spread of the Ottoman state, the Safavid dynasty and formation of Iran,

European interactions with Islamic countries from Southeast Asia to West Africa, 19th century imperialism and reforms, and the emergence of nation states in the 20th century. Themes will include the paradigm of decline, Orientalism, fundamentalism and political Islam, the idea of the caliphate, secularism and nationalism, minorities and women, and developments in art and literature. The format will include lectures and discussions. Primary and secondary sources, film and slides will be used. There will be several response papers, a final exam, and an e-mail class discussion list. Distribution area: alternative voices.

180 Cities and Empires: An Introduction to the Ancient World**3; not offered 2008-09**

This course provides an introduction to ancient societies of the Near East and Mediterranean. Looking first to the development of early civilizations in Mesopotamia and Egypt, the class examines the formation of urban centers and the evolution of empires as the late Bronze Age world emerged to form an interconnected world of trade, diplomacy, and cultural exchange. With the mysterious collapse of this world, new societies came to the fore, allowing for the creation of the vast empire of the Persians and the emergence of Greek civilization. The course focuses on questions of continuity and change, as well as contact and influence, as this new configuration of eastern Mediterranean cultures developed and was ultimately dominated by the successors of Alexander the Great. Finally, the class looks to the western Mediterranean, exploring the development of Rome as it was shaped by the cultures it conquered. The course requires short analytical papers, exams, and historical analysis of primary sources.

181 Europe Transformed, c. 300-1400**x, 3** **Staff**

This course examines the creation of "Europe" starting with Rome's slow disintegration in the third century and ending with the formation of a new medieval synthesis by the middle of the 14th century. It explores continuing tensions between local and central interests in religion, politics, and culture, including the development of feudal social and political structures, the transformation of free peasants into serfs, the growth of church authority, and the rapid expansion of towns and trade. Medieval people reacted to these changes in many ways, including widening the scope of intellectual exploration, reassessing social status, and engaging in warfare and in the Crusades. The course requires short analytical papers, exams, and historical analysis of primary sources.

182 Expansion and Enlightenment: The Rise of Modern Europe**3, x** **Staff**

This course introduces students to Early Modern Europe, a period that began with the Renaissance in the 14th century, was torn by the Reformation and war in the 16th century, secularized by the rise of

the modern state, and challenged by the 18th century Enlightenment. Topics discussed include the beginnings of European economic and political expansion, the development of modern diplomacy and the state system, and the foundations of modern western society. The course emphasizes reading and a variety of historical analysis; assignments include short papers and exams.

183 Revolution and the Impact of Mass Culture: Modern Europe
3; not offered 2008-09

The French Revolution introduced concepts of liberty and equality that helped shape much of the 19th and 20th centuries as people struggled to achieve them — or to reject them. This course studies Europe from 1789 to the end of the Cold War and the fall of Communism in 1991, exploring the increasing importance of “the people” in shaping modern European politics, culture, and society. Industrialization and socialism rested on the working people; new cities and mass popular culture on the expansion of literacy and population. The growth of capitalism and the spread of nationalism contributed to European imperialism and the overwhelming destruction that characterized World War I, Nazism, and World War II. The course emphasizes reading and historical analysis of primary sources including literature and popular culture without neglecting ideologies and politics. Assignments include short papers and exams.

188 Modern Latin America
3, x

Charlip

Latin America often exists in the North American popular imagination as a series of colorful stereotypes — suave Latin lovers, peasants sleeping under sombreros, wild-eyed revolutionaries in banana republics. This class will replace those myths with a view of the Latin Americans as people, not stereotypes. We will look at shared social, political, and economic problems while also appreciating the diversity of the region by examining the specific cases of various nations. The class, which covers the 19th and 20th centuries, beginning with independence from Spain, will be conducted by lecture and discussion. Distribution area: alternative voices.

201 Historical Methodologies
3, 3

Fall: Cotts; Spring: Schmitz

An introduction to the methods, techniques, and concepts used by historians. The main emphasis will be on methods of historical research and analysis, including specific problems confronting historians in dealing with evidence, interpretation, and theory in differing chronological and geographic settings. Reading assignments, discussion, and a major research paper using primary sources are required. Required of the history major. Prior completion of at least one course at or above the 200 level strongly recommended. *Prerequisite:* consent of instructor.

202 European Intellectual History, 386-1300
4; not offered 2008-09

During the nine centuries that passed between Augustine's conversion experience and Dante's vision of heaven, western thought was cut loose from its classical moorings and branched out in directions the ancients could not have anticipated. New institutional settings passed in and out of prominence — the monasteries, the towns, the cathedral schools, the universities — and intellectuals drew on a divergent range of traditions. Rejecting the notion of a single “medieval Mind” this course will look at the diversity of intellectual production in Europe from late antiquity to the High Middle Ages, exploring not only “high culture” (philosophy, theology, court poetry) but also the development of vernacular and oral traditions, and general issues such as the growth of literacy and the foundation of universities. We will focus on close reading of primary sources, including writings by Augustine, Abelard and Heloise, Hildegard of Bingen, Thomas Aquinas and Dante, as well as vernacular romance and fables. There is no prerequisite, but students will be encouraged to draw on their knowledge of other periods in the western intellectual tradition, which they have gained from the Antiquity and Modernity program.

207 European Intellectual History, 1300-1650: The Age of Humanism and Reform
4; not offered 2008-09

This course traces the development of European thought and culture from the time of Dante to the beginnings of the Scientific Revolution. We will explore not only such high cultural elements as philosophy and science but also the development of popular literature, the impact of print, and the reception of religious ideas by ordinary Europeans. Among the topics to be considered are the Italian and northern “renaissances,” the development of Reformation thought, the use of vernacular languages, and the theory and practice of science. Thinkers to be studied include Christine de Pisan, Thomas More, Niccolò Machiavelli, Martin Luther, Michel de Montaigne and René Descartes.

210 Topics in African History
4

Staff

A course which examines special topics in African history. Distribution area: social science or alternative voices.

210A ST: Decolonization in Africa
x, 4

Woodfork

After the Second World War, the winds of change blew across Africa. Africans sought to end instead of reform the colonial project and European nations lost the will and the financial wherewithal to maintain their African empires. This course examines the end of empire in Africa, investigating the ideologies that drove independence movements as well as the myriad of challenges these new nations faced including, the role of African “tradition” in the face of “modernity”, the economic structure of the nation, citizenship,

international relations, mitigating the effects of the colonial presence, and the “success” of decolonization. Reading assignments, discussion, a research paper and its presentation to the class are required.

215 Special Topics in Ancient History 2-4

A course which examines special topics in the history of the ancient Mediterranean world. Distribution Area: social sciences. Some topics may also fulfill alternative voices.

218 Africa to 1885 4; not offered 2008-09

This course will study the history of Africa to 1885. The course will demonstrate that Africa was not a hermetically sealed continent before contact with Europe; to the contrary it was a part of a worldwide trade system and exchange of goods, knowledge, and cultures. Changes in Africa have come as much from internal as external stimuli, although the latter produced more grave consequences for the continent. We will study the events and trends on the continent paying special attention to the ways in which Africa has been represented in the international arena as well as the sources of recreating African history. Distribution area: alternative voices.

223 Topics in Middle East History 2-4

A course which examines special topics in Middle East history. Distribution area: alternative voices.

223 ST: International Relations of the Middle East 4, x

Semerdjian

This course will look at the history of the Middle East focusing primarily on the impact of U.S. and British foreign policy on the region. Beginning with the age of imperialism in the 19th century, the course will examine European and American influence through economic and religious institutions. The impact of Protestant missionary schools will be examined as they produced a new breed of Arab intellectual. In the 20th century, the attempts to dismantle the Ottoman Empire led the British to reach out to the Arabs of Arabia in an alliance against the Ottomans. Americans get more involved in the Middle East after World War I and eventually take over the role of the British after World War II. The course will examine the influence of U.S. Cold War policy on the Middle East as it related to American's policies toward Israel, Egypt, Turkey, and the Palestinians. The course will look at the persistence of U.S. containment policy and finish with an examination of the events in Afghanistan and Iraq with the U.S. War on Terror, a “New Cold War.” Distribution areas: social science and alternative voices.

226 The Ancient Near East: Age of Empires 4; not offered 2008-09

This course examines the system of kingdoms and empires that evolved in the late Bronze Age world of the Near East and Eastern Mediterranean. Giving particular attention to the dynamics of trade, diplomacy, conflict and cultural interaction between New Kingdom Egypt, the Hittite Empire, Mesopotamia, and the Aegean, the class will seek to determine what led to the dramatic collapse of this world, then assess the reconfiguration of the Ancient Near East and the new empires that emerged in light of this catastrophic episode. Throughout the course, students will be introduced to the archaeological discoveries so critical to our reconstruction of societies and events.

227 The Making of England: From Roman Britain to the Wars of the Roses

4, x **Cotts**

This course explores English culture and society from Julius Caesar's invasion of Britain through civil wars of the 15th century. Readings include primary source documents, contemporary chronicles, as well as scholarly interpretations of such phenomena as the development of a precapitalist economy, the growth of English law, and medieval origins of the modern nation state. We also will consider the development of Christianity from the earliest missions through the English reformation, patterns of migration and population, the impact of the Black Death, and the formation of English traditions in literature and the arts.

241 Early Japanese History 4; not offered 2008-09

This class will trace the important socio-economic, political and cultural developments in Japan from prehistory up to 1600. We also will examine evolving gender roles, the development of various schools of Buddhism, and their interactions with indigenous Shint religion. We will discuss a variety of sources to become familiar with early Japanese views of their society and with modern scholars' interpretations of Japan's cultural and historical development. Offered in alternate years. Distribution area: alternative voices.

247 Early Chinese History 4; not offered 2008-09

This course examines the history of China from ancient times up to 1600. We will explore Chinese society, culture and religion through a variety of sources and media. The course is structured to move away from the traditional historiography which focused predominantly on emperors and dynasties. While these political aspects of Chinese history will still be addressed, we also will look at groups and individuals outside of the central power structure, and at longer socio-economic trends which transcended dynastic changes. Offered in alternate years. Distribution area: alternative voices.

248 Topics in Asian History**2-4**

A course which examines topics in Asian history. Distribution area: alternative voices.

248 ST: History and Ethnobiology of the Silk Roads**x, 2****Dott and Dobson**

The course will be team taught by Prof. Dott (History) and Prof. Dobson (Biology). It will provide an integrative exploration into the history and ethnobiology of peoples along the different branches of the trading routes across Asia known as the silk roads. Most of the historical inquiry for the course would focus on why certain goods, animals, products, and technologies were in demand and therefore moved along trade routes. The class will approach these topics in theoretical terms as well as through specific examples. Lectures and readings will provide key information about particular cultures and time periods. Questions which we will discuss include: why were so many peoples interested in silk and why were the Chinese keen on trading it for horses; who acted as traders; how did cultures interact; what impact did the movement of religions have; and what were the interconnections between trade and religion? The final research paper must incorporate both biological and historical analyses. *Corequisite*: enrollment in Biology 172. Distribution areas: social science or alternative voices.

250 Colonies to Nation: North America, 1600-1800**4, x****Staff**

This course will explore Britain's North American colonies, the decision of some of the settlers to seek independent national status, and the nature of the new Republic they created. An extended exploration of late colonial culture and society, British interactions with Native Americans and other European neighbors, and the economic and labor systems of the colonies will provide background for discussion of the American Revolution and early developments in U.S. government. This course will make use of primary and secondary sources, and will emphasize reading, writing, and discussion.

259 Special Topics in U.S. History**2-4**

A course which examines special topics in U.S. history.

261 America in Vietnam**4, x****Schmitz**

This course will trace the path of American involvement in Vietnam from the World War II era down to the fall of Saigon in 1975 and its aftermath. American policy will be examined in the context of the United States' overall post-1945 foreign policy, looking specifically at how the United States responded to the decolonizing Third World and the perceived danger

of communist expansion and control in Southeast Asia. Attention will be given to the various pressures and influences on American policymakers as well as differing interpretations of the United States' action. In addition to studying American policymaking, this course will investigate the impact of the war on American politics and society. Teaching materials will include both primary and secondary readings along with films.

262 Environmental History of the United States**4; not offered 2008-09**

This course will focus on the land and the ways Americans (primarily but not exclusively European-Americans) have interacted with it from the colonial era through the 20th century. Themes to be explored include attitudes toward natural resources from trees to minerals; the environmental impacts of settlement, industrialization, urban growth, mining, agriculture, and water use; the emergence of scientific and public health professions dealing with environmental issues; the role of legal, political, and social structures in environmental issues; and movements to preserve "natural" environments or curtail the exploitation of natural resources. This course will make use of primary and secondary sources, and will emphasize reading, writing, and discussion as well as lecture.

268 History of American Immigration and Ethnic Minorities**4; not offered 2008-09**

Concentrating on the 19th and 20th centuries, this course will provide a comparative examination of the questions of race and ethnicity in American history. The semester will begin with the so-called "Century of Immigration" from Europe, taking note of the varied experiences of different ethnic and religious groups, and the paradigm of assimilation that surrounds the scholarship of that experience. The class will critically examine the assumptions of assimilation and seek an understanding of different groups' historical experiences, European and non-European, on their own terms. Particular emphasis will be given here to studying the experiences of African Americans, Asian Americans, and Latinos. The course will conclude by investigating current questions and issues confronting the United States involving race and ethnicity against the historical comparisons developed during the semester. *Prerequisites*: previous course in United States history or consent of the instructor.

272 Islam in African History**4; not offered 2008-09**

Shortly after the birth of Islam, in the seventh century A.D., Muslim merchants, armies, and holy men traveled to various African destinations. Over the preceding centuries, through conversion and conquest, Muslims formed majorities in most parts of North Africa, in parts of sub-Saharan West Africa, and the Swahili coast of East Africa. The point of this

course is to examine this massive process of religious conversion. Did patterns of Islamization differ between regions and from East to West Africa? Is there such a thing as an “African Islam”? In other words, to what extent can one say that Islam has been “Africanized”? How did Islam influence the creation and operation of social, political and economic institutions? How did Islam affect the status of African women across diverse cultures? What did being Muslim mean in the context of the trans-Saharan and iron-Atlantic slave trades? These are some of the general questions that we will explore. Distribution area: alternative voices.

274 Heretics and Reformers: Protestant and Catholic Reformations, 1050-1600

4, x **Staff**

The familiar Reformations of the 16th century were the culmination of an ongoing process of Church reform. This course will place the 16th century Reformation — Lutheran, Catholic, Reformed, and dissident movements — into a wider historical context, both secular and religious. Topics covered will include the Investiture Controversy and the beginnings of the Western separation of church and state, the ethical renewal of the 12th century, heresy, reform and gender, the institutional reform of the Church, the attempts to limit papal authority, and the doctrinal reforms of the 16th century, as well as the development and interaction of the more familiar Lutheran/Calvinist, Catholic, and dissident Reformations. This course will emphasize reading, writing, and discussion as well as lecture. Coursework includes short analytical papers, exams, and the historical analysis of primary sources.

277 Nineteenth Century Europe, 1815-1914 **4; not offered 2008-09**

The 19th century saw massive political, social, and technological change: from monarchies to democracies, from horse to rail to automobile; from a world of much illiteracy to one of daily newspapers and even telephones. Over the course of the century much of what is familiar in the world today was constructed. This course explores events and developments in Europe from the French Revolution to the end of the century, including industrialization, democracy and socialism, religious change and the rise of feminism, the expansion of Europe through imperialism and the rise of racism and rightist nationalism at the end of the century that helped push nations into World War I. We'll explore these developments in terms of their impact at the time and move toward an understanding of what legacy they left for the world today.

278 Twentieth Century Europe

4, x **Sharp**

A social, cultural, and political history of Europe from World War I through the Fall of Communism in 1989. This course looks at the “Dark Century” of Europe: its (self) destruction in the First and Second World Wars and the Holocaust; its experiments with

fascism, Nazism, and communism, and its attempts to overcome the past after 1945. The course looks at why Europeans were seduced by violence in the pre-1945 era and at how the post-1945 welfare state tried to answer earlier tensions. Significant time is spent on the early Soviet Union and Nazi Germany, but we also will look at social and cultural change in the post-1945 era, including decolonization and the rise of immigration to Europe. The class ends with a brief exploration of the Revolutions of 1989.

279 Special Topics in European History **2-4**

A course which examines special topics in European history.

283 Special Topics in Latin American History **2-4**

A course which examines special topics in Latin American history. Distribution area: alternative voices.

283 ST: Religion in Latin America **x, 4**

Charlip

Religion has been a central component of cultural, political, social, and economic life in Latin America since before the Conquest. This class will cover pre-Columbian beliefs and practices, introduction and institutionalization of Catholicism, syncretic religious beliefs, African-based religions (santería, candomblé), the challenge of Liberation Theology, the rise of Evangelical Protestantism, and the treatment of minority religious practices. Distribution area: alternative voices.

287 Colonial Latin America **4; not offered 2008-09**

The quincentenary of the conquest of the “New World” has focused new interest on Spain and Brazil’s actions in what is now Latin America. The focus of this class will be to put the conquest in perspective and to place the indigenous people within this history, not merely as victims, but as actors in a 300-year process of cross-culturation that created a new society, forged in the language, culture, and structures of both the conqueror and conquered. The course will include primary and secondary readings. Distribution area: alternative voices.

290 The History and Sociology of **Rock 'n' Roll** **4; not offered 2008-09**

This course will examine the development and significance of the musical genre typically known as “rock 'n' roll,” from its origins in the 1940s and 1950s to the present. In order to understand this important phenomenon, the course will explore the rural and urban roots of blues, jazz, and folk music from which much of rock 'n' roll is ultimately derived; the development of the Cold War culture in the post-World War II years; the social and political upheavals of the

1960s; and the cultural and political fragmentation of American society in the past three decades. Particular attention will be paid both to the development of a distinct youth/alternative culture in response to (and supportive of) the development of rock 'n' roll, as well as to the gradual acceptance and integration of various forms of rock music into conventional economic and cultural systems. The course will focus upon the distinctive historical events and trends in the United States that have shaped and been associated with this type of music through the years, and subject these events and trends to theoretical analysis from a variety of sociological perspectives. This class will combine lectures with discussion, and there will be out-of-class listening assignments, as well as papers and exams or quizzes.

297 Building a Nation: The United States, 1800-1890

x, 4

Staff

The 19th century was a time of great change in the United States. From the successful transfer of power to Thomas Jefferson at the beginning of the century through developing sectionalism, civil war, reconstruction, and the consolidation of nation and empire at the end of the century, Americans wrestled not only with the nature of their government but also with the transformations of expansion, industrial capitalism, urbanization, immigration, race relations, the role of the household, definitions of citizenship, religion and secularism. This course will make use of primary and secondary sources, and will emphasize reading, writing, and discussion as well as lecture.

300 Gender in Chinese History 4; not offered 2008-09

In this seminar we will explore Chinese gender roles in theory and practice over the past millennium, focusing on the Song, late imperial and modern periods (960-present). Our readings will include scholarly monographs and essays, memoirs, biographies, and fictional writings by men and women. Paintings and films, both documentary and feature, will also provide important sources as we examine the changing visual images of women and men throughout this period. Assignments include a variety of short writing exercises, presentations and a longer research paper. Offered in alternate years. Distribution area: alternative voices.

301 East Asian Popular Religion 4; not offered 2008-09

In this seminar we will examine various East Asian popular religious practices in their religious, political, economic and historical contexts. We will begin with some theoretical works on pilgrimage, sacred space, ritual and introductions to various traditions, including Confucianism, Daoism, Buddhism and Shinto. For most of this course we will discuss both primary and secondary materials about specific East Asian pilgrimages, sacred sites, rituals and myths. We will compare and contrast popular practices both across time and

across East Asian space. This course will primarily be discussion based, but will be supplemented with documentary films and occasional lectures. Assignments include a variety of short writing exercises, presentations and a longer research paper. Offered in alternate years. Distribution area: alternative voices.

309 Popular Culture in Europe, 1150-1650

x, 4

Staff

The late medieval and early modern centuries saw profound developments in the cultural experience of nonelites in Europe. The development of vernacular literatures, new technologies and new mediums of communication created new possibilities for cultural expression. This course will consider a diverse range of sources such as letters, diaries, socio-economic data, art, and satires to explore how urban and rural Europeans experienced societal change. Among the topics included will be the distinction between peasantry, bourgeoisie and nobility, the impact of printing, the history of manners, the invention of privacy, the social cohesion provided by community ritual and the impact of elite culture on popular culture. Because this area of history has been the subject of a great deal of historiographical scrutiny in the last 50 years, special attention will be paid to secondary literature in this course.

310 Topics in African History

4

A course which examines special topics in African history. Distribution area: social science or alternative voices.

315 Special Topics in Ancient History

2-4

A course which examines special topics in the history of the ancient Mediterranean world. Distribution area: social science. Some topics may also fulfill alternative voices

315A ST: Civilization and Depravity

4,x

Garand

This course examines how certain ancient Mediterranean societies defined themselves in opposition to their own ancestors and to other groups. Ancient authors combined history and ethnography, using "depravity" in the chronologically remote past (back then) and the geographically remote present (over there) to define themselves as "civilized" (here and now). We look at how the authors of the Hebrew Bible used depictions of stereotypical depravity in order to define themselves as Israelites, and at how Greeks and Romans defined themselves by depicting depravity arrayed around the edges of their world, at the extreme North, South, East and West. This course focuses less upon the reality of depravity among marginal societies, and more upon how the depiction of "depravity" created a mirror image, an ideal of "civilization," that set one's own Israelite, Greek or Roman culture as the norm. Finally, we show how the mechanisms used to

create such norms of civilization persist in the historical and ethnographic imagination.

320 Alexander the Great and the Hellenistic Kingdoms

4; not offered 2008-09

By the age of 33, Alexander had conquered an empire that extended over most of the eastern Mediterranean world, but he would not live to rule it. At his death, his empire fractured, re-emerging more than 20 years later as the four great kingdoms of the Hellenistic Age. From the meteoric career of Alexander, through the bitter power struggles of his successors, culminating in the dramatic last stand of Cleopatra, this course will examine the way in which this Graeco-Macedonian expansion reshaped the Mediterranean world even as the conquerors themselves were altered by the very peoples they had subjugated. Particular attention will be paid to the relationship between foreign conqueror and subject culture, the creation of royal dynasties, the development of ruler-worship, and the question of "Hellenization."

322 History of the Palestinian-Israeli Conflict

x, 4

Semerdjian

What are the origins of the conflict between the Palestinians and the Israelis? This course will present several perspectives on the Palestinian-Israeli conflict. It will examine the origins of the conflict in 19th century Zionism, the conditions of the late Ottoman Palestine, and World War I diplomacy. The creation of the state of Israel in 1948 resulted in the first Arab-Israeli War and several other wars followed such as the Suez War (1956), the Six-Day War (1967), and the Yom Kippur War (1973). In addition to these wars, the course will examine the peace process, rising Palestinian resistance to Israeli occupation during the Intifada, and Israeli peace movements. The course will finish with the current status of the conflict. Student assignments will include media analysis of the conflict, document analysis, a final research paper and participation in a peace conference to be held during the final examination period of the course. It is recommended that students take at least one course in Middle Eastern history prior to taking this course. Distribution area: alternative voices.

323 Topics in Middle East History

2-4

A course which examines special topics in Middle East history. Distribution area: alternative voices.

323A ST: Nationalism and its Discontents in the Modern Middle East

x, 4

Semerdjian

This course will explore the origins of Arab and Turkish Nationalism in the Middle East. Students will learn about the ideological impact of imperialism, the nineteenth-century Arab literary renaissance and the dissolution of the Ottoman Empire that helped shaped nationalism in the region. Students will read primary sources in the form of speeches and writings by the

founders of Pan-Arabism, Baathism, and Turkish Nationalism as well as the political writings of their opponents who advocated Islamic unity or in some cases Islamic nationalism. The course will finish with the critique nationalism found in groups ranging from transnational Islamic movements like al-Qaeda to Turkey's moderate Islamist AK party who has challenged Kemalist Nationalism in Turkey. Students will be required to write a research paper in the course and participate in class discussion as part of their final grade.

325 Women and Gender in Islamic Societies

4, x

Semerdjian

What rights do women have in Islam? Is there such a thing as gender equality in Islam? This course will examine women's lives in Islamic societies from the seventh century to the present in the Middle East. Topics will include lives of powerful and notable women; women's position in Islamic law; Western images of Muslim women; Muslim women's movements in relation to radical Islam, secularism, nationalism and socialism; recent controversies over veiling. The course contains overarching discussions of sexuality and gender as they related to prescribed gender roles, the role of transgender and same sex couples, and illicit sexuality. The course also will look at the impact of imperialism and Orientalism on our understanding of gender in the Islamic World. The format will be lecture and discussion. Materials for the course will include novels, primary source documents, articles, and films. Distribution area: alternative voices.

326 The Roman Empire

x, 4

Staff

By the middle of the first century A.D., Rome's empire reached from Britain to Egypt. Roman legions guarded the frontiers and Roman roads brought everything, from wild animals to exotic gods, into the largest city the ancient world had ever seen. Even to those who witnessed it, Rome was a marvel, both in terms of its success and its longevity. This course will explore the transformation of this small town on the Tiber, its evolution from city-state and republic to capital of an empire ruled by Caesars. We will give particular attention to Roman methods for uniting under its rule the disparate cultures of the Mediterranean, and assess the impact these subjugated cultures had on the development of Roman society and the empire at large.

327 History of Ancient Greece

4, x

Staff

This course will focus on some of the problems and questions which emerge from a close study of Greek history. How does the Mycenaean period fit into the rest of the Greek experience? Was there a Trojan War? What were the causes and consequences of the intellectual, social, and political revolutions which characterize the Archaic period? How much were the Greeks influenced by the more ancient civilizations

of the Near East? In what ways are Athens and Sparta similar? In what ways different? What were the causes and consequences of Athenian imperialism? Why do the Greeks seem to “run out of energy” at the end of the fifth century? How have subsequent cultures been influenced by the Greeks? Offered in alternate years.

329 Rights, Revolution, and Empire: France 1789-1815
4; not offered 2008-09

This course looks at the Revolution of 1789 as a political, social, and cultural experiment in politics and perfection. Beginning with the still-hot argument over causes, we explore the French Revolution from its inception to its expansion throughout Europe and its (former) colonies; we end by exploring the Empire and asking the question whether Napoleon continued the revolution or was the first modern dictator. The French Revolution was a key moment in the development of modern thought on politics and rights. From the discourse of rights that encouraged the early revolutionaries to the attempt to create the perfect citizen under Robespierre — and to guillotine those who betrayed that ideal — French men and women struggled with and for freedom. Understanding those debates and struggles is key to understanding modernity. Reading of primary and secondary texts, papers and discussion required.

333 France since 1789
4; not offered 2008-09

The French Revolution shattered the Europe of monarchies and privilege; neither France nor Europe would ever be the same again. Yet it took until 1945 (at least) for (most of) the ideals of the French Revolution to be achieved in France itself. This course explores France from the violent birth of its democracy in the French Revolution to its attempts to fully instate a version of that democracy in the post-1945 welfare state. Major themes will be the politics of Republicanism and socialism, the continuing importance of the land and the peasantry, and the ways political struggles played out from Napoleon to Vichy during WWII, to the 1968 student revolts. We'll explore the colonial past of France and the heritage of colonialism for contemporary France. We also will look at ways that culture and politics have intersected and influenced one another throughout modern French history.

335 Modern European Imperialism
4; not offered 2008-09

By 1900 the small island group of Great Britain ruled over one-fourth of the world's land mass and one-fifth of its people. How and why did Britain and other European states seize power over much of the world in the 19th and 20th centuries? Why did they think they had the right (or duty) to do so? What did this mean for Europe? For the people in the colonized lands? What is the legacy of European imperialism for the contemporary world? Did decolonization create truly independent states? Centering on British and French imperialism, the course seeks to answer these

questions through intensive reading of primary and secondary sources. The course begins by studying theories of empire, then looks at how imperialism impacted history via a variety of themes, including geopolitics, capitalism, and expansion; the empire at home; gender and empire, and nationalist and racist visions of the world.

336 Modern Britain
4; not offered 2008-09

This course considers the breakdown of royal authority under the early Stuarts, the Civil War and Glorious Revolution, the development of religious toleration, and the growth of parliamentary government. The Industrial Revolution, the Victorian era, British imperialism, the welfare state, and the effects of two world wars are also considered. Texts supplemented by paperback readings focus on certain areas in depth. Written work and oral class participation is required. The course is conducted by means of lecture and class discussion. Not recommended for first-year students.

339 Modern Germany: Imagining a Nation?
x, 4 Sharp

More than any other Western European nation, Germans have struggled to identify what it means to be a citizen of a nation. The course begins with a look at central Europe prior to 1848, when “Germany” was a collection of minor states fought over by Prussia and Austria. We'll look at liberal nationalism as a unifying force and explore the way Bismarck created a nation while bypassing that same nationalism, then move to explore the nation that Germany became. From struggles over socialism in the late 19th century, through World War I, revolution, and struggles over culture and fascism in the early 20th century, German people and government often saw themselves as striving to maintain and/or create a powerful nation. The last segment of the course explores both East and West Germany after World War II, as the East turned to Communism and the West surged to the forefront of the European Union during the Cold War. We end with a glance at reunited Germany as it emerged in 1990. Not recommended for first-year students.

341 Russia from Tsarism to Communism and Beyond
4; not offered 2008-09

A social, political, and cultural exploration of Russian and Soviet history from the period of the Great Reforms (mid-19th century) through Marxist-Leninist revolution, Soviet Communism, and its fall. The course uses primary documents, literature, and scholarly works to explore Russia's unique history. Three main themes predominate: power and the relationship between rulers and ruled, especially in revolution; ordinary people's experience; and elite and popular ways of creating meaning and interpreting the world through literature, religion, and ideas. Not open to first-year students.

344 Modern Chinese History 4; not offered 2008-09

A social, cultural, political and economic history of China from 1600 to the present. While a portion of the course will focus on important political and social changes such as the development of the Manchu Qing empire, the roots of violent clashes with Western powers in the 19th century, disintegration of the imperial system, civil war between the Nationalists and the Communists, and mass campaigns under the Communists, we also will examine changing cultural and religious practices. Class meetings will combine lectures, student discussions, audio-visuals and student presentations. Distribution area: alternative voices.

346 Modern Japanese History 4; not offered 2008-09

The history of Japan from 1600 to the present with emphasis on the factors which aided the rapid industrialization in the 19th century, Japanese imperialism in the first half of the 20th century, and postwar Japan. Designed primarily as a lecture course, but some time will be set aside for class discussions. No prerequisite but some knowledge of East Asian history and/or history of Western imperialism would be useful. Three short papers, a midterm, and a final. Distribution area: alternative voices.

349 Topics in Asian History 2-4

A course which examines special topics in Asian history. Distribution area: alternative voices.

349A ST: Horseriders and Samurai: New Regimes in Early Modern East Asia 4, x

Doff

In this comparative course, we will examine political, social, economic, and cultural conditions during the period of the establishment of the Manchu Qing Dynasty in China and the Tokugawa Shogunate in Japan in the 17th century. In both regions the elite were initially warriors — the samurai class in Japan and the Manchu ethnic group in China. Both regimes restructured society, placing themselves at the top and restricting social movements at the lower levels to varying degrees. Both areas were thus ruled by military elites, but in Japan they were distinguished by class while in China by ethnicity. Neither group could rule without support from other segments of the society. The Tokugawa shoguns had to make concessions to the merchant class, while the Manchus made them to the majority of the Han ethnic group. In addition to examining differences and convergences in the areas of state institutions and social organization, we will also explore changing gender roles, shifting economic conditions, as well as the impact (or lack thereof) of these regimes at the local level. Distribution area: social science or alternative voices.

349B ST: China in the Modern World x, 4

Doff

In this course we will examine the social, cultural, political, economic and diplomatic history of China from the late 19th century to the present. Topics we will explore include the emergence of Chinese nationalism, the collapse of the imperial system, explorations into republican forms of government, international conflicts, restructuring of social roles, changes in gender expectations, the rise of the communist party, mass campaigns, China's reemergence as an international player, and the thriving of socialism with "Chinese characteristics." While many of these themes will be examined at the national and international level, we will also explore a number of the issues at the local level. Distribution area: social science or alternative voices.

365 Industrialization in the United States 4; not offered 2008-09

This course will explore technological, economic, social, and cultural dimensions of the industrial transformation of the United States from the primarily agrarian America of the early 19th century to the recognizably industrial nation of the early 20th century. We will examine the choices Americans made about the makings of their material world, and the implications, seen and unseen, of the development of industrial capitalism. This course will make use of primary and secondary sources, and will emphasize reading, writing, and discussion. *Prerequisite:* 200-level United States course or consent of instructor.

367 The United States in the World 4; not offered 2008-09

This course, surveying America's relationship to the rest of the world in the late 19th and 20th centuries, will emphasize the ideological assumptions and economic motivations that shaped America's development as a major power. Consideration will also be given to various interpretations of U.S. foreign policy from the Spanish American War to Iraq. Class discussions of a variety of readings will form a significant part of the course. Not recommended for first-year students.

368 Emergence of Modern America (1893-1945)

4, x

Schmitz

This course will examine the social, cultural, and political changes accompanying America's revolution into a modern society. Topics will include the Progressive Movement, the development of a corporate economy, the response to the crisis of the Great Depression, how the United States responded to two world wars, and the impact those wars had upon American society, the rise of mass culture and consumerism, changes in work and leisure, questions of race and gender, and the politics and diplomacy of the period.

369 The United States Since the Second World War (1945 to Present)

x, 4

Schmitz

Emphasizing the political, economic, diplomatic, and social aspects of American society from 1945 to present, this course will investigate the origins of the Cold War, McCarthyism, the increasing power of the presidency, the United States' response to Third World nationalism, the civil rights movement, the women's movement, student revolts, social thought, Vietnam, Watergate, and the rise of the New Right. Biographies, monographs, documents, and films rather than texts are emphasized in an attempt to present a wide variety of historical materials and interpretations. It is anticipated that this course will help students develop the ability to appreciate the historical process. The class will emphasize reading and discussion. Not recommended for first-year students.

370 Interrogating Sisterhood: Women and Gender in the United States

4; not offered 2008-09

To what degree has the category "womanhood" been a meaningful one in a multicultural nation? In what ways have other kinds of social and geographic boundaries — for example race, class, region, ethnicity, sexuality, etc. — shaped gendered experience, and when? Gender analysis and women's history have raised new historical questions and demanded re-analysis of historical sources. Rewriting the history of people called "women" has led to an interrogation of gender categories and the ongoing construction and reconstruction of masculinities and femininities — and also of other ways of defining difference. This class explores the ways gender difference has worked legally, socially, economically, and culturally in the United States., and the ways women have chosen to live their lives, from around 1800 to the late 20th century. Readings include primary and secondary sources; papers and discussion required. Distribution area: alternative voices.

371 African American History

4; not offered 2008-09

From the forced migrations of the Atlantic slave trade, through the negotiations and survival strategies of chattel slavery, to the strategies of living as free citizens in a nation whose commitment to "freedom" has often been racially contingent, the history of Africans and African Americans in North America is central to the history of the United States. This course explores constructions of racial categories and the experience, agency, resistance, and struggles for equality of people identifying themselves as — variously — colored, Negro, black, Afro-American, and African American. We will begin around the time of the protection of slavery in the U.S. Constitution and end with an inquiry into the workings of race in the United States after the Civil Rights overhaul of the 1960s. Readings include primary and secondary sources; papers and discussion required. Distribution area: alternative voices.

377 Masculine/Feminine: Gendered Europe 4; not offered 2008-09

This course takes seriously the concept of gender roles/ideas as affecting history and vice versa. We will focus on four key "ruptures" when gender came to the fore in Modern European history. These include: 1780-1820, when politics and the domestic sphere were redefined by the French Revolution and industrialization in England; 1905-1930, when sexual identities became a topic of open contestation and women came fully into the public sphere; the 1950s, when rebuilding after World War II meant trying to rebuild traditional families; and lastly the 1970s and the rise of feminism and gay rights movements. We'll explore how, during each of these periods, political, social and economic events were closely intertwined with gender and with sexuality and sexual orientation. We will use primary and secondary historical texts to hear the voices of the past. Distribution area: social science or alternative voices.

378 Topics in United States History

2-4

A course which examines special topics in United States history.

378A ST: Native American History, 1492-1890

4, x

Damico

This course puts Native American history at the center of U.S. history. We will study indigenous responses to the processes of contact, colonization, and conquest, beginning with Columbus' voyage, continuing through the early period of European exploration and settlement of North America, and turning to the period of U.S. western expansion, ending with the massacre at Wounded Knee in 1890. We will sample different native groups' experiences throughout North America, especially in the present-day United States. A variety of primary and secondary sources, combined with class discussion and lectures, will allow students to analyze whether and how Native American oral histories and other ways of knowing about the past can integrate with more conventional academic methods of studying history. Distribution Area: Social Science, Alternative Voices.

378 ST: The United States and the Wars with Iraq

x, 4

Schmitz

This course will trace the path and nature of U.S. involvement in the Middle East from World War II down to the present in order to understand the increasing involvement of America in the region and the two wars the United States has fought against Iraq. American policy will be examined in the context of post-1945 U.S. foreign policy and how America responded to the decolonizing Third World, the perceived danger of communist expansion and influence in the Middle East, the strategic and economic importance of the Middle East, and in particular the Persian Gulf, and

the United States response to the rule of Saddam Hussein. Attention will be given to the various pressures and influences on American policymakers, the impact of the end of the Cold War on the Gulf War, and the American response to Sept. 11, 2001, and the "war on terrorism". Distribution area: social science.

378B ST: Water Power: Water Control, Race, and Ethnicity in the United States

x, 4 **Damico**

Water is so much a part of our everyday life that we easily take it for granted, from our drinkable tap water, gleaming automobiles, and emerald-green lawns to enormous freighters which transport goods across oceans, to modern-day "oasis" cities like Phoenix, Los Angeles, and Albuquerque, to the enormous, complex systems of levees in places like New Orleans. However, behind each of these forms of water control - whether getting water to very dry places, or preventing water from flowing along its natural course - lay the stories of their creation. This course traces how Americans from a variety of ethnic and social backgrounds worked to control water, and, thereby, attain or retain power in their communities. Such efforts oft times affected people of different races and socioeconomic status differently, revealing as much about Americans' everyday lives as they do about physicalities of water control. Distribution Area: Social Science, Alternative Voices.

379 Topics in European History
2-4

A course which examines special topics in European history.

379A ST: Early Modern France, 1453-1799

x, 4 **Hadley**

This class examines the history of France from the end of the Hundred Years War to the French Revolution. France emerged from the devastation of the fifteenth century to become the most powerful nation - and cultural center - of Europe under Louis XIV. Students will examine numerous social, cultural, political, intellectual and religious developments, including the religious wars of the sixteenth century, popular revolts, the absolutist state, colonialism, dynastic wars, the Enlightenment and the societal crisis that preceded the French Revolution. The class concludes with an analysis of the early phases of the Revolution from the perspective of continuity with the 'Old Regime'. We will also investigate communities located along the borderlands of France, including those in present-day Belgium, the Rhineland and Catalonia and examine the utility of the nation-state as a model of historical analysis. Class themes include discussions of everyday life, gender, state power, political culture and religious identities. Distribution Area: Social Sciences.

380 Topics in Comparative History
2-4

A course which examines selected topics applied across geographical boundaries or chronological periods.

380A ST: Culture and Contact in the Atlantic World 1400-1800

4, x **Hadley**

Between 1400 and 1800, civilizations on four continents - Europe, Africa, North and South America - became entangled across the broad expanse of the Atlantic Ocean. New identities and vocabularies arose from this cultural amalgamation, creating what is now known as "The Atlantic World." We begin by examining Atlantic World civilizations in the century before contact, contextualizing societal changes wrought by subsequent explorations, trade, migrations (voluntary and forced), conquest, colonization and resistance. Subsequent topics include the role of Africans in the Atlantic world and the persistence of African culture in the Americas; the Spanish conquest and colonization of Mexico and Peru; the role of coercion and domination in cross-cultural interactions; the new global economic order; religion as an agent of imperialism and a buttress of resistance; the intellectual impact that the New World had upon the Old ("possessing" the New World) and the examination of non-European perspectives. Course work includes lectures and discussion and use of primary documents and secondary analyses. Distribution Area: Social Science, Alternative Voices.

381 History of Central America

x, 4 **Charlip**

The six countries (Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, and Panama) of Central America have often been considered small, peripheral areas of Latin America. Yet, since the mid-19th century, the region has frequently dominated U.S. foreign policy, most recently during the wars of the 1970s and '80s. This class will explore the patterns shared by the region as well as each country's national distinctiveness, from Independence to the late 20th century. Course work will include lectures and discussion, use of primary and secondary documents. Requirements include papers and exams. Offered in alternate years.

382 United States-Latin American Relations
4; not offered 2008-09

From the Monroe Doctrine to the Reagan Doctrine, Latin America has been a significant focus of U.S. foreign policy, for geopolitical and economic reasons. Uneasy Latin American neighbors have at times sought U.S. aid and at others vilified U.S. domination, but they have never been able to ignore the colossus of the north. This class will explore the history of this often conflictive relationship in the 19th and 20th centuries. Course work will include lectures and discussion, use of primary and secondary materials. Requirements include papers and essay exams.

383 Women in Latin America 4; not offered 2008-09

The stereotype of women in Latin America is that they are trapped in a culture of *machismo*, limiting them to the roles of the two Marias — Mary Magdalene and the Virgin Mary. This class will examine the myths and realities of women's lives, looking at economic, political, social and cultural issues. We also will examine the ways that women's roles intersect with issues of class, race, and ethnicity. Course work will include lectures and discussion, use of primary and secondary documents. Requirements include papers and exams. This course will be conducted primarily by discussion. Offered in alternate years.

384 Cuba and Nicaragua 4; not offered 2008-09

The Cuban and Nicaraguan revolutions are arguably the two most important post-World War II events/processes in Latin America. Cuba's 1959 revolution became a model for the Left in Latin America, a rationale for repression on the Right, and an obsession for the United States. In 1979, the Sandinistas brought a different kind of revolution to Nicaragua, reflecting domestic realities as well as changes in the international community. Nonetheless, it too was a model for the Left, a rationale for the Right, and an obsession for the United States. Using primary and secondary documents, combining discussions and lectures, this class will focus on the causes and results of the revolutions and explore what they mean for the specific countries, the region, and the United States. Offered in alternate years.

385, 386 Independent Study 1-3, 1-3

Staff

Directed study and research in selected areas of history. The problems are designed by the student with the help and consent of an instructor in the department. The problems can grow out of prior course work and reading or may be designed to explore areas not covered in the curriculum. Students are expected to follow the agreed course of study. Problems may be done with any consenting instructor in the department but are coordinated by the chairman. *Prerequisite:* consent of instructor.

387 Topics in Latin American History 2-4

A course which examines special topics in Latin American history. Distribution area: alternative voices.

389 History of Mexico x, 4

Charlip

This course explores the panorama of Mexican history, from precolonial empire to today's economic development policies. The bulk of the class will focus on the postcolonial period, from 1821 to the present, examining the struggle for nationhood and modernization, war with the United States, revolution and

dependency. The course will use primary and secondary readings, as well as fiction, and will be conducted primarily by discussion.

393 Constructions of Gender in the Middle Ages

4, x

Cotts

Medieval religious thought and practice presents us with a string of paradoxes relating to the position of women and the problem of gender difference, for instance: One woman (Eve) was the source of original sin while another (the Virgin Mary) brought the Savior into the world; God could be described as a wrathful father or a nurturing mother; the Roman Church was a loving mother to its proponents and the Whore of Babylon to its critics. This course will attempt to sort out these paradoxes and explore the problem of gender by discussing three major issues: the status of women in society and the determination of sex roles; the intellectual production of major female religious figures; and the religious symbolism relating to gender in the Middle Ages. Assigned readings will include primary and secondary sources (at a fairly advanced level), and students will be expected to carry out some independent research. The course format will center around discussion.

401 Topics in Comparative History

3, x

Charlip and Sharp

Limited to and required of senior history majors, this course will explore a number of broad themes common to a variety of civilizations, comparing and analyzing these themes as they develop or are played out in chronological and geographical perspective. Examples of such themes include slavery, imperialism, industrialization, the patterns of political reform, the role of women in society, and the impact of technological change on society. Readings, discussions, and several short papers will be required. One 75-minute meeting per week.

470 Internship

3, x

Schmitz

Internships are designed to provide an opportunity for students to gain firsthand experience working as an historian with primary materials in an off-campus organization. Department approval in advance is required. Students accepted in the department's summer historical internship program are required to take this class the following fall.

488 Seminar in African History

4

A seminar in a selected topic of African history.

488 Seminar: Ideology and Independence: The End of Empire in Africa

x, 4

Woodfork

After the Second World War, Africans no longer sought to reform the colonial project, they wanted it to end. At the same time European nations reluctantly

lost the will and the financial wherewithal to maintain their African empires. Both groups, for different reasons, looked for a way out of the imperial project. While the metropolises searched for ways to maintain the benefits of empire without the formal structures, African leaders looked to the rebirth of their lands as independent nations. While African independence movements have often been thought of as actions with no supporting bodies of thought, this is far from the truth. This seminar explores how African political leaders strove to liberate and recreate their lands and the ideological bases they developed in response to many challenges including how to accomplish decolonization, the role of African “tradition” in the face of “modernity”, the economic structure of the nation, citizenship, international relations, and mitigating the effects of the colonial past.

489 Seminar in Ancient Mediterranean History

4

A seminar in a selected topic in the history of the Ancient Mediterranean. *Prerequisite:* A course in Ancient history above the 100 level or consent of the instructor.

490 Seminar in Asian History

4

A seminar in selected topics of Asian history.

492 Seminar in European History

4

Selected fields of European history.

492 Seminar: The Masses and the Modern: 1880-1914

x, 4

Sharp

1880-1914 was the Belle Epoque, the beautiful era before World War I when Europeans ruled the world and society was “civilized” and “proper”. Yet this was also the moment when middle class women marched in the streets demanding the vote and working class men and women swelled socialist party numbers. When scientists and politicians deplored the “degeneration” of the individual and society while avant-garde artists drank absinthe and celebrated decadence. Motor cars, airplanes, bicycles, cinema, anarchists, and a celebration of violence all challenged the norms of bourgeois society. This seminar explores the emergence of mass politics and modern culture, and the social and cultural contradictions that characterized European society leading up to World War I.

493 Seminar in American History

4

Critical examination of a theme, period, or trend in American history. *Prerequisite:* consent of instructor. The current offering follows.

493 Seminar: The 1960s

4, x

Schmitz

The 1960s was the most turbulent period the United States experienced during the 20th century. The decade began with the United States as the leading world power, experiencing unprecedented prosperity, and with the vast majority of the population confident concerning their future and that of their nation. By 1968, however, all of the major institutions of America were being questioned and the nation was, it appeared to many, coming apart. The seminar will examine the values and policies of the United States at the beginning of the decade and the challenges and changes in the areas of civil rights, foreign policy, gender relations, and culture.

494 Seminar in Middle East History

4

A seminar in a selected topic of Middle East history.

495 Seminar in Latin American History

4

A seminar in a selected topic of Latin American history.

498 Honors Thesis

3, 3

Staff

Designed to further independent research or projects leading to an undergraduate thesis or project report. The thesis may be done under the direction of any consenting instructor in the department, but projects are coordinated by the chairman. Required of and limited to senior honors candidates in history. *Prerequisite:* admission to honors candidacy.

Interdisciplinary Studies

The following courses are for the student completing an individually planned major (for information on the independently designed major see “Major Study Requirements” in the *Academic* section of this catalog).

490 Senior Project

1-4, 1-4

Staff

Interdisciplinary project, reading or research undertaken as part of an approved independently designed major or combined major. *Prerequisite:* approved independently designed major, or combined major. Distribution area: none.

498 Honors Thesis**1-4, 1-4****Staff**

Designed to further independent research projects leading to the preparation of an undergraduate thesis or a project report in an approved independently designed major or combined major. Distribution requirements area: none. Required of and limited to senior honors candidates.

International Studies**400 O'Donnell Endowment: Special Topics in Applied International Studies****1, 1****Staff**

The Ashton and Virginia O'Donnell Endowment exists to bring to campus individuals who are expert practitioners in international affairs. O'Donnell Visiting Educators will have expertise in international business, diplomacy, social movements, environmental regulation, immigration, engineering, medicine, development, the arts or other areas involving international study. Offerings under this designation will be one to two week seminars for selected groups of students on topics that are approved by the O'Donnell Visiting Educator. These courses will be graded on a credit/no credit basis, and cannot be used to satisfy distribution requirements in any area. A student may repeat this course for no more than four total credits.

400A How We Got AIDS**1,x****Nyrop**

This mini-course (4 lectures) explores the history of the HIV/AIDS pandemic, with an emphasis on its current global epidemiology. Utilizing an array of selected readings and visual documentaries, this course will demonstrate that on a global scale HIV/AIDS is a series of localized epidemics with a wide range of underlying determinants. The course will also demonstrate how the response to these epidemics is driven by cultural, economic, historical, political, and religious factors, and that the pandemic itself has an effect on issues ranging from public health to immigration policy. The course will draw on anthropology, sociology, history, economics, political science as well as health and biological sciences. (Offered Sept. 30-Oct. 9)

400B Fighting HIV/AIDS: Medical, Political and Social Strategies**1,x****Nyrop**

This mini-course (4 lectures) focuses on changes in public health policy and practice in response to the HIV/AIDS pandemic. In particular the course will concentrate on responses such as syringe exchange, peer driven outreach efforts, and the rise of what has come to be known as harm reduction. Policies in the United States will be contrasted with those in Australia, Canada, Iran, the Netherlands, and Russia. Importance will be given to demonstrating that responses to the HIV/AIDS pandemic have resulted in dramatic shifts in public health approaches to other diseases and in

working with stigmatized and marginalized population groups (e.g., racial and ethnic minority groups, drug users, prostitutes). This course will demonstrate the links between anthropological/sociological research and public health policy. (Offered Oct. 21-Oct. 30)

JapaneseMary Anne O'Neil, *Chair*,*Foreign Languages and Literatures**Japanese*

Hitomi K. Johnson

Akira R. Takemoto

Courses in Japanese are designed to develop proficiency in speaking, writing, and reading the language and to acquaint the student with Japanese literature and culture. The courses in Japanese literature in translation (listed in the *World Literature* section) will offer students an introduction to classical and modern Japanese literature. Students can also choose to gain an introduction to traditional Japanese art and aesthetics (Art History 248), and studio art classes in calligraphy and tea ceremony (Studio Art 301), or take a course on traditional and modern Japanese history. In the Fall Semester 2008, a course that focuses on modern Japanese literature and film will be offered.

Placement in language courses: Students with previous Japanese language experience must complete a placement test with Professor Takemoto before enrolling in Japanese 205 or 305.

The Foreign Languages and Literatures/Japanese minor: The minor in Japanese will consist of Japanese 205 and 206 (or the equivalent of two years of college-level Japanese) plus a minimum of 12 credits in Japanese language, literature, history, or art from courses higher than 200. Courses on Japan offered under Asian studies, world literature, art history, studio art, and history may be used to satisfy the requirements for this minor.

Note: Courses taken P-D-F prior to the declaration of a language major or minor will satisfy course and credit requirements for the major or minor. Courses taken P-D-F may not be used to satisfy course and credit require-

ments for the major or minor after the major or minor has been declared.

105, 106 Elementary Japanese
4, 4 **Takemoto**

The grammatical basis for reading modern Japanese literature and for conducting conversations on general topics. Five periods per week.

205, 206 Intermediate Japanese
4, 4 **Takemoto**

This course continues to introduce new grammar patterns and *kanji*, while providing the student with the opportunity to practice conversational skills and to read cultural and literary materials. Five periods per week. *Prerequisites*: Japanese 106 or consent of instructor.

305, 306 Third Year Japanese
4, 4 **Johnson**

A comprehensive grammar review plus continued instruction and practice in Japanese conversation, grammar, and composition. Focus on development of strong reading and translation skills in order to explore ways to recognize and communicate intercultural differences. Students must know how to use a *kanji* dictionary. *Prerequisites*: Japanese 206 or consent of instructor. Students who have not taken Japanese at Whitman previously are required to take an oral and written placement examination for entrance.

391, 392 Independent Study
1-4, 1-4 **Staff**

This course is designed for students who have completed two years of college-level Japanese and who desire to pursue further studies in Japanese language, literature, or religion. The instructor will select readings in Japanese on topics in which the student shows interest. Training in the use of a *kanji* (character) dictionary will be an important component of the course. Students taking the class for three or more credits will be required to prepare translations of selected readings with a critical introductory essay. *Prerequisites*: Japanese 206 and consent of instructor.

The program in Japanese also includes courses in world literature. These classes are listed below and in the *World Literature* section of the catalog.

WLIT 327 Masterworks of Classical Japanese Literature
4; not offered 2008-09

Japanese prose and poetry from the eighth through the 19th centuries. Works include *The Manyoshu*, Japan's earliest poetic anthology; *The Tale of Genji*, the first novel in the world to be written by a woman; *The Tale of the Heike*, describing the rise of the samurai ethic; the poems of Saigyō and Ryōkan; and the *haiku*

of Bashō and Buson.

WLIT 328 Modern Japanese Literature
4, x **Takemoto**

Selected novels, short stories, film scripts, and poems representative of styles and themes which characterize 20th century Japanese literature. Film scripts discussed in conjunction with a viewing of the films themselves.

WLIT 387 Special Studies: The Poet Monk in Japanese Literature
4; not offered 2008-09

The focus of this course will be to explore the nexus between Mahayana Buddhist ideas and classical Japanese literature. We will attempt to discover how monks and poets used the vocabulary of Japanese Buddhism not only to create works of fiction and poetry, but also to articulate and develop a vocabulary of Japanese literary aesthetics. In particular, we will read poems and short narratives by Buddhist recluses, including Saigyō, Ippen, Ikkyū, Bashō, and Ryōkan. Students will be asked to write short papers, give oral presentations, submit a longer term paper, and participate in a final oral examination. All readings will be in English, but a background in Japanese language would be extremely helpful. Not open to first-year students. Distribution area: humanities or alternative voices.

Latin (See Classics)

Latin American and Caribbean Literature

The Latin American and Caribbean Literature minor: Twenty credits from among the following courses:

English 387-389 when the topic is Latin American or Caribbean literature;
French 439, 440;
Spanish 305, 306, 335, 336, 467;
World Literature 381-390, when the topic is Latin American or Caribbean cinema or literature.

None of these courses may be duplicated as major requirement credit. A minimum of eight credits transferred from other institutions may be applied to this minor. No credits may be taken P-D-F or as independent study or directed reading.

Latin American Studies

Aaron Bobrow-Strain, Politics,
Director, Fall 2008
(on Sabbatical, Spring 2009)

Julie A. Charlip, History,
Director, Spring 2009

Jason Pribilsky, Anthropology

The Latin American Studies major:

Thirty-four credits; at least 12 credits must be at the 300 level or above.

Required courses:

Eight credits from among the following courses: Spanish 305/306, 325, 335/336, or any 400-level courses taught in Spanish on a Latin American topic.

Three credits from History 188, *Modern Latin America*.

Required areas:

Four credits from one course in Latin American history at the 200 level or above.

Four credits from one course in politics at the 200 level or above.

Four credits from one course in anthropology at the 200 level or above.

Two credits from Latin American Studies 495, *Senior Thesis Workshop*.

Two credits from Latin American Studies 496, *Senior Thesis*.

Electives: A minimum of seven credits.

Students who major in Latin American studies may choose among the following courses for their required area courses and electives:

Anthropology 231 *Archaeology of South America*

Anthropology 238 *The Archaeology of Mesoamerica*

Anthropology 259 *Andean Culture and Society since the Inca*

Art History 208 *Art of the Americas*

History 283 *Topics in Latin American History*

History 287 *Colonial Latin America*

History 381 *History of Central America*

History 382 *United States-Latin American Relations*

History 384 *Cuba and Nicaragua*

History 387 *Topics in Latin American History*

History 389 *History of Mexico*

History 495 *Seminar in Latin American History*

Politics 242 *The Politics of Development in Latin America*

Politics 334 *The U.S.-Mexico Border*

Politics 335 *Globalization and the Cultural Politics of Development in Latin America*

Politics 373 *Political Ecology of Latin America*

Spanish 335, 336 *Hispanic Culture, History, and Introduction to Hispanic Literature* (when not taken as a required course)

Spanish 440-449 *Topics in Spanish and Spanish-American Theatre and/or Cinema* (when the topic is Latin American)

World Literature 381-390/RFS 368 *World Literature and World Cinema* (when the topic is Latin America)

Other courses with relevant content as approved by the Latin American studies faculty advisers.

At least 23 of the 34 credits required for the Latin American studies major must be completed on-campus at Whitman and none may be taken for P-D-F or as independent study.

No major comprehensive exam is required, rather the oral defense of the thesis before a committee consisting of professors from at least three of the required course areas.

The Latin American Studies minor:

Twenty credits as follows:

Two Latin American history courses (history majors cannot count these courses toward their history major requirements.)

Eight credits from among the following courses: Spanish 205/206, 305/306, 325, 335/336, or any 400-level courses taught in Spanish on a Latin American topic.

Four credits from among the following supporting courses: Anthropology 259; History 283, 287, 381, 382, 383, 384, 387, 389, 495; Politics 242, 334, 335, 373; Spanish 335, 336, 431, 432, 433, 434, plus 440-449, 467, 468; and World Literature 381-390/Rhetoric and Film Studies 368, when the topic is Spanish American cinema or literature, and other

courses by consent of the adviser(s) in Latin American studies.

A minimum of eight credits in Latin American history and in Spanish for this minor must be completed at Whitman, and none of these credits may be taken P-D-F or as independent study or directed reading.

The Latin American Studies minor for Spanish majors: Twenty credits as follows:

Three Latin American history courses.

Eight credits from among the following supporting courses: Anthropology 259; History 283, 287, 381, 382, 383, 384, 387, 389, 495; Politics 242, 334, 335, 373; Spanish 431, 432, 433, 434, plus 440-449, 467, 468; and World Literature 381-390/Rhetoric and Film Studies 368, when the topic is Spanish American cinema or literature (not to be duplicated in major requirement credit), and other courses by consent of the adviser(s) in Latin American studies.

A minimum of eight credits in Latin American history for this minor must be completed at Whitman, and none of these credits may be taken P-D-F or as independent study or directed reading.

495 Latin American Studies Senior Thesis Workshop

2, x **Staff**
Required of and limited to senior majors in Latin American Studies.

496 Latin American Studies Senior Thesis

x, 2 **Staff**
The completion of the draft of the senior thesis prepared by Latin American Studies 495. Required of and limited to senior majors in Latin American studies.

498 Latin American Studies Honors Thesis

x, 2 **Staff**
The completion of the draft of the thesis prepared in Latin American Studies 495. Required of and limited to senior honors candidates in Latin American Studies.
Prerequisite: Admission to honors candidacy.

Library

100 Use of the Library

1, 1 **Staff**
The use of print and electronic resources and library services. Instruction designed to teach students

to conduct research more effectively. One seminar per week. Graded credit/no credit. Open to first- and second-year students, others by consent.

Mathematics and Computer Science

Douglas Hundley, *Chair*

Barry Balof	Patrick W. Keef
Robert A. Fontenot	Albert W. Schueller
Russell A. Gordon	Laura M. Schueller
David Guichard	

Mathematics courses provide an opportunity to study mathematics for its own sake and as a tool for the physical, social, and life sciences (applied mathematics). Most courses mix the two points of view to some extent, though some deal almost exclusively with one or the other. The department offers two separate major programs corresponding to these two areas.

All or part of the calculus sequence is required or recommended by several majors at Whitman and calculus is the most common mathematics course taken by students. However, the department offers other courses (Mathematics 108, 128, 167) that are intended for students who wish to take mathematics but are not interested in or not prepared for calculus. Courses in computer science, or with an emphasis on computing, are 167, 235, 236, 270, 350, 467.

P-D-F policy: The department places no restrictions on the use of the P-D-F option for mathematics courses for majors or nonmajors, except that students choosing the mathematics major must take Mathematics 260 for a grade. The department strongly recommends that students majoring in mathematics or completing a joint major with mathematics not use the P-D-F option in mathematics courses.

The senior assessment in mathematics consists of a comprehensive examination in two parts: a four-hour written examination and a one-hour oral examination. The written examination covers three semesters of calculus and one of linear algebra — roughly the first two years of the program. The oral examination covers advanced topics.

Courses in mathematics apply to the

quantitative analysis distribution area.

The Mathematics major: 225, 235, 236, 260, 300; any two of 385, 386, 455, 456; 495 and 496; 12 additional credits in mathematics courses numbered above 200, for a total of 36 credits. A grade of C (2.0) or better in Mathematics 260 is required and grades of B (3.0) or better in Mathematics 225 and 260 are strongly recommended for any student considering mathematics as a major. The following are strongly recommended: computer programming experience and the use of a variety of technical software packages; applied mathematics courses, such as Mathematics 338, 339, 350 and 467; and a minor in a subject which makes substantial use of mathematics; for example, a physical science or economics. Students planning graduate study should take Mathematics 386 and 456 and should acquire a reading knowledge of at least one of French, German, and Russian.

The Applied Mathematics major: 167, 225, 235, 236, 244, 300, 338, 467, 495 and 496; nine additional credits in mathematics courses numbered above 200 (270, 339, 350, 367, 368 are good options) for a total of 34 credits; a minor (or major) in a related discipline, approved by the department. Students planning graduate study should acquire a reading knowledge of at least one of French, German, and Russian.

A student who enters Whitman College without a good working knowledge of the material in Mathematics 125 and 126 will have to complete 42 mathematics credits to fulfill the requirements for the mathematics major, 40 credits for the applied mathematics major; both totals include six credits for Mathematics 125, 126.

Twenty-seven mathematics credits are required for the mathematics-physics major, 31 mathematics credits for the economics-mathematics major, and 27 mathematics credits for the 3-2 mathematics-computer science major. Students may not declare both a mathematics and applied mathematics major.

The Mathematics minor: Fifteen credits or more in mathematics courses numbered 200 or above.

The Computer Science minor: A minimum of 15 credits including: 167, 270, and three

courses chosen from 339, 350, 358, and 467.

The Economics-Mathematics combined major: Mathematics 167, 225, 235, 236, 244, 300, 338, either 339 or 350, and three additional credits chosen from mathematics courses numbered above 200. Economics 101 or 177, 102, 307, 308, 327, 428 plus one additional course in economics. For economics-mathematics majors, Economics 101 or 177, 102 and Mathematics 338 are the prerequisites for Economics 327, and Economics 227 does not apply toward the minimum major requirements. Courses completed in this major apply to the social science, science and quantitative analysis distribution areas.

The Mathematics-Physics combined major: Mathematics 225, 235, 236, 244, 300, and nine additional credits in mathematics courses numbered above 200; Physics 155 or 165, 156 or 166, 245, 246, 255, 256, 335, either 325 or 347, and five credits from physics courses numbered from 300-480, or from BBMB 324 and BBMB 334. Courses completed in this major apply to the science and quantitative analysis distribution areas.

Majoring in Computer Science. Please see the *Combined Plans* section of this catalog.

Choosing a Calculus Course

Students who wish to take calculus should note the following: Students with a strong background in high school mathematics not including calculus start with Mathematics 125. Students who have taken a high school course in calculus, but who have not taken the BC calculus Advanced Placement Test (see the statement below regarding college credit for the Advanced Placement Test) should take the Advisory Calculus Placement exam offered by the department of mathematics.

Students should note that several programs require the calculus labs, Mathematics 235 and 236, in addition to Mathematics 225. Because the lab courses teach skills that are useful in other mathematics and science courses, it is strongly recommended that students take Mathematics 235 and 236 as early as possible in their programs. Programs that require the calculus labs are the mathematics major, the economics-mathematics major, the mathematics-physics major, the physics major, the 3-2 engineering program, and the 3-2 mathematics-computer science major.

Advanced Placement

The policy for advanced standing and credit for

the College Board Advanced Placement program is as follows:

1. Students with a 4 or 5 on the BC calculus test are considered to have completed the equivalent of Mathematics 125 and 126 and receive six credits in mathematics.
2. Students with a 4 or 5 on the AB calculus test (or on the AB subtest of the BC test) are considered to have completed the equivalent of Mathematics 125 and receive three credits in mathematics. These students should take the placement test offered by the department of mathematics to determine whether they should enroll in Mathematics 126 or Mathematics 225.
3. Students with a 4 or 5 on the computer science (A) test are considered to have completed the equivalent of Mathematics 167 and receive three credits in mathematics. Students with a 4 or 5 on the computer science (AB) test are considered to have completed the equivalent of Mathematics 167 and 270 and receive six credits in mathematics.

A student has the option of repeating a course for which AP credit has been granted, but with a commensurate reduction in advanced placement credit.

108 Introduction to Mathematical Thinking **x, 3** **Keef**

This course will introduce students to mathematical thinking by studying a variety of mathematical topics. Topics may include problem solving strategies, recreational mathematics and puzzles, mathematics of finance, voting power, and game theory. This course is not designed to prepare students for calculus and is intended primarily for the nonmath major. *Prerequisite*: two years of high school mathematics.

125 Calculus I **3, 3** **Fall: Keef, Gordon, Guichard** **Spring: Fontenot**

A brief review of some precalculus topics followed by limits, continuity, a discussion of derivatives, and applications of the derivative. *Prerequisites*: two years of high school algebra; one year of plane geometry; and knowledge of trigonometry and conic sections or consent of the instructor.

126 Calculus II **3, 3** **Fall: Fontenot, Guichard** **Spring: Guichard, Fontenot**

A continuation of Mathematics 125, covering integration, techniques for computing antiderivatives, applications of the definite integral, and infinite series.

128 Elementary Statistics **x, 3** **Keef**

Probability and statistics including methods for exploring data and relationships in data, methods for producing data, an introduction to probability and distributions, confidence intervals, and hypothesis testing. *Prerequisite*: two years of high school mathematics.

167 Programming in C++ **x, 3** **Guichard**

An introduction to programming techniques applicable to most languages. Emphasis is placed on the C++ language; frequent programming projects are required.

203, 204 Special Topics in Introductory Level Mathematics **1-3**

On occasion, the mathematics department will offer courses on introductory topics in mathematics that are not generally covered in other introductory courses. Possible topics include Introduction to Number Theory, Chaos and Applied Discrete Probability.

203A ST: Chaos Theory **3, x** **Hundley**

This course is an introduction to chaotic dynamical systems through theory and computer experimentation. We begin by examining discrete dynamical systems, bifurcations, and transitions to chaos. We will build up analytic tools, including fractal geometry and a little complex analysis to end the course with dynamics in the complex plane, Julia sets and the Mandelbrot set. *Prerequisites*: Mathematics 126.

204A ST: Programming with Robots **x, 3** **A. Schueller**

An introduction to programming techniques applicable to most languages using personal robotics kits (Lego Mindstorm NXT's provided). The programming language used is most similar to the C programming language. Frequent programming projects are required in both independent and group settings. Along with traditional computer science topics like logic and algorithms, simple networking and threading will also be explored. *Prerequisite*: open to first year students only.

225 Calculus III **4, 4** **Fall: Balof; Spring: Hundley**

Topics include partial derivatives, gradients, extreme value theory for functions of more than one variable, multiple integration, line integrals and various topics in vector analysis.

235, 236 Calculus Laboratory **1, 1** **Fall: Hundley; Spring: Balof**

A laboratory to investigate ways in which the computer can help in understanding the calculus and in dealing with problems whose solutions involve calculus. No programming required; a variety of existing

programs will be used. *Prerequisite or corequisite for Mathematics 235: Mathematics 225; Prerequisite for Mathematics 236: Mathematics 235.*

244 Differential Equations

3, 3

Fontenot

This course includes first and second order linear differential equations and applications. Other topics may include systems of differential equations and series solutions of differential equations. *Prerequisite: Mathematics 225.*

260 An Introduction to Higher Mathematics

x, 3

Gordon

An introduction to some of the concepts and methodology of advanced mathematics. Emphasis is on the notions of rigor and proof. This course is intended for students interested in majoring in mathematics; students should plan to complete it not later than the spring semester of the sophomore year. *Prerequisite: Mathematics 225.*

270 Data Structures with C++

3, x

A. Schueller

We study fundamental methods used to store, access, and manipulate data in computers. Storage structures to be covered include files, lists, tables, graphs, and trees. We will discuss and analyze methods of searching for and sorting data in these structures. *Prerequisite: Mathematics 167 or consent of instructor.*

281, 282 Independent Study

1-3, 1-3

Staff

A reading project in an area of mathematics not covered in regular courses or that is a proper subset of an existing course. The topic, selected by the student in consultation with the staff, is deemed to be introductory in nature with a level of difficulty comparable to other mathematics courses at the 200-level. May be repeated for a maximum of six credits. *Prerequisite: consent of supervising instructor.*

299 Problem Solving in Mathematics

1, x

Balof

Students will meet weekly to discuss problem solving techniques. Each week a different type of problem will be discussed. Topics covered will include polynomials, combinatorics, geometry, probability, proofs involving induction, parity arguments and divisibility arguments. The main focus of the course will be to prepare students for the William Lowell Putnam Mathematics Competition, a national examination held the first Saturday in December. Students who place in the top 500 on this exam nationwide have their names listed for consideration to mathematics graduate programs. May be repeated for a maximum of four credits. *Prerequisite: Consent of Instructor.*

300 Linear Algebra

3, 3

Fall: Balof; Spring: Gordon

This course first considers the solution set of a system of linear equations. The ideas generated from systems of equations are then generalized and studied in a more abstract setting, which considers topics such as matrices, determinants, vector spaces, inner products, linear transformations, and eigenvalues. *Prerequisite: Mathematics 225.*

337 Geometry

3, x

Gordon

Essential for prospective high school mathematics teachers, this course includes a study of Euclidean geometry, a discussion of the flaws in Euclidean geometry as seen from the point of view of modern axiomatics, a consideration of the parallel postulate and attempts to prove it, and a discussion of the discovery of non-Euclidean geometry and its philosophical implications. *Prerequisite: Mathematics 126.*

338 Probability and Statistics

4, x

Hundley

Topics include discrete and continuous probability spaces, distribution functions, the central limit theorem, estimation, tests of hypothesis, regression, and correlation. *Prerequisite: Mathematics 225.*

339 Operations Research

x, 3

Fontenot

Operations research is a scientific approach to determining how best to operate a system, usually under conditions requiring the allocation of scarce resources. This course will consider deterministic models, including those in linear programming (optimization) and related subfields of operations research. *Prerequisite: Mathematics 300.*

350 Mathematical Modeling and Numerical Methods

3; not offered 2008-09

This course explores the process of building, analyzing, and interpreting mathematical descriptions of physical processes. Topics may include feature extraction, partial differential equations, neural networks, statistical models. The course will involve some computer programming, so previous programming experience is helpful, but not required. *Prerequisite: Mathematics 300.*

358 Combinatorics and Graph Theory

x, 3

Balof

Topics in elementary combinatorics, including: permutations, combinations, generating functions, the inclusion-exclusion principle, and other counting techniques; graph theory; and recurrence relations. *Prerequisites: Mathematics 260 or consent of instructor.*

367 Engineering Mathematics

3, x

A. Schueller

An introduction to mathematics commonly used in engineering and physics applications. Topics may include: vector analysis and applications; matrices, eigenvalues, and eigenfunctions; boundary value problems and spectral representations; Fourier series and Fourier integrals; solution of partial differential equations of mathematical physics; differentiation and integration of complex functions, residue calculus, conformal mapping. *Prerequisite:* Mathematics 244.

368 Complex Variables

3; not offered 2008-09

Complex analysis is the study of functions defined on the set of complex numbers. This introductory course covers limits and continuity, analytic functions, the Cauchy-Riemann equations, Taylor and Laurent series, contour integration and integration theorems, and residue theory. *Prerequisite:* Mathematics 225.

385, 386 Abstract Algebra

4, 4

Fall: Guichard; Spring: Balof

The first semester is an introduction to groups and rings, including subgroups and quotient groups, homomorphisms and isomorphisms, subrings and ideals. Topics for the second semester may include fields, simple groups, Sylow theorems, Galois theory, and modules. *Prerequisite:* Mathematics 260.

455, 456 Real Analysis

4; not offered 2008-09

First semester: a rigorous study of the basic concepts of real analysis, with emphasis on real-valued functions defined on intervals of real numbers. Topics include sequences, continuity, differentiation, integration, infinite series, and series of functions. Second semester: content varies from instructor to instructor but includes topics from metric spaces, the calculus of vector-valued functions, and more advanced integration theory. *Prerequisite:* Mathematics 260.

467 Numerical Analysis

x, 3

Hundley

An introduction to numerical approximation of algebraic and analytic processes. Topics include numerical methods of solution of equations, systems of equations and differential equations, and error analysis of approximations. *Prerequisite:* Mathematics 167; *pre- or corequisite:* Mathematics 300.

471, 472 Special Topics

1-3

On occasion, the mathematics department will offer courses on advanced topics in mathematics that are not found in other course offerings. Possible topics include topology, number theory, and problem solving.

472A ST: Cryptography

x, 3

L. Schueller

In this course, we will study public key cryptosystems. This is a mathematics course and the emphasis will be placed on cryptosystems with interesting mathematical structure. For this reason, we will sometimes study systems that are not ideal from a practical standpoint. We will concern ourselves primarily with the structure of the systems and limit our study of their actual implementation and security. *Prerequisite:* Math 300.

481, 482 Independent Study

1-3, 1-3

Staff

A reading or research project in an area of mathematics not covered in regular courses. The topic is to be selected by the student in consultation with the staff. Maximum of six credits. *Prerequisite:* consent of supervising instructor.

495 Senior Project I

3, x

L. Schueller

Preparation of the senior project required of all graduating mathematics majors. Aid will be given in choosing a senior project during the first two weeks. Once a project is defined, each student will be matched with a faculty mentor from the math department. Short oral reports will be given weekly for the remainder of the semester on the progress of the senior project.

496 Senior Project II

x, 1

L. Schueller

Finalization of the senior project for mathematics majors. A final written and oral report on the senior project is completed and submitted. During the semester drafts of the senior report are submitted regularly and evaluated for content and style. Proper mathematical writing will be emphasized.

498 Honors Thesis

3, 3

Staff

Preparation of an honors thesis. Required of and limited to senior honors candidates in mathematics. *Prerequisite:* admission to honors candidacy.

Music

Robert H. Bode, *Chair*

Peter Crawford

Jackie Wood

Edward Dixon

Karen Zizzi

David Glenn

Susan Pickett

Lee D. Thompson

(*on Sabbatical,*
Spring 2009)

Assistants

William Berry	Spencer Martin
Ron Coleman	Robyn Newton
Laura Curtis	Lori Parnicky
Amy Dodds	Kraig Scott
John David Earnest	Jon St. Hilaire
Ben Gish	Maya Takemoto
Jon Klein	Kristin Vining-Stauffer
Melissa Loehnig	
Phil Lynch	

Music courses are designed to develop an understanding and appreciation of music as an art, and to prepare the student for composing, teaching, performing, and advanced work in music. Courses completed in the music major apply to the fine arts distribution area. Music 160 and 354 also apply to the alternative voices distribution area. Music 327 also applies to the quantitative analysis distribution area.

The Music major: Students majoring in music may select from five options within the music major program: Standard Track, Performance Track, Music History Track, Theory/Composition Track, and Jazz Track.

A student who enters Whitman without any prior college-level preparation in music will have to complete 36 credits to fulfill the requirements for the Standard, History, Theory/Composition or Jazz tracks or 38 credits for the Performance track.

A minimum of 36 credits selected so as to include the following:

Theory of Music 125, 126, 327, 328, 440

History and Literature 397, 398, 399, 400

Large Ensemble, four credit hours (for Jazz track, two from the following list plus two from 261, 262 — *Jazz Ensemble I*) selected from Music 211, 212, 231, 232, 241, 242, 253, 254

In addition, the Standard Track requires eight credit hours of applied music (with no fewer than six on the student's primary instrument, no more than two selected from Music 163, 164, and at least two at the intermediate level of Music 363/364). The Standard Track requires that the student give a half recital in the senior year.

Performance Track requires eight credit hours of applied music (with six on the primary instrument, no more than two at the 163, 164 level, and at least four at the 463, 464 level). The Performance Track requires that the student

give a full recital in the senior year.

Music History Track requires four credit hours of applied music (with no more than two at the 163, 164 level), three additional credits in history courses, and a senior thesis.

Music Theory/Composition Track requires four credit hours of applied music (with no more than two at the 163, 164 level), three additional credits in theory/composition courses and a senior project, which, for composers, includes a portfolio of compositions and a public performance of original works in the senior year. A student with a music composition emphasis ideally should complete Music 327 in the first semester of the sophomore year, then take Music 480 *Composition* every semester thereafter. If this timetable is not possible, Music 327 and 440 *must* be completed by the end of the junior year, in which case Music 480 should be taken simultaneously with Music 440 during the second semester of the junior year. All composition emphasis students must submit a portfolio to the music faculty at the end of the junior year for consideration of advancement to the senior year with the composition emphasis. The portfolio should include two to three works totaling about 15 minutes of music, and the works should demonstrate technical proficiency at a level determined by the composition professor.

Jazz Track requires four credit hours of applied music at the intermediate level of Music 363/364. The Jazz Track requires that the student give a full recital in the senior year. That recital must contain one piece from the classical repertoire. This stipulation does not apply to guitarists. Two credits selected from Music 261, 262, *Jazz Ensemble I*; Music 260 *Jazz Theory*.

The senior assessment for music majors consists of three segments: written, aural, and oral. A piano proficiency examination is required of all students majoring in music. Upon declaration of the music major, a student must enroll for at least one credit of piano each semester until the proficiency examination has been passed. An aural proficiency examination is also required of all students majoring in music. The examination may be fulfilled by receiving a grade of B or better in Music 328. Courses taken P-D-F may not be used to satisfy course and credit requirements for the major.

Honors candidates in music must pass all

components of senior exams (written, aural, oral) with distinction. The honors thesis in the history track is a written document. Composition students must pass their senior composition recital with distinction and the written document will be a portfolio of original compositions. Theory students must write an analytical thesis. Performance, standard, and jazz track majors must present a senior recital with distinction and the thesis will be a recording of the recital.

Because a number of the required courses for a major in music are offered only in alternate years, music majors intending to study abroad should complete most of the required course(s) before going abroad or make arrangements to take a comparable course while abroad.

Any student desiring to perform a recital must present a prerecital jury to the music faculty at least three weeks prior to the scheduled recital date.

The Music minor: A minimum of 18 credits selected to include: Music 125, 126; two courses from 397, 398, 399, 400; four credits in music ensembles from 211, 212, 231, 232, 241, 242, 253, 254 (with a maximum of two credits in 261, 262 *Jazz Ensemble I*); two credits in Applied Music 263, 264 and/or 363, 364. The P-D-F option is not allowed for any courses applied to the music minor.

Advisory Information

Potential Music Major: It is strongly recommended that potential music majors enroll in Music 125, 126 and applied music in their first year. Required music history courses (Music 397, 398, 399, 400) are offered only in alternate years. Music majors intending to study abroad should complete most of the required courses before going abroad.

Applied Lessons: Instruction is offered in piano, voice, organ, harpsichord, strings, woodwinds, and brass at all levels; and guitar and percussion at the introductory and intermediate levels. All college students enrolled in applied music for credit must take a jury examination at the conclusion of each semester. Applied lessons may not be taken P-D-F.

Scholarships for Applied Lessons: Scholarships are available to offset the fee for lessons.

Students receiving scholarships are required to participate in the appropriate major ensemble (Wind Ensemble, Jazz Ensembles, Symphony Orchestra, or Choir) or Accompanying 253, 254 (a minimum of two half-hour lessons per week per semester).

Nonmajors: The following courses are recommended as an introduction to music for liberal arts students (some courses require auditions and/or consent of the instructor).

Study of Jazz — Music 160

Reading of Music — Music 100

Introduction to Music Theory — Music 125

Introduction to Music Literature — Music 150

Ensembles — Music 211, 212, 231, 232, 241, 242, 251, 252, 253, 254, 261, 262, 281, 282

Applied Lessons — Music 163, 164, 263, 264, 271

Grading and credit limitations: All ensembles (211, 212, 231, 232, 241, 242, 251, 252, 253, 254, 261, 262, 281, 282) are graded on a regular basis; a maximum of 12 credits is applicable toward degree requirements. Applied music courses are graded on a regular basis. Applied lessons may not be taken P-D-F. A maximum of 16 credits in applied music is applicable toward degree requirements.

100 Reading of Music

First-half of Fall semester; 1, x **Dodds**

Music reading including treble and bass clefs, rhythms, accidentals, and notation procedures. Offered first half of the fall semester only. *Prerequisite:* the ability to discern if pitch is rising or falling; to be able to match pitches played on the piano with the voice. *Corequisite:* enrollment in private lessons or an ensemble, or consent of instructor.

125 Introduction to Music Theory

Second-half of Fall semester; 2, x **Dodds**

Fundamentals of music including key signatures, scales, intervals, triads, and ear training. Offered second half of the fall semester only. *Prerequisite:* the ability to discern if pitch is rising or falling; to be able to match pitches played on the piano with the voice; a facile reading ability of treble and bass clefs. *Corequisite:* enrollment in private lessons or an ensemble, or consent of instructor.

126 Music Theory**x, 3****Pickett**

A continuation of Music 125; harmony and partwriting. *Prerequisite:* Music 125 or consent of instructor.

150 Introduction to Music Literature**3; not offered 2008-09**

A liberal arts approach to the study of music through historical style. Many musical compositions from the 17th through the 20th century are presented through recordings and other media to aid in formulating musical taste. No previous knowledge of music theory or score reading is necessary as a basis for this course. Open to all students. Offered in alternate years.

160 Study of Jazz**3, x****Glenn**

Jazz appreciation and jazz history in a comprehensive study of the sources, style periods, important performers and recordings of jazz from its origins to the present. Open to all students.

163, 164 Applied Music: Elementary Level**1, 1****Staff**

Designed for students wishing to begin studies (or having very minimal experience) in applied music. A maximum of one credit per applied field per semester; open to all students. Each lesson is one-half hour per week for the duration of the semester. Students assigned to the appropriate instructor. All students registered in Applied Music required to attend eight approved musical performances each semester of enrollment. *Fee:* \$300 each semester. Course sections may *not* be repeated in subsequent years. *Prerequisite:* consent of instructor. P-D-F not allowed.

211, 212 Symphony Orchestra**1, 1****Dixon**

A concert organization devoted to the study of orchestral music of all periods. One or more formal concerts presented each semester. Open to all instrumentalists by audition. This course is excluded from the 18-credit enrollment limit. P-D-F not allowed.

231, 232 Wind Ensemble**1, 1****Crawford**

A concert organization performing the entire range of wind ensemble repertoire. Open to all students by audition during the first week of classes. This course is excluded from the 18-credit enrollment limit. P-D-F not allowed.

241, 242 Chorale**1, 1****Bode**

Choral music of the highest standards, a cappella and accompanied. Open to all students by audition. This course is excluded from the 18-credit enrollment limit. *Fee:* \$25. P-D-F not allowed.

251, 252 Special Ensembles**1**

Specific ensembles may vary each semester. This course is excluded from the 18-credit enrollment limit. *Prerequisite:* consent of instructor. The current offerings follow.

252 Section A: Music Theatre and Opera Production**x, 1****Staff**

Rehearsal and performance of musicals and operas, given in conjunction with the theatre department. In general, music credit is offered for opera, and drama credit is given for musical theatre. *Prerequisite:* consent of instructor. P-D-F not allowed.

251, 252 Section B: Whitman Chamber Singers**1, 1****Bode**

A 24-member select ensemble, specializing in traditional vocal chamber music of the 16th through the 21st century. One formal on-campus concert plus additional off-campus performances each semester. Membership open only to members of the Chorale. P-D-F not allowed.

251, 252 Section E: Chamber Music**1, 1****Staff**

Rehearsal and performance of works from the chamber music repertoires for various sizes and combinations of instruments from two to nine parts. Works will be selected according to the instruments represented by those enrolled but will emphasize works for small groups of strings and winds or instruments with piano. At least one public concert will be presented each semester. Open to all students by audition and consent of instructor. P-D-F not allowed.

251, 252 Section EB: Cello Choir**1, 1****Staff**

An ensemble of only cellos ranging from eight to 12 players. A formal concert plus occasional casual performances are given each semester. Music ranges from classical, folk and everything in between. Open to all cellists by audition.

253, 254 Accompanying**1, 1****Fall: Thompson; Spring: Loehng**

This course is designed for pianists and will explore the skills and techniques necessary for accompanying soloists. It will be the required ensemble for pianists on applied lesson scholarship. Open to all students by audition and consent of instructor. P-D-F not allowed.

260 Jazz Theory**3; not offered 2008-09**

Techniques of improvisation, composing, and arranging in the jazz idiom. Among the projects assigned during the semester are the transcription of a famous jazz solo and an original composition. A test

in basic jazz chord voicings is part of the final exam. *Prerequisites:* Music 125 or consent of instructor. Offered in alternate years.

261, 262 Jazz Ensemble I **1, 1**

Glenn

A select jazz ensemble of 17-20 pieces. This group performs challenging material in the big band idiom. Jazz Ensemble I will perform one formal on-campus concert and several additional off-campus performances each semester. Open to all students by audition during the first week of classes. This course is excluded from the 18-credit enrollment limit. P-D-F not allowed.

263, 264 Applied Music: Intermediate Level **1-2, 1-2**

Staff

A maximum of two credits per applied field per semester. One credit for each half-hour lesson per week. Students assigned to instructors on the basis of previous study. Lessons graded as any other academic course. All students registering in Applied Music required to attend eight musical performances each semester of enrollment. *Fee:* \$300 per credit per semester. *Prerequisite:* consent of instructor. P-D-F not allowed.

265 Jazz Composing and Arranging **x, 3**

Glenn

This course is designed to examine composition and arranging techniques in the jazz idiom. Projects will include composing an original jazz composition and arranging that piece for a jazz septet. *Prerequisite:* Music 260 or consent of the instructor.

271 Introduction to Music Technology **3, x**

Crawford

This course is designed to give the music student a broad understanding of the technologies available to music performers and composers. No previous experience is required. The course will include the following topics: computer music notation and layout, basics of MIDI recording, digital audio, sequencer basics, presentation software, accompaniment programs, survey of music theory and music education software, and other topics related to music instruction and performance. The course will consist of weekly projects based on the above topics. Students will complete a supervised project in their area of interest. *Prerequisite:* consent of instructor.

281, 282 Jazz Ensemble II **1, 1**

Glenn

A jazz ensemble of varying instrumentation. This group works on developing skills in style, sight reading and improvisation in the jazz idiom. Jazz Ensemble II will perform one formal on-campus performance and possible additional performances each semester. Open to all students by audition during the first week of classes. This course is excluded from the 18-credit enrollment limit. P-D-F not allowed.

300 Foreign Language Diction for Singers **3; not offered 2008-09**

Teaches the pronunciation principles of the International Phonetic Alphabet (IPA) and applies these pronunciation guidelines to various languages which singers encounter in vocal repertoire. Latin, Italian, German, and French pronunciation explored using opera and song literature. Three class sessions per week. Offered in alternate years.

310 Special Studies **3**

327 Romantic, Post Romantic and Twentieth Century Music Theory

3, x

Pickett

Chromatic harmony and 20th century composition techniques. *Prerequisite:* Music 126 with a grade of C or better. *Corequisite* for music majors: Music 328.

328 Music Theory Laboratory

1, x

Dixon

Intermediate and advanced ear training with emphasis on group and individual sight singing and independent work using computer dictation software. Receiving a grade of B or better will satisfy the aural proficiency requirement of the music major. Required of all music majors enrolled in Music 327. Students must pass a prediagnostic dictation exam in order to register for the course. One hour per week. *Corequisite:* Music 327. This course may not be taken P-D-F.

340 Beginning Conducting

2, x

Bode

This course will offer instruction in the physical aspects of conducting: use of baton, independence of the left and right hands, familiarity with conducting patterns, etc. Musical examples from the instrumental and choral repertoire will be studied. *Prerequisite:* consent of instructor.

354 Women as Composers

x, 3

Pickett

The lives and music of selected female classical music composers from the medieval era through the 21st century. *Prerequisites:* students must be fluent music readers, and have previously taken one of the following courses - Music 397, 398, 399, 400. Offered in alternate years. Distribution areas: fine arts, alternative voices, gender studies minor.

363, 364 Applied Music: Advanced Level **1-2, 1-2**

Staff

A maximum of two credits per applied field per semester. One credit for each half-hour lesson per week. Students assigned to instructors on the basis of previous study. Lessons graded as any other academic course. All students registering in Applied Music required to attend eight musical performances

each semester of enrollment. *Fee*: \$300 per credit per semester. *Prerequisite*: consent of instructor. P-D-F not allowed.

371 Intermediate Music Technology
x, 3 Crawford

This course will continue the study of topics in music technology, with an emphasis on composing music with the computer, computer music notation, recording and mixing techniques, and MIDI/Audio Sequencing. Also, an introduction to perception and cognition in music will be included. *Prerequisite*: Music 271 or consent of the instructor. May be repeated one time for credit.

373, 374 Recital Production
2-3, 2-3

Juniors who wish to present a departmentally sanctioned public recital for which extensive coaching and rehearsing are necessary may enroll in this course concurrently with applied music lessons. Open only to juniors. *Prerequisite*: consent of instructor. P-D-F not allowed.

397 Music History: Medieval Through 1700
3, x Thompson

Designed to trace the history, styles, and literature of music from Gregorian Chant through the mid-Baroque. A reading knowledge of treble and bass clefs is essential. Offered in alternate years.

398 Music History: Eighteenth Century
x, 3 Dixon

The evolution of style in the 18th century through examination of the literature. Extensive listening assignments. Knowledge of treble and bass clefs is essential. Offered in alternate years.

399 Music History: Nineteenth Century
3; not offered 2008-09

The evolution of style in the 19th century through examination of the literature. Extensive listening assignments. Knowledge of treble and bass clefs is essential. Offered in alternate years.

400 Music History and Literature of the Twentieth Century
3; not offered 2008-09

The evolution of 20th century musical styles including Impressionism, Expressionism, neo-Classicalism, Serialism, and music of the post-1945 era. Listening and written examinations. A reading knowledge of treble and bass clefs and knowledge of basic harmony is necessary. Three periods per week. Offered in alternate years.

411, 412 Independent Study
1-3, 1-3 Staff

Directed reading, research, composing, arranging, preparation of a critical paper, composition or project on a topic suggested by the student. The student must

submit a detailed proposal to the music faculty in the semester preceding the anticipated study. The student is responsible for any extra expenses incurred in completing the project. *Prerequisites*: junior or senior standing or consent of instructor.

440 Form and Elementary Composition
x, 3 Earnest and Pickett

A capstone course for theory, includes analytical techniques, forms, and elementary composition. *Prerequisite*: Music 327.

463, 464 Applied Music: Performance Level
1-2, 1-2 Staff

A maximum of two credits per applied field per semester. Open to advanced students by consent of music faculty. One credit for each half-hour lesson per week. Lessons are graded as any other academic course. All students registered in Applied Music will be required to attend eight musical performances each semester of enrollment. *Fee*: \$300 per credit per semester. *Prerequisite*: consent of music faculty. P-D-F not allowed.

473, 474 Recital Production
2-3, 2-3

Seniors who wish to present a departmentally sanctioned public recital for which extensive coaching and rehearsing are necessary may enroll in this course concurrently with applied music lessons. Open only to seniors. *Prerequisite*: consent of instructor. P-D-F not allowed.

480 Composition
1-3, 1-3 Earnest

Private lessons in music composition and related skills. Students will compose throughout the semester and prepare a final project. Students will be expected to prepare parts and supervise rehearsals and a performance of this work at a student recital. With consent, this course may be repeated. *Fee*: \$300 per credit per semester. *Prerequisite*: Music 327 and consent of instructor.

490 Seminar
3, x Bode

A seminar for advanced students in music designed to assist them in the integration of three principal areas of music study: theory and composition, literature and history, and applied music. Highly recommended for senior music majors.

498 Honors Thesis
3, 3 Staff

Designed to further independent investigation leading to the preparation of a written thesis. Required of and limited to senior honors candidates in music. Candidates should consult with department chairman prior to the end of the junior year. *Prerequisites*: consent of music faculty and admission to honors candidacy.

Philosophy

Thomas A. Davis, *Chair*

David Carey

Mitchell S. Clearfield

Julia A. Davis

Patrick R. Frierson (*on Sabbatical, Fall 2008;*
on Fellowship, Spring 2009)

Rebecca Hanrahan

Philosophy courses provide the opportunity for the development of a critical and unified understanding of experience and nature. This is accomplished through their concern — from both historical and contemporary perspectives — with the ethical, social and political, aesthetic, religious, metaphysical, epistemological, and scientific dimensions of existence.

The Philosophy major: A minimum of 36 credits in philosophy including: Four courses in the history of philosophy: 201, 202, 303, and 304; two 300 and above courses other than 303 and 304; and three other courses (which can include the Senior Paper).

The Philosophy minor: A minimum of 20 credits in philosophy, including at least two of the following courses: Philosophy 201, 202, 303, and 304.

The Senior Paper, the Senior Portfolio, the Honors Senior Thesis and Oral Examination:

1. By the end of their junior years, students who plan to take a senior paper in the following fall (including all students who plan to pursue honors) will submit a proposal for a senior paper to be approved by the department as a whole. This proposal should outline the intended project, which can be based on an outstanding course paper, and include an annotated bibliography as well as the student's choice of the professor under whose direction the student wants to write the senior paper.

2. The department will review the senior paper proposals, offer criticisms and suggestions and agree on which professor will work with which student. The senior paper will be due on the Friday before Thanksgiving break. There will be no oral examination of senior papers.

3. All students must complete a Senior Portfolio in the spring of their Senior Year. For

all students, this portfolio must include a one to three page narrative explaining the progress, insights, and impact of their philosophy major at Whitman, including how they plan to continue the practice of philosophy after they graduate. For honors candidates, this portfolio must also include the student's honors thesis. For nonhonors students, this portfolio must include the paper or pair of papers from the students' philosophy courses that best reflects their pursuit of philosophy at Whitman. These portfolios are due by the end of the first week of Spring Break (or a corresponding date for seniors completing their degree in the fall semester). For nonhonors candidates, these portfolios will be graded on a pass/fail basis. Students who fail must resubmit the portfolios and get a pass in order to be eligible to graduate. Honors candidates who fail to submit their portfolios by the required due date cannot be considered for honors.

4. During the weeks immediately following Spring Break, each student will have an hour-long oral examination. For nonhonors candidates, the examination will be conducted by two members of the department and will focus on the material in the student's portfolio, but may range to include any topics with which the student should be familiar based on their study of philosophy. For honors candidates, the oral exam will take the form of a public defense of the student's honors thesis, in which the student will very briefly explain the central claims of their thesis and then respond to questions from the philosophy faculty, other students, and the general public.

The Comprehensive Examinations:

1. Comprehensive examinations in philosophy will consist of two written and one oral examination. A list of topics for the written exams will be distributed to students in advance. Two topics from that list will appear on the first exam. Students will choose one and write an essay that discusses a variety of issues related to that topic from the perspective of at least two periods in the department's history sequence: Ancient Philosophy, Medieval Philosophy, Early Modern Philosophy, and Kant and 19th Century. The second exam will have the same form as the first except students will use at least

two historical periods not considered in the first exam. In this way all four historical periods will be covered. The third exam will be a roughly hour-long oral beginning with, but not restricted to, questions inspired by the students' senior paper.

2. The written examinations will be offered the last Friday in February. The oral examination will be scheduled at a mutually agreeable time during the same semester. The written examinations can be taken upon completion of the history of philosophy sequence through Kant, and can be retaken, if necessary, until the final semester of a major's senior year.

Distribution Credit: All four-credit courses in philosophy meet the equivalent of three periods per week. Courses will apply to the humanities distribution area, except for Philosophy 109, which will apply to the quantitative distribution area, and Philosophy 225 *Critical Race Theory*, and Philosophy 235 *Philosophy of Feminism*, that can apply for either humanities or alternative voices.

107 Critical Reasoning 4; not offered 2008-09

Focuses on principles and standards applicable to thinking critically on any topic. Arguments and their analyses, the nature and use of evidence, fallacies both formal and informal, are included in the matters addressed in the course. Intended for first-year students and sophomores; open to juniors and seniors by consent only.

109 Symbolic Logic 4; not offered 2008-09

An introduction to the methods of symbolic logic, including the propositional calculus, quantification theory, the logic of relations, and elementary modal logic. This course is quantitative and relies on reasoning similar to that in mathematics. *Prerequisite:* Philosophy 107 or Mathematics 125 or consent of instructor. Distribution area: quantitative analysis.

117 Problems in Philosophy 4, x

Hanrahan

An introductory study of some of the major problems of philosophy. Among those general problems considered will be the nature of philosophy, problems of knowledge (epistemological questions concerning the origin, nature, and limits of knowledge), and the problem of a world view (metaphysical questions concerning materialism, idealism, and naturalism). Other problems will be considered as time permits. Requirements will include written assignments, a mid-term, and a final. This course is intended for first-year

students and sophomores; open to juniors and seniors by consent only.

119 The Examined Life 4; not offered 2008-09

Socrates famously asserted, "The unexamined life is not worth living." Do we really believe this? If so, what does it mean to practice, day-by-day, an examined life? Beyond the ancient Greeks, Montaigne took up these questions at the beginning of Modernity through writing a new kind of philosophical essay. This new kind of philosophically self-reflexive writing was extended by Emerson in his day-by-day journal; and the demands of the examined life were then further developed in the writings of such thinkers as Nietzsche, Heidegger, and Foucault. Using exemplary selections from these thinkers, we will work out the necessary and sufficient conditions of the practice of the examined life, and then experiment with different essay forms in order to work out the kind of writing that today is a necessary, if not sufficient, condition for living an examined life.

127 Ethics 4, x

Carey, Clearfield

Consists of the careful reading and discussion of several classical texts of moral philosophy. For first-year students and sophomores; juniors by consent only; not open to seniors.

128 Social and Political Philosophy 4; not offered 2008-09

An introductory examination of social and political questions from a philosophical perspective. For first-year students and sophomores; juniors by consent only; not open to seniors.

148 Philosophy of Religion 4; not offered 2008-09

An introduction to some of the central arguments in the philosophy of religion, focusing on proofs for and against the existence of God and discussions of the nature of religious belief. For first-year students and sophomores. This course is open to juniors and seniors by consent only.

177 Special Topics: Contemporary Problems for Thought

4

How is philosophy a necessary resource for responding to the most complex personal and social problems facing us today? The temptation, most especially for "pragmatic" Americans, is to see philosophy as a mildly interesting but ultimately abstract self-indulgence, and certainly not to see it as a necessary resource for, first, understanding, and then adequately addressing the most important problems we face. This course will explore the philosophical response to one such problem.

177 ST: Punishment and Responsibility

x, 4

Clearfield

Nationwide, over two million people are now in prison, including over 2,000 at the Washington State Penitentiary here in Walla Walla, and those numbers continue to grow rapidly. Yet as a society, there is no clear consensus regarding the goal(s) or purpose(s) of sending someone to prison. How can it be right to cause someone suffering? What kind of suffering can be justified, and under what circumstances? And what is the connection between having done wrong and being made to suffer? In this course we will critically examine some of the ultimate philosophical justifications of punishment, such as retribution, deterrence, incapacitation, and rehabilitation. We will also examine importantly related questions about personal responsibility and the conditions necessary for punishment to be appropriate. Finally, we will consider the relevance and impact of excuses and mitigating factors like age, socioeconomic status, abuse, addiction, and mental illness. Open to first- and second-year students; juniors by consent; not open to seniors. Distribution area: humanities.

201 Ancient Philosophy

4, 4

Fall: T. Davis, Spring: Carey

A close reading of selected texts from Plato and Aristotle. May be elected as Classics 201.

202 Medieval Philosophy

4, 4

Carey

A careful reading and discussion of several primary texts of major medieval philosophers. Intended primarily for (but not limited to) philosophy majors.

210 Epistemology

x, 4

Hanrahan

This course focuses critically on theories of knowledge, truth, and justification, and the issues and problems they severally raise.

220 Special Topics: Philosophy and Literature

4

We will use texts from philosophy and literature to explore specific problems.

220 ST: Philosophy and Literature:**Shakespeare, Descartes, Skepticism**

4, x

T. Davis

An examination of the origin of modern skepticism in Shakespeare's *Othello*, *King Lear*, and *The Winter's Tale*, and Descartes' *Meditations* by way of Stanley Cavell's *Disowning Knowledge*. Distribution area: humanities.

221 Phenomenology of Religious Experience

4; not offered 2008-09

We will examine the experiential dynamics of specific religious phenomena, for example, the actions

of forgiveness, of surrender in "conversion," and of "turning the other cheek." Readings will be taken from: Luke, Paul's letters, Augustine's *Confessions*, Kant's *Religion within the Limits of Reason Alone*, William James' *Varieties of Religious Experience*, Heidegger's *The Phenomenology of Religious Life*, and essays by Levinas.

222 Education and Autonomy

4; not offered 2008-09

This course focuses on a particular issue in the philosophy of education: how to both respect and cultivate the autonomy of one's students. Drawing primarily on Jean-Jacques Rousseau, Immanuel Kant, and Maria Montessori, we will explore autonomy-based approaches to education, from raising infants through developing mature adults.

225 Critical Race Theory

4; not offered 2008-09

This course is a philosophical consideration of race and recognition, focusing specifically on the African-American experience. It seeks to guide students toward the creation of what bell hooks terms a "critical consciousness" as itself a form of critical thinking. Distribution area: humanities or alternative voices.

230 History and Philosophy of Science

4; not offered 2008-09

An historical look at the philosophical development of method and at philosophical issues in conflicts (theoretical, evidentiary, and social) in science.

235 Philosophy of Feminism

4; not offered 2008-09

This course will introduce students to some of the questions explored within the philosophy of feminism, question such as: What is it to be a woman? Are women oppressed? How do institutions of motherhood, marriage, and sex shape the lives of women? To answer these questions, we will read works by Marilyn Frye, bell hooks, Andrea Dworkin, Susan Bordo and Christina Hoff-Summers. Distribution area: humanities or alternative voices.

239 Aesthetics

4; not offered 2008-09

After developing a critical vocabulary through an examination of Hume's notion of taste, Kant's "reflective judgment," and Heidegger's reconceptualization of the work of art in "Building Dwelling Thinking," we apply this vocabulary to architecture using Karsten Harries, *The Ethical Function of Architecture*, to help us critically assess the "aesthetic" governing Whitman's Penrose Library renovation project. Then moving from the "public" to the "private," we consider the sense of "aesthetics" at work in building your own home, using as a guide Witold Rybczynski's *The Most Beautiful House in the World*. May be elected as Art History 249.

241 Environmental Aesthetics 4; not offered 2008-09

Beginning with an examination of the claim of the beautiful in Elaine Scarry's *On Beauty and Being Just*, we will turn to experiment with the perception of sculpture in space working with reflections by Kant and Heidegger and public artworks on campus. This will lead to an examination of architecture in Karsten Harries' *The Ethical Function of Architecture*, and the Japanese garden in Marc Keane's *The Art of Setting Stones*. Beyond the opening exercises in the aesthetic perception, you will design your own home with a garden. May be elected as Art History 241.

250 Environmental Thinking x, 4

T. Davis

This course will explore the differences between instrumental rationality and "poetic dwelling" as ways of thinking about nature. After reviewing the depiction of nature in first-year Core texts, we turn to Thoreau's *Walden* as a carefully staged confrontation with nature experienced from out of the intersection between dwelling and writing. To further explore this relationship, we consider several late essays by Martin Heidegger in which he develops the notion of "poetic dwelling." With this conceptual framework, we next turn to essays by such figures as Wendell Berry, Annie Dillard, and Barry Lopez, whose nature writings address the challenge of dwelling in a contemporary American context. Themes of place, identity, and technology will be emphasized in our examination of these essays. *Prerequisite*: completion of General Studies 145 and 146.

255 Environmental Ethics x, 4

Hanrahan

Does the nonhuman world have any intrinsic value or is it valuable only because of its relation to human interests? That is, does anything besides humanity have "moral standing"? If so, what is its basis? Should we, for instance accord rights to all those creatures that are sentient? If we do, will we have gone far enough, morally speaking? What about those creatures that lack sentience? What about the environment in which all creatures, human and nonhuman, live? Does it have moral standing? In answering these questions, we will consider the works of Aldo Leopold, Peter Singer, Karen Warren, Arne Naess, and Julian Simon, among others.

270 Metaphysics x, 4

Clearfield

In this course we will study the nature of reality. Possible topics will include existence, causation, personal identity, determinism, and the mind/body relationship.

303 Early Modern Philosophy 4, x

Hanrahan

A study of the development of western philosophy in the 17th and 18th centuries. Emphasis will be on

the development of the British Empiricists and the Continental Rationalists.

304 Kant and the Nineteenth Century x, 4

J. Davis

A study of the development of western philosophy from Kant through the beginning of the 20th century, with special emphasis on Kant, Hegel, Nietzsche, Frege, and Husserl. *Prerequisite*: Philosophy 303 or consent of instructor.

309 Heidegger 4, x

J. Davis

A close reading of Martin Heidegger's *Being and Time*. *Prerequisite*: consent of instructor.

310 Plato's Republic 4, x

Carey

An exploration of the entire text of the *Republic*.

322 Kant's Moral Philosophy 4; not offered 2008-09

This course explores Kant's moral theory and recent appropriations of that moral theory in contemporary neo-Kantian ethics. *Prerequisite*: Philosophy 127 or Philosophy 304 or consent of instructor.

330 Analytic and Linguistic Philosophy 4; not offered 2008-09

An analysis of contemporary movements in Anglo-American philosophy as it derives from the foundational work of Russell, G.E. Moore, and Wittgenstein. Also considered will be the development and demise of logical positivism as a movement, and some major problems regarding meaning, and the relation between language and world.

332 Reproduction 4, x

Hanrahan

In this class, we will be exploring the ethical and metaphysical questions associated with reproduction. So, for example, do we have a right to have a child? If we do, is there ever a situation when we should forego acting on that right? What obligations do we have to our offspring? Do those obligations change as our offspring grows? What relationship should heterosexual sex have to reproduction? Does this relationship shape when and whether two people engage in this activity? Finally, how does reproduction impact our understanding of our genders? Distribution area: humanities or alternative voices.

337 Philosophy of Mind x, 4

Hanrahan

A study of the nature and function of mind and consciousness and their place in the world of physical stuff. Readings will include classical as well as recent and contemporary work. *Prerequisite*: consent of instructor.

338 Special Topics: Philosophers and Philosophical Movements

4 An examination of a philosopher or philosophical movement.

338 ST: Philosophy and Psychology of Language

4, x Clearfield and Clearfield

In this course we will work toward an integrated understanding of the nature of language through an examination of both empirical research and theoretical discussions. Specific topics will include: language acquisition, the relation between language and nonlinguistic communicative behavior, the relation between language and thought, the nature of meaning, and the relation between language and the world. *Prerequisites*: at least six credits of philosophy or six credits of psychology or consent of the instructors. Distribution area: social science or humanities. May be elected as Psychology 347.

340 Special Topics: Philosophical Problems

4 An examination of a philosophical problem.

345 Animals and Philosophy

x, 4 Hanrahan

Many people's lives are intertwined with animals. But while animals are clearly very important, few wonder about what kinds of creatures they are. Are they merely organic machines or are they conscious in some way? Do they think? Do they feel pain? Can they have beliefs? Moreover, do animals have rights that oblige us to protect them from harm? These are the questions we will be addressing in this class. *Prerequisite*: At least one other course in a related field.

400 Values

x, 4 Carey

A substantive consideration of one or more values (such as justice, happiness, or charity), based on primary sources from Western philosophy. *Prerequisite*: Philosophy 127 or 128 or consent of instructor.

408 Special Topics: Studies in American Philosophy

4 A close reading of a text from the classic American philosophical tradition.

408A ST: Emerson

x, 4 T. Davis

We will closely read several of Emerson's essays along with selections from Stanley Cavell's *Emerson's Transcendental Etudes*. *Prerequisite*: three courses in philosophy or consent of instructor.

408B ST: Thoreau 4; not offered 2008-09

We will closely read most of *Walden* along with *Civil Disobedience*, *Walking*, and Stanley Cavell's *The Senses of Walden*. *Prerequisite*: Philosophy 408A Emerson or consent of instructor.

410 Special Topics in Continental Philosophy

4 An examination of a text or problem from the Continental philosophical tradition.

483, 484 Independent Study

1-4, 1-4 Staff

Study of selected philosophies or philosophic problems. *Prerequisite*: consent of and arrangement with instructor.

492 Senior Paper

4, 4 Staff

This paper is to be completed by the 11th week in the first term of the student's senior year, based on a written proposal, containing an outline and annotated bibliography, to be approved by the department of philosophy by the end of the second term of the junior year. Required of, and reserved for, senior philosophy majors.

498 Honors Thesis

4, 4 Staff

A course designed to further independent research or projects resulting in the preparation of an undergraduate honors thesis and including an oral defense of the central issues of the thesis to be taken during the second term of the student's senior year. Required of and limited to senior honors candidates in philosophy. *Prerequisites*: admission to honors candidacy; Philosophy 492.

Physics

Frederick G. Moore, *Chair*

Mark Beck

Juan Burciaga

Kurt R. Hoffman

Douglas H. Juers (*on Sabbatical, 2008-09*)

Dayle M. Smith

Physics courses deal mainly with the laws governing fundamental natural phenomena and the applications of those laws. The major study program can provide a sound basis for students going on to graduate work in physics or engineering and for those planning to teach physics or seeking a background in physics for

work in other fields.

A student who enters Whitman without any prior college-level preparation in physics will have to complete 49 credits to fulfill the requirements for the physics major. Courses numbered 300 and above may not be taken P-D-F. Courses completed in the physics major apply to the science and quantitative analysis (selected courses) distribution areas.

The Physics major: A minimum of 33 credits in physics including Physics 155 or 165, 156 or 166, 245, 246, 255, 256, 325, 335, 336, 347, 385. Additional courses to meet credit requirements are to be taken from 300- to 480-level physics offerings, or from BBMB 324 and BBMB 334. In addition, the following mathematics courses are required: 225, 235, 236, 244, and either 300 or 367.

The Physics minor: A minimum of 18 credits in physics to include Physics 155 or 165, 156 or 166, 245, 246, 255, 256, plus two credits in any physics courses numbered from 200-480, or from BBMB 324 and BBMB 334.

The Mathematics-Physics combined major: Mathematics 225, 235, 236, 244, 300, and nine additional credits in mathematics courses numbered above 200; Physics 155 or 165, 156 or 166, 245, 246, 255, 256, 335, either 325 or 347, and five credits from physics courses numbered from 300-480, or from BBMB 324 and BBMB 334. Courses completed in this major apply to the science and quantitative analysis (selected courses) distribution areas.

The Physics-Astronomy combined major: Astronomy 177, 178, 179, 310, 320; at least two credits in any of the following: 330, 340, 350, 380, 391, 392 or 490; Physics 155 or 165, 156 or 166, 245, 246, 255, 256, either 325 or 347, and five credits from physics courses numbered from 300-480; Mathematics 225, 235, 236, and 244. Additional physics courses, Mathematics 167, 300, 367, and 368 are strongly recommended. Courses completed in this major apply to the science and quantitative analysis (selected courses) distribution areas.

The Geology-Physics combined major: Physics 155 or 165, 156 or 166, 245, 246, 255, 256, either 325 or 347, and three credits from physics courses numbered from 300-480, or from BBMB 324 and BBMB 334; either Geology 110, 120, or 210, and 220, 310, 345,

346, 350, 420, 470 and a minimum of one credit in 358; Mathematics 225, 235, 236, and 244; Chemistry 125. Courses completed in this major apply to the science and quantitative analysis (selected courses) distribution areas.

The Physics-Environmental Studies combined major: The requirements are fully described in the *Environmental Studies* section of the catalog. Courses completed in this major apply to the social science, science and quantitative analysis (selected courses) distribution areas.

Program Planning

A typical program of the required physics courses and mathematics requirements for students taking a physics major with no advanced placement in calculus is as follows:

First year: Physics 155 or 165, Mathematics 125 (seven credits); Physics 156 or 166, Mathematics 126 (seven credits).

Second year: Physics 245, 255, Mathematics 225, 235 (eight credits); Physics 246, 256, Mathematics 236, 244 (eight credits).

Third year: Physics 325, 335, Mathematics 300 (11 credits); Physics 336, 347 (five credits).

Fourth year: Physics 385.

Note that additional physics courses must be taken during the third and fourth years to meet the minimum credit requirement. Every effort will be made to offer courses required for the major and combined majors every year. Upper-level electives will typically be offered in alternate years. Students seriously considering graduate studies in physics or a physics-related field are encouraged to consult with their major adviser to design a course of study that will be best suited to their goals.

Among other electives for the physics major, Mathematics 167 is highly recommended. A year of chemistry is also recommended. Chemistry 345, Mathematics 338, 368, or 467 can be especially useful for physicists.

In the final semester of the senior year the student must pass a senior assessment consisting of a written exam and a one-hour oral exam.

101, 102 Special Topics 3

Course designed for nonscience majors to explore some basic concepts of physics and their applications through readings, discussion, problem-solving, and occasional laboratory activities. Possible course titles include: *How Things Work*, *Light and Color*, and *Physical Science*. The topic for each course will be designated prior to registration for the semester in which the course will be taught. Students with AP or IB credit for physics at Whitman or who have received credit for Whitman's Physics 155 or higher cannot receive credit for Physics 101 or 102.

103 Sound and Music 3; not offered 2008-09

Investigating the nature of sound. Topics include vibrations, waves, sound production, sound synthesis, and hearing. Primary emphasis on the study of sound as it relates to music. Intended for nonscience majors including students with little background in mathematics. A typical text is: Backus, *The Acoustical Foundations of Music*.

105 Energy and the Environment

x, 3 **Beck**

This course examines the physical principles that govern energy transformations. It will focus on the use of energy in the world, specifically its production, transportation, consumption and the implications this use has for the environment. Topics addressed will range from the mechanical to electricity and magnetism and from thermodynamics to atomic/nuclear physics. Energy resources both new and traditional (fuel cells versus oil) will be addressed as well as environmental issues ranging from global warming to the disposal of radioactive waste. This course assumes a basic familiarity with algebra.

115, 116 Contemporary Issues in Physics

1, 1 **Staff**

This course serves as an introduction to contemporary issues and topics in physics. Through readings and discussions students will explore the activities of modern-day physicists. Although this course is intended for students planning to continue toward a physics or physics-related major, it is an excellent course for students wanting a better understanding of what physics is "all about" and how it is done, as a profession, at the beginning of the 21st century. *Corequisite:* (For *Physics 115*) Physics 155 or 165. (For *Physics 116*) Physics 156 or 166; or consent of instructor. Physics 115 and 116 each may be taken once for a total of two credits. No examinations. Graded credit/no credit only. Does not fulfill science or quantitative analysis distribution.

135, 136 Introductory Physics Laboratory

1, 1 **Staff**

A series of experiments to illustrate experimental methods, basic measuring techniques and equipment and important phenomena. Offered to facilitate awarding of AP credit on the AP Physics C exam and to offer an introductory laboratory experience for students who have taken introductory physics without a laboratory at another institution. No examinations. Graded credit/no credit only. Consent of instructor required.

155 General Physics I

4, x **Staff**

This course focuses on classical mechanics: kinematics, Newtonian mechanics, energy and momentum conservation, and waves. Students enrolling in this course will also be required to enroll in an associated

laboratory course (Physics 155L). Three 50-minute class meetings and two 90-minute laboratory meetings per week. Evaluation based on homework, laboratory reports, and examinations. *Pre- or corequisite:* Mathematics 125.

156 General Physics II

x, 4 **Staff**

This course is a continuation of the course Physics 155. Topics studied include electricity and magnetism, circuits, optics, plus brief introductions to more contemporary topics such as special relativity or quantum physics. Students enrolling in Physics 156 will also be required to enroll in an associated laboratory course (Physics 156L). Three 50-minute class meetings and two 90-minute laboratory meetings per week. Evaluation based on homework, laboratory reports, and examinations. *Prerequisite:* Physics 155 or 165. *Pre- or corequisite:* Mathematics 126.

165 Advanced General Physics I

4, x **Staff**

This course focuses on classical mechanics: kinematics, Newtonian mechanics, energy and momentum conservation, and waves. The course covers material similar to that in Physics 155, but at a more advanced level and with more use of calculus. Students enrolling in this course will also be required to enroll in an associated laboratory course (Physics 155L). Three 50-minute class meetings and two 90-minute laboratory meetings per week. Evaluation based on homework, laboratory reports, and examinations. *Prerequisite:* Mathematics 125 and high school physics. *Pre- or corequisite:* Mathematics 126.

166 Advanced General Physics II

x, 4 **Staff**

This course is a continuation of the course Physics 165. Topics studied include electricity and magnetism, circuits, optics, fluids, plus brief introductions to more contemporary topics such as special relativity or quantum physics. The course covers material similar to that in Physics 156, but at a more advanced level and with more use of calculus. Students enrolling in this course will also be required to enroll in an associated laboratory course (Physics 156L). Three 50-minute class meetings and two 90-minute laboratory meetings per week. Evaluation based on homework, laboratory reports, and examinations. *Prerequisite:* Physics 155 or 165; Mathematics 126. *Pre- or corequisite:* Mathematics 225.

245 Twentieth Century Physics I

3, x **Staff**

Topics include kinetic theory, thermodynamics, special relativity, and oscillations and waves. An introduction to some mathematical methods relevant to physics will also be discussed; these include probability theory, differential equations, and Fourier Analysis. *Prerequisites:* Physics 156 or 166; Mathematics 126. *Corequisite:* Mathematics 225.

246 Twentieth Century Physics II**x, 3****Staff**

An introduction to quantum mechanics and the Schrödinger equation. Included are discussions of atoms, molecules, nuclei, particles, and quantum statistics. *Prerequisites:* Physics 245 and Mathematics 225. *Corequisite:* Mathematics 244.

255, 256 Twentieth Century Physics**Laboratory****1, 1** **Fall: Staff; Spring: Burciaga, Staff**

Experimental investigations of a variety of phenomena, including the motion of charged particles in electric and magnetic fields, physical electronics, scattering and selected quantum effects. Students encouraged to alter or extend many of the experiments and engage in projects. Emphasis on experimental technique, problem-solving, data analysis, and scientific writing. No examinations. One three-hour laboratory per week. *Pre- or corequisites:* Physics 245, 246.

318 Computational Physics**x, 3****Smith**

Methods of solution of physics problems using computational techniques. Problems taken from classical mechanics, electricity and magnetism, quantum mechanics, and thermal physics. Methods include computer modeling, graphical techniques, and simulation. Numerical techniques include those of iteration, relaxation, and the Monte Carlo method. Emphasis on the physical content of solutions and on analyses of their reliability. Lectures, problems, student presentations, and a special project. *Prerequisites:* Physics 246, some computer programming experience is highly desirable.

325 Electricity and Magnetism**3, x****Staff**

Electrostatics, electric and magnetic properties of materials, electromagnetic theory. Maxwell's equations, electromagnetic waves, boundary value problems. Includes mathematical methods of wide use in physics. Lectures and problems. *Prerequisites:* Physics 246 and Mathematics 244.

326 Electricity and Magnetism**x, 3****Staff**

Electrostatics, electric and magnetic properties of materials, electromagnetic theory. Maxwell's equations, electromagnetic waves, boundary value problems. Includes mathematical methods of wide use in physics. Lectures and problems. *Prerequisites:* Physics 246 and Mathematics 244.

335, 336 Advanced Laboratory**2, 2****Moore**

Linear circuits, including transistors and other solid state devices, techniques of electrical measurement, and application of electrical measurement techniques in experiments in modern physics, including study of semiconductor properties. *Prerequisite:* Physics 256.

One lecture and one three-hour laboratory per week.

347 Classical Mechanics**x, 3****Burciaga**

Motion of a particle, coordinate transformations, non-inertial coordinate systems, systems of particles, rigid body motion. Lagrangian mechanics, normal modes of vibration, and Hamiltonian mechanics. Includes mathematical methods of wide use in physics. Lectures and problems. *Prerequisite:* Physics 246. Three lectures per week.

348 Modern Optics**3; not offered 2008-09**

Modern physical optics including a study of the propagation of light, coherence and interference, diffraction, image formation. Fourier optics, spatial filtering, polarization, the optical activity of solids, the quantum nature of light, lasers, and holography. Lectures and problems. *Prerequisite:* Physics 156 or 166. Three lectures per week.

357 Thermal Physics**3, x****Smith**

Thermodynamics, entropy, thermodynamic potentials, phase changes, chemical reactions, kinetic theory, distributions, phase space, transport phenomena, fluctuations; classical and quantum statistical mechanics, application to solids, radiation, superfluids, lasers, and astrophysics. Lectures, discussion, and problems. *Prerequisite:* Physics 246.

385 Quantum Mechanics I**4, x****Beck**

This course begins with the quantum description of some two-dimensional systems (photon polarization and spin-1/2 particles) using the formalism of matrix mechanics. The course then moves on to cover two-particle systems, time evolution, and continuous systems (e.g., the harmonic oscillator). Three hours of lecture each week, and three hours of laboratory every other week. Laboratories include single photon interference, and tests of local realism (e.g., Bell inequalities). *Prerequisites:* Physics 246, 256 and Mathematics 244; Mathematics 300 or 367 are recommended. Distribution area: science and quantitative analysis.

386 Quantum Mechanics II**3; not offered 2008-09**

Atomic physics and perturbation theory. Also includes other advanced topics, such as quantum information or molecular physics. Three hours of lecture each week. *Prerequisite:* Physics 385. Distribution area: science and quantitative analysis.

451, 452 Advanced Topics in Physics**1-3**

Specialized topics in physics such as: spectroscopic techniques, semiconductor physics, laser physics, plasma physics, advanced instrumentation

techniques. Topics offered in any given year will be announced in the yearly class schedule. *Prerequisite:* consent of instructor.

481, 482 Seminar

1, 1 **Staff**
Oral reports by students on individual reading and research, talks by faculty and visiting physicists, group discussion of readings of general interest. Students submit notes on talks and their own lecture notes. No examinations. One meeting per week. Graded credit/no credit.

483, 484 Independent Study

1-3, 1-3 **Staff**
Experimental or theoretical research or reading in an area of physics not covered in regular courses, under supervision of a faculty member. Maximum six credits. *Prerequisite:* consent of instructor.

490 Thesis

3, 3 **Staff**
Preparation of a thesis.

498 Honors Thesis

3, 3 **Staff**
Designed to further independent research or projects leading to the preparation of an undergraduate thesis or a project report. Required of and limited to senior honors candidates in physics. *Prerequisite:* admission to honors candidacy.

Politics

Bruce Magnusson, *Chair*

Paul Apostolidis

Susan Beechey

Shampa Biswas

Aaron Bobrow-Strain

(*on Sabbatical,*

Spring 2009)

Philip D. Brick

(*Semester in the West,*

Fall 2008; on Sabbatical,

Spring 2009)

Timothy Kaufman-

Osborn

Kristy King

Jeannie Morefield

Matthew Voorhees

The departmental aim is to cultivate in students a critical ability to interpret political questions from a variety of perspectives.

A student who enters Whitman without any prior college-level preparation in politics will have to complete 34 credits to fulfill the requirements for the politics major. Courses completed in the politics major apply to the social science and alternative voices (selected

courses) distribution areas.

Major requirements: The major in politics consists of 34 departmental credits, distributed as follows:

(a) At least 12 credits of 300- and 400-level courses, exclusive of the required senior seminar, and exclusive of the senior thesis or honors thesis,

(b) Successful completion of the department's senior seminar (four credits),

(c) Successful composition of a senior thesis or honors thesis; a grade of C- or better is required for the thesis (two credits).

The program for the major is to be planned by the student and his or her adviser so as to ensure adequate breadth in the courses taken. No more than eight credits earned in off-campus programs, transfer credits, and/or credits from cross-listed courses may be used to satisfy major requirements. Of these eight credits, no more than four may count toward 300- and 400-level courses. Courses taken P-D-F may not be used to satisfy the course and credit requirements for the major.

Minor requirements: A minimum of 20 credits of departmental offerings. These must include eight credits in courses 300-level and above, and must include courses taught by at least two different members of the department. No more than four credits earned in off-campus programs, transfer credits, and/or credits from cross-listed courses may be used to satisfy minor requirements. Courses taken P-D-F may not be used to satisfy the course and credit requirements for the minor.

The politics department also participates in various interdepartmental major study programs, including politics-environmental studies. Courses completed in this major apply to the social science and science (selected courses) distribution areas. For additional information, consult the department's home page at: www.whitman.edu/Politics.

109 Introduction to U.S. Politics and Policymaking

x, 4 **Beechey**

This course introduces students to the various institutions, actors, and ideologies of contemporary U.S. politics and policymaking. We will make visible the multiple sites of policy formation in the United States as we move away from speaking of "the

government” in the singular. Through a series of contemporary policy case studies we will explore the many openings to influence policymaking and discover the myriad ways that good ideas can die. Throughout the course we will view U.S. politics and policymaking with a critical eye toward the impacts of gender, race, class, sexuality, and other systems of power and difference. Distribution area: social science.

119 Whitman in the Global Food System

4, x

Bobrow-Strain

This course uses food as a window through which to examine the study of politics and its connections to our everyday lives. Topics range from the geopolitics of food aid and trade to the gendered politics of export agriculture in the Third World, from the political ecology of obesity in the United States to the causes of famine in Africa. The course is designed to get students out of the classroom and into the larger community. To this end, along with standard seminar readings, discussions, and occasional lecture, the course includes short field trips and small group projects in which students trace connections between food on campus and larger global processes.

124 Introduction to Politics and the Environment

4; not offered 2008-09

An introduction to key concepts in the study of politics using environmental issues as illustrations. Designed for first- and second-year students, this course encourages critical thinking and writing about such political concepts as equality, justice, freedom, liberalism, power, dissent, individualism, and community. Strong emphasis is placed on developing critical writing skills and persuasive oral arguments. A field trip may be required. Three periods a week.

147 International Politics

4, 4

Fall: Biswas; Spring: Magnusson

This course is designed as an introduction to the study of contemporary international politics. The course will explore contending approaches to the study of international politics, including political realism, political idealism and liberalism, feminism, political economy, and constructivism. We will discuss how these different approaches can help us understand major current issues, including war and peace, weapons proliferation, the environment, globalization, and human rights.

179 International Political Economy

4; not offered 2008-09

This course will look at the variety of ways that economics and politics intersect in the international system. Using a variety of theoretical approaches (mercantilism, liberalism, marxist-structuralism), we will explore critically the role of states in domestic and international markets, the functioning of the international finance and monetary systems, the role of multinational corporations, and other issues related to

economic and political development. In thinking about each of these issues, the course will raise questions about the significance and implications of the current trends toward “globalization.”

200-204 Special Studies in Politics:

Introductory Level

4

An introductory course designed to familiarize first- and second-year students with basic concepts and problems in the study of politics. Each time it is offered, the course focuses on a different topic or area, and will include lectures and discussion. Two or three meetings a week. The current offering follows.

200A ST: The Iraq War

4, x

Biswas and Magnusson

The purpose of this course is to study the national, regional, and global politics of the Iraq War. Beginning with an historical overview of the region and placing the war within the context of post-Cold War security politics, the course will interrogate the case made for the U.S.-led invasion of Iraq (e.g. war on terror, human rights protection, weapons of mass destruction and the violation of U.N. resolutions, democratization of the “Greater Middle East,” energy resources), as well as the issues generated by the execution of the war and the occupation and insurgency that followed. These latter include military technology and strategy, the legal status of enemy combatants and the Geneva Conventions, the Abu Ghraib prison abuses, insurgency and civil war, regional religio-ethnic politics, and the production of military/diplomatic options on the “home front.”

200B ST: The 2008 Elections

4, x

Beechey

This introduction to U.S. politics and policy will center on the November ballot in Walla Walla and the campaigns leading up to Election Day. We will critically engage with media coverage as we investigate policy issues of importance in the campaigns and analyze the role of race, gender, and class in U.S. politics. Emphasis will be placed on developing strong critical writing skills and persuasive oral arguments. For the core assignment, the class will work together to construct and maintain a blog analyzing the federal, state, and local elections using a variety of critical perspectives. Distribution area: social science.

202A ST: Politics of the Iraq War

4, x

Biswas and Magnusson

The purpose of this course is to study the national, regional, and global politics of the Iraq War. Beginning with an historical overview of the region and placing the war within the context of post-Cold War security politics, the course will interrogate the case made for the U.S.-led invasion of Iraq (e.g. war on terror, human rights protection, weapons of mass destruction and the violation of U.N. resolutions, democratization of the “Greater Middle East,” energy resources), as well as

the issues generated by the execution of the war and the occupation and insurgency that followed. These latter include military technology and strategy, the legal status of enemy combatants and the Geneva Conventions, the Abu Ghraib prison abuses, insurgency and civil war, regional politics and security strategies, the production of military/diplomatic options on the "home front," and the effects on the American presidential campaign. Distribution area: social sciences.

204A ST: Writing Politics

4, x

Bobrow-Strain

This interdisciplinary writing workshop course introduces students to diverse ways of thinking, researching, and writing about political life. Students critically examine, and then try their hands at, approaches to writing politics ranging from the graphic novel, biographical account, and documentary film script to quantitative political science, ethnography, policy analysis, and political theory. The course combines hands-on, workshop-style writing instruction with inquiry into politics of research and writing. Students will develop critical thinking, research, and writing skills that will serve them well in college and beyond. The course is particularly designed for first- and second-year students planning to major in politics. Limited to 15 students because of the workshop format. Distribution area: social science.

219 Law and American Society

4; not offered 2008-09

This course explores three basic topics: 1) the debates between the Anti-Federalists and the Federalists concerning ratification of the U.S. Constitution; 2) competing theories of constitutional interpretation; and 3) controversies related to the meaning and application of the Bill of Rights. Specific issues to be debated include the separation of church and state, freedom of speech, abortion rights, and capital punishment.

220 American Political Theory

4; not offered 2008-09

This course provides an introduction to major works of American political theory from the founding to the present. We confront core philosophical questions about politics in general and politics in the United States specifically, including the following: What are the purposes of government, and what political institutions are most conducive to these ends? How can the American polity be democratic while preventing the tyranny of the majority? How has American nationality been defined through the exclusion of certain social groups, and how do historically excluded groups gain political power and inclusion? Readings usually include texts by J. Madison, J. Calhoun, E. Goldman, J. Dewey, and M. L. King, Jr., among others.

221 Ancient and Medieval European Political Theory

4, x

King

This course introduces students to the history of European political theory through an investigation of classical Greek and premodern Christian writings. Texts to be explored may include Aeschylus's *Oresteia*, Thucydides's *Peloponnesian War*, Plato's *Republic*, Aristotle's *Politics*, St. Augustine's *City of God*, and St. Thomas Aquinas's *Summa Theologica*. May be elected as Classics 221.

222 Modern European Political Theory

x, 4

Morefield

This course introduces students to the history of European political theory from the 16th through the 19th centuries, focusing particularly on the origins and development of liberalism. Themes covered in this class may include: How did political theorists make sense of the developing nation state? How have modern political theorists conceived of the concepts of "justice," "freedom," and "equality"? What role did the growing dominance of capitalism play in altering political conceptions of the individual? How have Marxist and anarchist thinkers critiqued the language of liberalism? Authors to be considered may include Machiavelli, Hobbes, Locke, Rousseau, Wollstonecraft, Tocqueville, and Marx. Politics 221 is not a prerequisite for 222.

242 The Politics of Development in Latin America

4; not offered 2008-09

This course provides a broad introduction to critical themes in contemporary Latin American development. It begins with a survey of the political economy of Latin America from colonialism through 21st century neoliberal globalization. The bulk of the course then focuses on the present. Centered on the question of how market-society relations are being contested and reworked in contemporary Latin America, it looks closely at topics such as the drug trade, immigration, the WTO FTAA, indigenous uprisings, rapid urbanization, and maquiladora-style industrialization. Finally, it compares three national cases in which popular discontent with neoliberal development has produced dramatic political shifts (Bolivia, Venezuela, and Brazil). Distribution area: social science or alternative voices.

247 American Foreign Policy

4; not offered 2008-09

Analysis and interpretation of trends in American foreign policy since World War II. After a discussion of contending theories of foreign policy and a review of developments during the Cold War, we will focus on current issues in American foreign policy, including arms control, nuclear proliferation, human rights, regional intervention and conflict management, foreign

aid, environmental policy and relations with other great powers, including German and European Community states, Japan, Russia, and China.

255 Politics and Religion

x, 4

Apostolidis

This course introduces students to crucial problems concerning the relation between politics and religion. Our approach is historical and critical, focusing on the modern world and examining the philosophical arguments found in primary texts. While we mainly study texts written in the United States, we also consider perspectives drawn from Europe, Latin America, and the Middle East. Key questions include: What obligations for public officials and citizens does the principle of religious toleration entail, and why should this principle be embraced or rejected? How has religion historically supported class, gender, and racial domination, and how have activists for social justice looked to religion to justify their struggles? How does Islam provide critical distance on both the modern conditions that Christian political movements have criticized and the Christian orientation of these critiques? Are the political methods and values of the contemporary Christian right consistent with U.S. liberal democracy or subversive of it?

258 Politics in Africa

4; not offered in 2008-09

The end of the Cold War saw democratic movements emerge across Africa, offering hope that the continent could begin recovering from decades of political, economic and social crises. Key themes in this course include democratization, the patrimonial state, and state collapse. Specific topics will include the colonial legacy; ethnicity, religion, and national integration; economic development and the environment in a global economy; and state power and popular resistance. Distribution area: social science or alternative voices.

259 Politics of Race, Ethnicity and Religion

4, x

Magnusson

Most countries are characterized by significant political cleavages along racial, ethnic, or religious lines. This course introduces students to a variety of approaches for understanding the formation and institutional expression of cultural identities as political phenomena around the world. We will consider their gender and class dimensions, as well as the policy instruments states employ around the globe to reduce conflict, including varieties of affirmative action, systems of representation, and decentralization. Distribution area: social science or alternative voices.

283 Development in Theory and History

4; not offered 2008-09

In recent years the concept of development has come under sustained attack from both the left and the right. Neoliberal critics and influential policy-makers on the right assert the superiority of market

forces over planned intervention while postmodern critics on the left roundly condemn development as a project of domination imposed on Africa, Latin America, and Asia by the West. Is development dead? This course situates contemporary critiques within the historical context of ongoing struggles over the meanings of development. It traces the multiple trajectories of development theory from their origins in European colonialism through contemporary debates over neoliberalism and globalization. Topics include development economics, Bretton Woods and its institutional legacies (the IMF, World Bank, and WTO), structuralism, dependency theory, "sustainability" and environmentalism, neoliberalism, national security, and 21st century globalization.

287 Natural Resource Policy and Management

4; not offered 2008-09

This course introduces the student to basic problems in natural resource policymaking in the American West. We will focus on the legal, administrative, and political dimensions of various natural resource management problems, including forests, public rangelands, national parks, biodiversity, energy, water, and recreation. We will also explore the role of environmental ideas and nongovernmental organizations, and we will review a variety of conservation strategies, including land trusts, various incentive-based approaches, and collaborative conservation. A field trip may be required.

307 Political Theory and the Body Politic

4; not offered 2008-09

This seminar examines the metaphor of the body politic in the history of western political thought, paying particular attention to the transformation of this political trope during the transition to modernity. Through a diverse set of reading ranging from Aristotle to Hobbes to Foucault, students focus on how these authors use the body politic to imagine political community as they see it and as they believe it ought to be. Often, but not always, these authors evoke metaphorical or material bodies to describe the contours of this community, its form and shape, its impermeable limits, who it naturally includes and excludes, the relationship between its origins and the contemporary polity, and the possibility of its violation. Whether the body emerges in these works as divine or profane, satirical or scientific, this class assumes that it always points beyond itself toward a variety of different political puzzles. *Prerequisite:* Politics 222 or consent of instructor.

308 Liberalism and Its Discontents

4, x

Morefield

This seminar explores the ongoing debate between liberal theory and its critics. The course will address questions such as: what are the limitations and promises of liberal individualism? How do liberal theorists reconcile human freedom with social good? Is the

connection between liberal politics and free market capitalism necessary and inevitable? What are liberal ethics? What is the historic and contemporary relationship between liberalism and imperialism? How do liberal theorists explain or rationalize nationalism? How do liberal theorists reconcile a theory of universal human equality with the existence of state borders? Readings for this class focus on contemporary liberal authors and their conservative, communitarian, socialist, democratic, and feminist critics. *Prerequisite:* Politics 222 or consent of instructor.

309 Environment and Politics in the “New West”

4, x Brick

This seminar explores the changing political landscape of the American West, with emphasis on changing environmental values and on conflicts over natural resource policy. Amid dramatic social, economic, and demographic changes, the West is at war with itself over conflicting claims to public resources such as water, pasture, minerals, timber, fresh air, and recreation. What are the causes of these conflicts, and what kinds of approaches will be necessary to address them? Required of and open only to students accepted to Semester in the West.

311 Deservingness in U.S. Social Policy

4, x Beechey

Why are some beneficiaries of social policy coded as deserving assistance from the government while others are marked as undeserving? What impacts do these notions of deservingness have on social policies and the politics which surround them? What are the consequences for the material realities of individual lives? How do gender, race, class, and citizenship status work together to construct and maintain distinctions of deservingness? This course engages with these and other questions through historic and contemporary debates in U.S. social policies such as welfare, Social Security, and disability benefits. Distribution area: social science; alternative voices.

314 The Christian Right in the United States

4; not offered 2008-09

This seminar explores the politics of the Christian right as both a social movement and a cultural phenomenon. It also uses the study of the Christian right to reflect more generally on American social movements, American political culture, and the relationship between religion and politics. We examine the mobilization of the Christian right in the context of the postwar new right more broadly. We also consider whether the movement’s emergence has fulfilled or violated theoretical principles concerning church/state separation, religious liberty, and the role of religion in a democratic society. In addition, we analyze Christian right popular culture as a structural feature of capitalist society and in terms of its formation of gender, racial, and sexual identities. One evening seminar per week.

316 Culture, Ideology, Politics

4, x

Apostolidis

This course explores the political meaning of culture, focusing on popular culture in the United States. Students experiment with different ways of understanding the political character of popular culture by examining a variety of cultural sources and reading the works of modern political theorists. Special attention is given to Hollywood films, the advertising industry, the news media, radicalism in the 1960s, popular music, and lesbian and gay activism. The course also discusses the concept of ideology and its usefulness in the critical analysis of popular culture (or “mass culture,” or “subcultures”). Two periods per week.

325 Queer Politics and Policy

x, 4

Beechey

This seminar traces the development and impacts of Lesbian, Gay, Bisexual, Transgender and Queer (LGBTQ) politics in the United States from pre-Stonewall through ACT-UP and the Lesbian Avengers to the HRC, Log Cabin Republicans and contemporary transgender activism, with attention to the impacts of race and ethnicity, gender identity and expression, sex, class, and age on LGBTQ organizing. We will explore contemporary policy debates surrounding: civil unions, domestic partnership and marriage; citizenship; families and children; nondiscrimination in employment and schooling; the military; health; and hate crime, among others. Distribution area: social science; alternative voices.

328 Contemporary Feminist Theories

4; not offered in 2008-09

This course will begin by exploring various schools of contemporary feminist theory (e.g., Marxist feminism, liberal feminism, ecofeminism, psychoanalytic feminism, etc.). We will then ask how proponents of these schools analyze and criticize specific institutions and practices (e.g., the nuclear family, heterosexuality, the state, reproductive technologies, etc.). Throughout the semester, attention will be paid to the ways gender relations shape the formation and interpretation of specifically political experience. Distribution area: social science or alternative voices.

329 Theories of Empire

4; not offered 2008-09

This class examines some of the most influential and important political writings on empire from the late 18th century to the present. We will focus on the arguments of pro-imperial authors (e.g. James Mill), anti-imperial authors (e.g. Edmund Burke), and contemporary postcolonial and political theorists interested in troubling both the historical legacy and continuing presence of empire today (e.g. Edward Said). The class will consider a variety of general themes including: colonial ambiguity, the problem of sovereignty, cosmopolitanism, the status of women in the colony and postcolony, the invention of race and

the persistence of hybridity, the relationship between capitalism and empire, the tension between liberal equality and colonial hierarchy, the role of history in the colonial imagination, the colonial and postcolonial search for authenticity, postimperial futures, and migration, forced migration, and exile. There are no prerequisites for this class but students are strongly encouraged to have taken or take in addition to this class *Politics 222 Modern European Political Theory*. Distribution area: alternative voices.

331 The Politics of International Hierarchy **x, 4** **Biswas**

This course examines the ways in which the international social-political system is hierarchical. The course looks at how such relations of hierarchy have been historically produced and continue to be sustained through a variety of mechanisms. The first part of the course focuses on the period of classical colonialism, examining the racial and gendered constructions of imperial power. The second part of the course turns to more contemporary North-South relations, studying the discourses and practices of development and human rights and critically examining the resuscitation of the project of empire in recent U.S. foreign policy practices. Distribution area: social science.

334 The U.S.-Mexico Border: Immigration, Development, and Globalization **4, x** **Bobrow-Strain**

This course examines one of the most politically-charged and complex sites in the Western hemisphere: the 2,000-mile U.S.-Mexico border. The borderlands are a zone of cultural mixings, profound economic contrasts, and powerful political tensions. In recent years, the border has emerged as a key site in debates over U.S. immigration policy, national security, the drug war, Third World development, social justice in Third World export factories, and transnational environmental problems. This course examines these issues as they play out along the sharp line running from east Texas to Imperial Beach, as well as in other sites from the coffee plantations of Chiapas to the onion fields of Walla Walla. These concrete cases, in turn, illuminate political theories of the nation-state, citizenship, and transnationalism. Students are encouraged, but not required, to take this course in conjunction with the U.S.-Mexico border trip usually offered at the end of spring semester.

335 Globalization and the Cultural Politics of Development in Latin America **4; not offered 2008-09**

This course examines the diverse ways in which class, race, and gender identities are being reworked in the context of contemporary globalization in Latin America. Using a series of recent ethnographies, it explores issues such as the construction of gender in sites such as maquiladora factories and the Caribbean sex-tourism industry, the making of transnational identities through migration, racial politics and indigenous

movements in Mexico, Brazil, and Ecuador, and the recent growth of leftist political movements throughout the region (e.g. Venezuela and Bolivia). *Prerequisites*: Previous coursework on Latin America in any discipline. Distribution area: alternative voices.

338 North-South Relations **4; not offered 2008-09**

With a focus on political economy, this course examines the construction and maintenance of inequality in the international system, and a consideration of the consequences of inequality for the possibility of state action in the "global south." The first part of the course examines the construction of Northern domination, the expansion of the European state system and the global political economy (theories of imperialism, colonization, world systems, and international society). The second part will examine the maintenance of Northern power over the South, the effects of incorporating the South on political and economic structures, and the mechanisms reproducing global hierarchies (dependency, development, military intervention, global culture). The final part of the course will examine strategies employed by the South to oppose or to accommodate a globally disadvantageous position in the international system. Distribution area: social science or alternative voices.

339 Nature, Culture, Politics **4; not offered 2008-09**

In this seminar we explore changing understandings of nature in American culture, the role of social power in constructing these understandings, and the implications these understandings have for the environmental movement. Topics discussed will include wilderness and wilderness politics, management of national parks, ecosystem management, biodiversity, place, and the political uses of nature in contemporary environmental literature. The seminar will occasionally meet at the Johnston Wilderness Campus (transportation will be provided).

347 International Political Theory **4; not offered 2008-09**

An exploration of major themes and issues in contemporary international political theory, including the nature of the international system and international society, topics in international political economy, the emerging role of international organizations, the role of ethics in international politics, and recent feminist, critical and postmodern international theory. *Prerequisites*: Politics 147 or consent of instructor.

348 International Politics of Ethnic Conflict **4; not offered 2008-09**

This seminar will examine the causes and dynamics of ethnic conflicts, how they have been shaped by local and international political and economic systems, their implications for national and international security, and responses to them by the international community. In addition to considering alternative

frameworks for understanding conflicts that become defined along ethnic or communal lines, the course will examine several cases in some depth. These might include Rwanda, Yugoslavia, and South Africa. Distribution area: social science or alternative voices.

349 Background of African American Protest Rhetoric

x, 4

Withycombe

Students examine the conflicting strategies of assimilation, separation, and revolution, and the rhetoric of the civil rights movement used to promote and attack these strategies. Various stages of the social movement will be examined, with a primary focus on the nature of public argument about blacks in America beginning with the arrival of the first Africans in the early 17th century and ending with the era of vigorous African American protest in about 1965. May be elected as Rhetoric and Film Studies 340. This course may not satisfy both politics and rhetoric and film studies major requirements.

352 Political Campaign Rhetoric

4, x

Hanson

This course focuses on communication used in political campaigns, particularly in the current election year. The course will examine advertisements, speeches, and media coverage, using a variety of communication theories. Class discussions will center on such issues as: 1) How passive or active is the public in campaigns? 2) What makes an effective and beneficial political advertisement? 3) What is the importance of character versus issues in campaigns? 4) What is a good campaign strategy? 5) How do campaigns target or alienate different racial, gender, and regional groups? May be elected as Rhetoric and Film Studies 352.

358 Capital Punishment

4; not offered 2008-09

This course examines various controversies concerning the practice of capital punishment in the United States. Topics to be explored include the relationship between capital punishment and other forms of state violence, recent federal and state court rulings on the death penalty, the relationship between race, gender, and the imposition of capital sentences, the morality of execution as a punishment, various methods of execution, and contemporary movements to abolish or restrict imposition of the death sentence.

359 Gender and International Hierarchy

4; not offered 2008-09

This course draws attention to the manner in which international hierarchies and gender relations intersect to have implications for the lives of Third World women. The course examines how the needs and interests of Third World women are addressed in various international discourses and practices, how Third World women are affected by international political practices and how Third World women sustain, resist

and transform international power structures. We will cover a number of different issue areas that include security and war, development and transnational capitalism, media and representation, cultural practices and human rights, women's movements and international feminism. Distribution area: social science or alternative voices.

363 Genealogies of Political Economy

4; not offered in 2008-09

What is capitalism? Where did it come from? How does it work, and what are the politics of its epochal expansion? This course explores the origins, dynamics, and politics of capitalism as they have been theorized over the past 200 years. It begins with classical political economy, closely reading the works of Ricardo, Smith, and Marx. It then traces the lineages of classical political economy through the works of theorists such as Weber, Lenin, Schumpeter, Gramsci, Keynes, and Polanyi. The course ends with an examination of theorists who critique Eurocentric political economy by approaching the dynamics and experiences of capitalism from Europe's former colonies. Topics addressed in the course include debates about imperialism, the state, class struggle, development, and globalization.

367 African Political Thought

4; not offered 2008-09

This course will explore themes in African politics such as colonialism, nationalism, development, authenticity, gender, violence, and justice, through the ideas of some of Africa's most notable political thinkers of the past half-century, including Fanon, Nkrumah, Senghor, Nyerere, Mandela, and Tutu. The course also will consider the work of contemporary critics of the postcolonial African state. These may include writers, artists, and activists such as Ngugi wa Thiongo, Chinua Achebe, Wangari Maathai, Ken Saro-Wiwa, and Wambui Otieno. *Prerequisite:* consent of instructor. Distribution area: social science or alternative voices.

373 Political Ecology of Latin America

4; not offered 2008-09

This course examines the environmental politics of Latin America. It focuses on struggles over different natural resources — water, land, minerals, forests, and even raw genetic material — with an eye toward understanding how these struggles affect environmental health and human livelihoods. Topics include water politics, rainforest deforestation, bioprospecting, mining, ecotourism, "sustainable development", rapid urbanization, race, gender, and environmental justice movements. In the end, it uses these cases to explore the cultural politics of nature-society relations in Latin America by asking how our very conceptions of what constitutes "nature", "resources", and "the environment" are produced, and how those categories themselves are sites of material and symbolic struggle. *Prerequisites:* Consent of instructor based upon previous coursework on Latin America in any discipline.

378 Transnationalism

x, 4

Magnusson

This seminar examines the increasingly important political arena outside the exclusive control of the international system of states. Topics include transnational ideas and norms (neoliberalism, human rights), economic globalization, human migration, communications (global media and the Internet) and security issues (criminal networks and arms proliferation). The focus will be on how transnational processes work and how they affect both the structure of the international system and internal politics.

379 Freedom of Speech and the First**Amendment**

4, x

Withycombe

Arguments over the “appropriate boundaries” of freedom of speech are among the most interesting and hotly debated issues addressed by the legal system. In this course, the evolution of current legal standards on freedom of speech will be traced from the earliest statements on free speech in ancient Athens, through British Common Law to Colonial America, and finally to a wide range of cases that made their way to the U.S. Supreme Court. Issues such as privacy, obscenity, “fighting words,” and commercial speech will be discussed, along with considerable discussion dealing with special issues of free speech such as free speech and fair trials, prior restraint, and free speech in prisons, schools, the military, and the marketplace. May be elected as Rhetoric and Film Studies 350. This course may not satisfy both politics and rhetoric and film studies major requirements.

380 Argument in the Law and Politics

4; not offered 2008-09

This course emphasizes the study and practice of argument in the law and politics and involves three critical aspects. First, students engage in and evaluate legal argument in important court cases. Second, students participate in and evaluate political campaign and public policymaking processes. Third, students are exposed to argumentation theory as a way of interpreting the arguments they construct and evaluate. The goal of the course is to enhance the understanding and appreciation of the use of argument. May be elected as Rhetoric and Film Studies 351. This course may not satisfy both politics and rhetoric and film studies major requirements.

400-404 Special Studies in Politics:**Advanced Level**

4

Advanced seminars designed for students who have had considerable prior work in the study of politics. Each time they are offered, these seminars focus on different topics. Students are expected to complete extensive reading assignments, write several papers, and participate regularly in discussions. One period a week. The current offerings follow.

400A ST: Theories of Rights

x, 4

King

Human rights are usually associated with the expansion of freedom, political progress, and the spread of universal liberal values. However, the discourse of natural human rights originally emerged in the context of imperialism, political oppression and religious conflict and was deployed to justify imperialism as often as it was used to proclaim human freedom. In this course, we will reconsider contemporary approaches to human rights in light of the history of natural rights. We will begin with an examination of the origins of rights in the early modern natural law tradition, then we will explore the political mobilization of rights in the liberal and U.S. political traditions, and finally we will consider the implications of this history for contemporary debates about universal human rights, the rights of indigenous and minority groups, and other appeals to rights discourse. Distribution area: social science.

401A ST: Public Communication and Community-Based Research: Latinos in Washington State

x, 4

Apostolidis

This course enables students who have completed courses for the project on *The State of the State for Washington Latinos* to develop their skills in public communication about their research. It also challenges them to think critically about the dilemmas regarding power and democracy that are posed when policy investigators seek to make specialized research accessible to general audiences (including non-English speakers), professional policymakers, organizational leaders, and media representatives. Students will read and discuss texts on democratic theory along with texts on communication and the media. They will also carry out public communications projects such as these: making oral and visual presentations at local public meetings; writing journalistic pieces for the State of the State Web site; meeting with state policymakers about their research; contributing to a Web site that compiles policy research from multiple community-based research projects; presenting research at other colleges; and doing press, radio, and TV interviews. In the process, students will also revise and supplement their prior research as necessary. *Prerequisites:* Either Politics 458 or Politics 404A (Spring 2008). Distribution area: social science; alternative voices.

402A ST: Democratic Theory

x, 4

King

In contemporary political discourse, ‘democracy’ is often presented as the sole legitimate form of government. However, what democracy actually means, how it is reflected in laws, institutions and values, and the ways its challenges, limits, and tensions can be resolved are the subjects of much debate. This course will engage the following questions: What is democracy? How do different conceptions of democracy view freedom, equality, and citizenship?

What kinds of institutional arrangements best reflect and foster 'democracy'? We will consider these questions in terms of the historical roots of democracy in ancient Greece, the reinvigoration of democratic thinking during the Enlightenment, and current debates about democracy and democratic participation in the contemporary world. Distribution area: social science.

458 Research Seminar: Racism and Latinos in Washington State

4, x **Apostolidis**

This course combines critical reading on theories of race and racism and the history of Latino experiences in the United States with independent research that is meant to inform practical efforts to address these problems. Each student designs and carries out a research project that expands a body of research done by previous students in this course on social conditions for Latinos in Washington State. Previous areas of research have included education, health care, immigration, voting rights, labor, and other fields. The course involves a Community-Based Learning component that links students with professionals whose work impacts Latinos and who provide consultation to help students orient their research. Students learn how to conduct systematic empirical research on social and political problems: formulating questions; determining appropriate methods; gathering and analyzing data; conducting personal interviews; and making policy recommendations based on results. Students are also expected to make their research politically relevant by engaging in organized public educational activities. The core intellectual challenge, in turn, is to hold academic reflections in creative tension with both practical research and political action. *Prerequisites:* consent of instructor. Distribution area: social sciences, alternative voices.

481, 482 Individual Projects

1-4, 1-4 **Staff**

Directed individual study and research. *Prerequisites:* appropriate prior coursework in politics and consent of the supervising instructor.

490 Senior Seminar

4, x **Beechey, Kaufman-Osborn, Magnusson, Morefield**

This team-taught seminar will meet one evening a week throughout the semester. Its purpose is to engage senior majors in sustained discussion of contemporary political issues. Requirements include attendance at all seminar meetings; extensive participation in discussion; and the completion of several papers, one being a proposal for a senior thesis or honor thesis. Required of, and open only to, senior politics majors. (Fall degree candidates should plan to take this seminar at the latest possible opportunity.)

497 Senior Thesis

2, 2 **Staff**

During the first two-thirds of each major's final semester at Whitman, he or she will satisfactorily complete the senior thesis launched the prior semester, and then defend that thesis orally before two faculty members. Detailed information on this process is provided to students well in advance. No thesis will be deemed acceptable unless it receives a grade of C- or better. Required of, and open only to, senior majors not taking Politics 498.

498 Honors Thesis

2, 2 **Staff**

Designed to further independent research leading to the preparation of an undergraduate honors thesis on a subject of analytical or theoretical interest in politics. Required of and limited to senior honors candidates in politics. Conducted under close faculty supervision. *Prerequisites:* admission to honors candidacy and consent of department chair.

Psychology

Walter T. Herbranson, *Chair*

Melissa Clearfield

(on Sabbatical,
Spring 2009)

Richard N. Jacks

Matthew W. Prull

S. Brooke Vick

(on Sabbatical,
Spring 2009)

Deborah Wiese

Psychology courses emphasize the observational and theoretical analysis of the behavior of organisms.

A student who enters Whitman without any prior college-level preparation in psychology will complete 36 credits to fulfill the requirements for the psychology major. Courses completed in the psychology major apply to the social science distribution area and select courses in the psychology major additionally apply to the science, alternative voices and quantitative analysis distribution areas.

The courses listed below are designated for distribution credits in the following categories:

Science: 360 *Physiology of Behavior*.

Quantitative Analysis: 210 *Psychological Statistics*.

Alternative Voices: 239 *Psychology of Women and Gender*, 335 *Cross Cultural Psychology*; 336 *Social Stigma*.

The Psychology major: Psychology 110, 210, 220, 420, 495; 496 or 498; one seminar

course from courses numbered 300-349; one laboratory course from courses numbered 350-399; and other courses selected with the approval of the major adviser to make a total of 36 credits; three credits in philosophy (excluding Philosophy 109), three credits in sociology (excluding Sociology 230) or anthropology, and three credits in biology. It is strongly recommended that students complete Psychology 210 and 220 by the end of their junior year. The senior assessment: a one-hour oral defense of the senior thesis, and satisfactory performance on the MFT are both required for graduation.

The Psychology minor: Psychology 110, 210; plus 10 additional credits for a total of 18 credits. The 10 additional credits must include at least one psychology course numbered 300 or higher that is at least three credits and excludes Psychology 407 and 408.

110 Introduction to Psychology

4, 4

Staff

The science of psychology as intended for general and beginning students. Designed to introduce students to the technical vocabulary, methodology, and principal fields of research. Analysis of such topics as learning, development, personality, behavior pathology, emotions, and social behavior. All sections designed to introduce the student to the basic material of the introductory psychology course. Not all sections are organized and conducted the same way. Sections by Clearfield emphasize group work and projects.

210 Psychological Statistics

4, 4

Herbranson

Descriptive, correlational, and inferential statistical methods as well as some of their applications in psychology. The final grade is based on completion of homework assignments and examinations. The material is at an intermediate level of complexity, and students are advised to take the course early in preparation for more advanced work. Not available to senior psychology majors without department consent. Distribution area: quantitative analysis.

220 Research Methods in Psychology

4, 4

Pull

Description and application of experimental methods to human and animal subjects. Classical and contemporary methods, content, and problems are covered with a special emphasis on the human subject in research. Designed for beginning and intermediate students. A research paper written according to APA format is required. The course involves an arranged laboratory. *Prerequisites:* Psychology 110 and Psychology 210. Not available to senior psychology majors without department consent.

230 Social Psychology

4, x

Staff

This course provides students with a broad introduction to the field of social psychology, the study of how others influence our thoughts, feelings, and behavior in a social world. Course content will focus on both theoretical and empirical research to explore the ways in which social situations affect our cognition, emotion, and action, and the ways in which the self contributes to the social construction of human behavior. Specific topics include social judgment, group behavior, stereotyping and prejudice, conflict and war, liking and love, helping, and persuasion, among others. A laboratory weekend is required. *Prerequisites:* Psychology 110, or consent of instructor. Distribution area: social science.

232 Stereotyping, Prejudice, and Intergroup Relations

3; not offered 2008-09

How and why do group-based stereotypes form? Why do they persist despite evidence of their inaccuracy? Why are we prejudiced against one another and how can we reduce these tendencies? This course will introduce students to theory and research addressing the nature of social identities (race/ethnicity, gender, religion, sexual orientation, age, etc.) and their influence on intergroup behavior from a social psychological perspective. Topics will include theoretical origins of prejudice and intergroup conflict, biases in social perception and judgment, how prejudice affects its targets, and potential means of changing stereotypes and reducing prejudice. Students will be encouraged to examine their own social identities and social relations with the goal of understanding how to successfully negotiate interactions between members of different social groups. *Prerequisites:* Psychology 110 or consent of instructor.

239 Psychology of Women and Gender

x, 3

Staff

This course will examine the origins and psychological effects of stereotypes and gender differences on women. Specifically, we will explore how gender differences manifest themselves in all aspects of women's lives, including childhood, love and dating relationships, sex, marriage, the media's influence, work, violence, and mental health. Although we will touch on men's issues, the focus will be on women's experiences. *Prerequisites:* Psychology 110 or Gender Studies 100. Distribution area: alternative voices.

240 Developmental Psychology

3, x

Clearfield

This course uses a problem-based student-centered approach to the development of infants and children. The goals of the course are to promote critical thinking and problem-solving skills using reading, data, video, and group projects on issues in perceptual, motor, social, and cognitive development. There is a problem-based assignment due for every class, but no

conventional examinations. Students will understand the major issues in developmental psychology and developmental processes through critical reading of research reports and popular press, evaluating conflicting data, interpreting data, and generating testable hypotheses. *Prerequisite:* Psychology 110. Credit not allowed if Psychology 380 has been taken.

247, 248 Special Topics

3-4

These courses focus on topics within psychology and/or research interests of psychology faculty. These courses are generally not offered regularly. Enrollments in 200-level special topics courses can be larger than the limited-enrollment 300-level seminars, and these courses may provide broad surveys of a certain domain within psychology. These courses may be appropriate for nonpsychology majors as well as majors.

247A ST: Child and Adolescent Development

x, 3

Doan

Over the course we will be immersing ourselves in the study of the physical, cognitive, emotional, social, and moral development of children and adolescents. The goal of this course is to gain insight into teaching and learning by examining the various facets of human development. One goal of the course is to develop an appreciation for the challenges and opportunities facing each developmental stage of life. In this class we will practice thinking critically and creatively about development and exploring similarities and differences within and across cultures, gender, and age related cohorts. *Pre-requisites:* Psychology 110 or equivalent.

248A ST: Women's Intersectional Identities

x, 3

J. Withycombe

This course will examine the origins and effects of stereotypes and the differences intersectional identities have on women. Specifically, we will critically examine the experiences of girls and women in America from a psycho-socio-cultural perspective with a particular emphasis on the constructs of gender, race, class, and sexuality and how these constructs both independently and collectively mediate the female life experience. Topics will include childhood, love and dating, relationships, sex, marriage, motherhood, media, work, violence, and mental health. This course will explore theories and interpretive frameworks from psychology, sociology, feminist studies, race studies, and cultural studies. *Enrollment Restrictions:* Credit not allowed if Psychology 239 has been taken. Distribution Area: Social Sciences, Alternative Voices

250 Cognitive Psychology

3, x

Pruhl

This course examines the theories, issues, and research associated with the ways that people come to know and understand the world in which they live. Topics include pattern recognition, attention, memory, imagery, language, problem-solving, decision-making,

and consciousness. Course meetings are twice weekly. At least two essay examinations and one research paper are required. *Prerequisites:* Psychology 110 or consent of instructor. Credit not allowed if Psychology 349 *Seminar in Human Memory* has been taken.

257 Peer Counseling

2, x

Jacks

Designed to teach verbal/nonverbal attending and communication skills through instruction, role-play, and videotaped practice. Additional topics include crisis counseling, suicide, depression, counseling minority and gay students, and ethics of the helping relationship. One hour of class and two hours of laboratory per week. A paper/project and a weekly co-counseling session required. Graded credit/no credit.

260 Abnormal Psychology

x, 4

Wiese

Explores perceptions of normality to provide an introduction to mental illness and to mental health. Students will learn presenting issues and manifestations of major mental disorders, critically examining research and current diagnostic practice. Attention will be given to cultural competence in diagnosis and treatment. This course involves a significant amount of reading and an ability to utilize the readings in discussions and activities. Includes quizzes, two exams, and out-of-class assignments.

270 Personality Theories

3; not offered 2008-09

This course emphasizes a holistic approach to understanding the person as we examine classical and contemporary personality theories. Readings will include a popular text and journal articles organized around four central themes (intrapsychic mysteries, interactions, interpretive structures, interpersonal stories). Exams, a theoretical paper, short thought papers, and class participation will form the basis of the course grade. *Prerequisite:* Psychology 110 or the consent of the instructor. Credit not allowed if Psychology 370 has been taken.

320 Seminar: Psychology of Aging

3; not offered 2008-09

This course surveys basic knowledge in the psychology of aging. Models of successful aging, social changes in late life, age-related changes in cognitive and intellectual functioning, psycho-pathology and the consequences of age-related degenerative diseases (Alzheimer's and Parkinson's diseases) are among the topics discussed. The course will likely motivate students to examine their preconceptions about older people and the aging process. *Prerequisites:* Psychology 110.

322 Theoretical Approaches to Psychotherapy 4; not offered 2008-09

Covers primary theories in counseling psychology that have formed the basis for understanding clients and shaped therapeutic interventions. Critical analysis of theories based on research and applicability in multicultural contexts. Evaluation of relationship between theory and practice. In addition to class time, weekly co-counseling sessions required for guided experiential learning of interventions such as Gestalt techniques, systematic desensitization, dialectical behavior therapy, and rational emotive behavior therapy. *Prerequisites:* Psychology 110 and consent of instructor. Credit not allowed if Psychology 270 or Psychology 370 has been taken.

326 Theories of Knowledge Acquisition 4; not offered 2008-09

How do you go from being a newborn, unable to speak, walk, or even lift your own head, to who you are now, a speaking, thinking, moving adult? How does change happen, and where does knowledge come from? The central question in developmental psychology is the origins of new forms of behavior; this course will focus on the origins of human cognition. In this seminar, we will read and discuss classic and contemporary theories of development, as well as empirical data and computer models of development. Topics will include Piaget, nativism, and ecological theory, with a special emphasis on connectionism and dynamic systems theory. Our focus will be how successfully these theories address developmental change, and what developmental processes can tell us about cognition. Weekly response papers, a midterm and a final project are required. *Prerequisites:* three courses in psychology, or consent of instructor.

335 Seminar in Cross-Cultural Psychology x, 4 Wiese

Psychological concepts and theories accepted in the United States have often been presented as universal. Increasingly, however, these theories have been challenged for their failure to acknowledge diversity in terms of gender, race, social class, and culture in general. This course focuses on current theories and research in cross-cultural psychology, emphasizing methodological challenges and cultural influences on psychological processes. Attention is given to potential implications for general psychology in the United States. Emphasis in given years may change from international to national concerns. The course requires significant reading, written cultural analyses, and active participation in discussions and field trips. *Prerequisite:* consent of instructor.

336 Social Stigma 3, x Vick

This course will examine research and theory on social stigma from a social psychological perspective. Topics will include the origins and functions of stig-

matization, mechanisms and consequences of social stigma, and coping strategies of stigmatized individuals. Special attention will be paid to targets of stigma, including those stigmatized by their race/ethnicity, gender, and sexual orientation. The psychological effects of prejudice and discrimination for these targets will be discussed. This course is conducted primarily as an advanced seminar in psychology. *Prerequisite:* Psychology 110; students who have received credit for Psychology 232 may not receive credit for this course. Distribution area: alternative voices.

339 Comparative and Evolutionary Psychology 4; not offered 2008-09

This seminar explores psychological topics across a wide variety of species, with a particular emphasis on evolution as a determinant of behavior and cognition. Course content will include modern research on animal behavior and ethology, stressing the importance of an animal's biological, ecological and social milieu. Specific topics may include dominance and social structure, foraging, mating, predation, communication, perception, conflict and cooperation. *Prerequisite:* three credits in psychology or biology.

347, 348 Special Topics Seminars 3-4

These seminars focus on specific topics within psychology and/or research interests of psychology faculty. These courses are generally not offered regularly. Individual courses may be taught only once, and course offerings are likely to change substantially from year to year. Enrollments are generally limited to 12 students per class so that class discussion opportunities are maximized.

347 ST: Philosophy and Psychology of Language 4, x Clearfield and Clearfield

In this course we will work toward an integrated understanding of the nature of language through an examination of both empirical research and theoretical discussions. Specific topics will include: language acquisition, the relation between language and nonlinguistic communicative behavior, the relation between language and thought, the nature of meaning, and the relation between language and the world. *Prerequisites:* at least six credits of philosophy or six credits of psychology or consent of the instructors. Distribution area: social science or humanities. May be elected as Philosophy 338.

347B ST: Motivation 3,x Doan

This course examines multiple perspectives on student motivation and the management of learning environments as bases for reflecting on educational practice. The overall goals of this course are to develop a deeper understanding of how people learn, what motivates them and why, and how theory drives

application. As motivation derives from educational psychology, dominant application is founded through the learner in the classroom setting. Participants will learn contemporary perspectives on student motivation and proactive strategies for linking theories of motivation through primary and text sources. *Pre-requisites:* Psychology 110 or equivalent.

349 Seminar in Human Memory

x, 3

Pruhl

Other than that which is genetically coded, everything that we know about the world represents some aspect of human memory. This seminar examines historical and contemporary accounts of human memory, with particular emphasis on reading and discussing primary research articles. Neurobiological as well as psychological perspectives to the study of human memory will be taken. Domains that are likely to be explored include memory processes (e.g., encoding, storage, and retrieval), distinctions (e.g., short-term/long-term, episodic/semantic, implicit/explicit) and systems (e.g., temporal and frontal lobe correlates of memory). Class presentations and a final empirical project are required components of the course. *Pre-requisites:* Psychology 110 or equivalent. Credit not allowed if Psychology 350 has been taken.

353 Practicum in Psychology

1-3, 1-3

Wiese and Staff

Practicum experiences allow students to integrate and apply issues they have learned in coursework. Placements vary by semester and may include school, hospital, community, or outpatient sites. Students engage in a minimum of three hours per week in off-campus placement, complete readings and assignments, and meet weekly with course instructor. *Pre-requisites:* Psychology 110 and consent of instructor. *Corequisites:* Psychology 356 *Applied Psychology* (if taking for the first time).

356 Applied Psychology

3, x

Wiese

This course focuses on the applications of psychology in community settings. Integrates theory, research, and treatment modalities to introduce the scientist practitioner model of psychology. Addresses professional issues and career possibilities in applied areas of psychology. Class sessions devoted to discussion of readings, exposure to basic therapeutic skills, and group supervision of practicum experiences. All students required to be concurrently enrolled in Psychology 353 *Practicum in Psychology*. *Prerequisite:* Psychology 110 and consent of instructor.

358 Research Experience

3-4, 3-4

Staff

A supervised research experience in an ongoing lab project, arranged with the instructor, giving students the opportunity to recruit participants, collect, code, and analyze data, as well as read relevant literature and write lab reports. *Prerequisite:* consent of instructor.

360 Physiology of Behavior

x, 4

Herbranson

Designed to introduce students to modern physiological approaches to the study of behavior. This course will cover the basic research methods and equipment used in modern neuroscience and the theoretical implications of a physiological approach to psychology. Specific topics will include the electrical and chemical basis of neural functioning: the structure and function of sensory and motor systems, the physiological basis and treatment of psychopathology; and the biology of central processes including but not limited to learning, memory and emotion. Two lectures and one three-hour lab per week. *Prerequisites:* four credits each of psychology and biology. Distribution area: science.

380 Lab in Child Development

4; not offered 2008-09

This course introduces students to the methodological and theoretical approaches to the study of child development. Specific topics will include perceptual and motor development, social and moral development, and cognitive and language development. We will study children ranging in age from infancy through middle childhood, and will study both normally developing and impaired children. Designed for beginning and intermediate students and especially for new majors. Two 80-minute periods per week plus an arranged laboratory. *Prerequisites:* Psychology 110 and consent of instructor. Credit not allowed if Psychology 240 has been taken.

390 Psychology of Learning

4, x

Herbranson

This course uses principles of conditioning and learning to explore how humans and animals adapt their behavior to meet changing environmental demands. Students will learn about historical and modern applications of Pavlovian and operant conditioning, and will apply those models to contemporary problems in psychology. In the associated lab, rats will be used as a model organism to demonstrate principles of learning as tools for the modification of behavior. *Prerequisites:* Psychology 110.

407, 408 Independent Study

1-3, 1-3

Staff

Independent study in an area of special interest selected by the student with direction of a staff member. *Prerequisite:* consent of instructor.

420 Contemporary and Historical Issues in Psychology

4, x

Wiese

This capstone course considers perennial issues in psychology, such as nature vs. nurture, fact vs. value, positivism vs. constructivism, and the mind/body problem. The historical and contemporary forms of these issues are examined using literature from the history of psychology, as well as contemporary articles

from *The American Psychologist* and the *American Psychological Association Monitor*. Goals are: 1) to provide senior psychology majors a conceptual and historical background by which to consider contemporary matters of pressing concern; 2) to assist students in their integration of psychology as a discipline; and 3) to consider the wide range of ethical issues pertinent to the study and practice of psychology. Students are asked to write several position papers and a take-home exam as well as participate in a debate. Restricted to senior psychology majors and minors; others by consent only. Required of all senior psychology majors.

495 Thesis

3, x

Staff

First semester of a yearlong thesis project, including weekly meetings with class, with adviser, and several drafts of a well-documented proposal due throughout the semester.

496 Thesis

x, 3

Staff

Second semester of a yearlong thesis project. Weekly meetings with class, with adviser, an oral presentation on the thesis project, and a polished final draft submitted before April 1.

498 Honors Thesis

x, 3

Staff

Second semester of a yearlong thesis project. Weekly meetings with class, with adviser, an oral presentation on the thesis project, and a polished final draft submitted before April 1. In addition, a public presentation, preferably at a professional or student conference, is required.

Race and Ethnic Studies

Jean Carwile Masteller, *Director*

Shampa Biswas

Alberto Galindo

David Glenn

Helen Kim

Nina Lerman (*on Sabbatical, 2008-09*)

Bruce Magnusson

Gilbert Mireles (*on Sabbatical, Fall 2008*)

Nicole Simek

Robert Withycombe

The Race and Ethnic Studies major takes an interdisciplinary approach to the study of race and ethnicity — what do these categories of difference mean? How have they been defined, constructed, and applied in different

socio-historic contexts? How do they intersect or overlap with other axes of difference (e.g. gender, class, nation, religion)? Exploring these questions with analytical tools and approaches developed in a range of academic disciplines, this major leads to a critical examination of many historical and contemporary social issues that arise from the institutionalization of race and ethnicity.

The Race and Ethnic Studies major will complete two foundational courses, a concentration designed with the adviser and approved by the Race and Ethnic Studies Steering Committee, a senior seminar and thesis, and elective courses totaling 36 credits and chosen such that the overall coursework is drawn from a minimum of three departments. Three courses in addition to the senior seminar and thesis must be at the 300 or 400 level; at least two of these must be taken at Whitman. No more than 12 credits earned in off-campus programs and transfer credit, nor more than four credits in independent study, may be used to satisfy the race and ethnic studies major requirements. In all courses, the student's work should focus on issues of race and ethnicity whenever that is possible. Courses completed in race and ethnic studies apply to the humanities, social sciences, alternative voices, and fine arts distribution areas. In addition, the student will complete 12 credits of college-level study in a language other than his or her first language.

Foundation courses: General Studies 245 *Critical and Alternative Voices*, plus one other course centered on racial and ethnic analysis (Sociology 267 *Race and Ethnic Group Relations*; History 371 *African American History*; History 268 *U.S. Ethnic and Immigration History*; Politics 259 *Politics of Race, Ethnicity, and Religion*; Philosophy 225 *Critical Race Theory*).

Concentration: Three courses (typically nine to 12 credits) defining focus of study in a topic or region, providing context for the thesis. Two of the three courses must be taken at Whitman, and independent study classes are not permitted. The concentration must be proposed to and approved by the Race and Ethnic Studies Steering Committee by the end of fall semester of the junior year. Examples

of regional concentrations include: race and ethnicity in Latin America, ethnicity and race in Africa, U.S. race and ethnic studies, African American studies, or race and ethnicity in South Asia. Examples of thematic or topical concentrations include: ethnicity and identity; race and gender; literary representations of race and ethnicity; race and class; ethnicity and nation; race, ethnicity, and nature; religion and ethnicity. The proposal must include a title, a list of the three courses proposed, and an explanation of how the courses fit together and complement each other.

Electives: Usually three courses chosen to complement the concentration, such that, in combination with foundational and concentration coursework, the student has worked in three disciplines overall. It is recommended that the student explore more than one geographic area.

Capstone: A senior seminar (four credits) in the fall, in which students discuss common readings and case studies and begin thesis research, and completion of thesis (two credits) in the spring. The oral portion of the major exam will begin with a thesis defense and proceed to a broader synthesis of the student's work in the major. Students will propose thesis topics to the Race and Ethnic Studies Steering Committee by the end of the junior year.

Language Requirement: The language requirement places value on the linguistic dimensions of difference and provides students with at least minimal direct exposure to this dimension. The student will complete 12 credits of college-level study in a language other than the student's first language. No more than two languages are allowed within the 12 credits. These credits may be earned at Whitman College, through transfer credit from accredited U.S. institutions of higher learning, or from a Whitman approved study abroad program.

The Race and Ethnic Studies minor: The student completing a minor in Race and Ethnic Studies will take General Studies 245 *Critical and Alternative Voices*, one of the foundation courses (Sociology 267 *Race and Ethnic Group Relations*; History 371 *African American History*; History 268 *U.S. Ethnic and Immigration History*; Politics 259 *Politics*

of Race, Ethnicity, and Religion; Philosophy 225 *Critical Race Theory*), and three elective courses chosen from the list of eligible courses.

1. "Foundation" courses: courses incorporating race and ethnicity as central, defining issues:

General Studies 245 *Critical and Alternative Voices*

History 371 *African American History*

History 268 *U.S. Ethnic and Immigration History*

Philosophy 225 *Critical Race Theory*

Politics 259 *Politics of Race, Ethnicity, and Religion*

Sociology 267 *Race and Ethnic Group Relations*

2. Race and ethnic studies courses: a list from which majors will draw concentration and elective courses in consultation with adviser and approved by committee. **For a more thorough listing of courses used in the Race and Ethnic Studies program please consult the department Web page at www.whitman.edu/race_and_ethnic_studies.**

Anthropology 248 *Native Cultures of North America*

Anthropology 250 *Las Americas: Contemporary Latin American Anthropology*

Anthropology 258 *Peoples of the Tibeto-Burman Highlands*

Anthropology 259 *Andean Culture and Society Since the Inca*

Anthropology 328 *Culture, Health, and Healing: Medical Anthropology*

Art History 208 *Arts of the Americas: The Visual Culture of Conquest and Colonialism*

Art History 221 *American Art and Visual Culture, Colonial to 1900*

Art History 222 *American Art and Visual Culture of the Twentieth Century*

Education 278 *Strategies for Teaching Linguistically and Culturally Diverse Students*

Education 348 *Multicultural Education*

Education 360/Sociology 370 *Educational Equality*

English 182 *Introduction to African American Literature*

English 388B *The Black Urban Experi-*

- ence
- French 316 *Contemporary France and the Francophone World*
- History 112 *Modern Africa*
- History 188 *Modern Latin America*
- History 247 *Early China*
- History 250 *Colonies to Nation: North America, 1600-1800*
- History 259 *ST: Social History of Stuff*
- History 287 *Colonial Latin America*
- History 290/Soc 290 *History and Sociology of Rock 'n' Roll*
- History 297 *Building a Nation, U.S. 1800-1890*
- History 310B *ST: The Colonial Moment in Africa*
- History 322 *Palestinian-Israeli Conflict*
- History 344 *Modern China*
- History 346 *Modern Japan*
- History 368 *Emergence of Modern America*
- History 369 *United States Since the Second World War*
- History 370 *Interrogating Sisterhood: Women and Gender in the U.S.*
- History 380 *ST: Black Atlantic*
- History 381 *History of Central America*
- History 383 *Women in Latin America*
- History 389 *History of Mexico*
- Japanese 347 *ST: Japanese Psychology*
- Music 160 *Study of Jazz*
- Politics 220 *American Political Theory*
- Politics 258 *Politics in Africa*
- Politics 316 *Culture, Ideology, Politics*
- Politics 329 *Theories of Empire*
- Politics 334 *U.S.-Mexico Border*
- Politics 335 *Cultural Politics of Development in Latin America*
- Politics 338 *North-South Relations*
- Politics 348 *International Politics of Ethnic Conflict*
- Politics 359 *Gender and International Hierarchy*
- Politics 367 *African Political Thought*
- Politics 378 *Transnationalism*
- Politics 402 *Research Seminar: Racism and Latinos in Washington State*
- Psychology 230 *Social Psychology*
- Psychology 232 *Stereotype, Prejudice and Intergroup Relations*
- Psychology 335 *Seminar in Cross-Cultural Psychology*
- Psychology 336 *Social Stigma*
- Psychology 347A *ST: Japanese Psychology*
- Religion 222 *South Asian Religions II: The Classical Period*
- Religion 259 *Religion in America from Columbus to the Civil War*
- Religion 260 *Religion in America from the Civil War to the Present*
- Religion 345 *Judaism in the United States*
- Religion 349 *Field Studies in the Religions of the Pacific Northwest*
- Religion 355 *Religious Intolerance in the Contemporary United States*
- Religion 358 *Feminist and Liberation Theologies*
- Religion 389 *Multireligious South Asia*
- Rhetoric and Film Studies 240 *Rhetorical Explorations: Race, Class, and Gender*
- Rhetoric and Film Studies 250 *Persuasion, Agitation and Social Movements*
- Rhetoric and Film Studies 340 *African American Protest Rhetoric*
- Sociology 230 *Social Psychology*
- Sociology 271 *Asian Americans in Contemporary Society*
- Sociology 290/History 290 *History and Sociology of Rock 'n' Roll*
- Sociology 293A *Latina/o Experience in the U.S.*
- Sociology 293A *Asian American Identity*
- Sociology 353 *Environmental Justice*
- Sociology 369 *Social Stratification*
- Sociology 370/Education 360 *Issues of Educational Equality*
- Spanish 305-306 *Advanced Spanish: Topics in Contemporary Hispanic Culture*
- Spanish 325 *Healthcare and Language*
- Spanish 335-336 *Hispanic Culture, History and Introduction to Hispanic Literature*
- Spanish 421 *Axis of Evil: Law and Literature in Latino America and the Caribbean*
- Spanish 425 *The Rise of Latinos in the U.S.*
- Spanish 447/World Literature 329 *Familias y Fronteras: Contemporary Chicana Literature*
- Spanish 450 *Night Chicas: Sex Workers in Contemporary Film from Spain, Mexico,*

and Brazil

Spanish 451 *The Theatre and Poetry of Federico Garcia Lorca*

Spanish 452 *Pedro Almodovar's Spain*

World Literature 381A *Constructing the Caribbean*

World Literature 382 *Media and Culture in Latino/Latin America*

World Literature 395 *Contemporary Literary Theory*

301 Special Topics in Race and Ethnic Studies

2-4

The course explores selected topics in race and ethnic studies.

490 Senior Seminar

4, x

H. Kim

Taught by a race and ethnic studies faculty member with guest participation by others, this seminar is intended to engage senior majors in case studies focused on race and ethnicity. Readings, discussion, and papers, including a proposal for the thesis. Required of and limited to senior race and ethnic studies majors. (Fall degree candidates should plan to take this seminar at the latest possible opportunity.) *Prerequisites:* Open to senior race and ethnic studies majors.

497 Thesis

2, 2

Staff

Completion of a thesis based on the previous semester's plan. *Prerequisites:* Race and Ethnic Studies 490.

498 Honors Thesis

2, 2

Staff

Completion of an honors thesis. Required of and limited to senior honors candidates in race and ethnic studies. *Prerequisites:* Race and Ethnic Studies 490 and admission to honors candidacy.

Religion

Walter E. Wyman Jr., *Chair*

Rogers B. Miles

Jonathan S. Walters, *Chair, Division II*

Melissa M. Wilcox

The goal of the study of religion at a secular college is religious literacy. Religious literacy, an important dimension of cultural literacy, entails both a cognitive component (knowledge of religions and of the religious dimension of culture) and proficiencies (the

acquiring of skills relevant to the analysis of religion). Courses in religion have the objective of conveying knowledge in five areas (Asian religions, modern western religious thought, Near Eastern religions, religion in America, and gender or the sociology of religion), and of developing skills of analysis, interpretation, and communication. Courses in the religion department apply to the humanities and alternative voices (selected courses) distribution areas.

An individually designed combined major which integrates the study of religion with work in another department can be arranged.

The Religion major: A minimum of 36 credits in religion, including the following: (1) at least one religion course in each of the following five areas: (a) gender or the sociology of religion, (b) Near Eastern religions, (c) Asian religions, (d) religion in America, (e) Western religious thought; (2) at least two 300-level religion courses, which may simultaneously fulfill the area requirements; (3) senior seminar and thesis (Religion 448 and 490 or 498). No more than one 100-level course may be counted for the major; the *Comparative Studies in Religion* courses (Religion 116 and 117) do not fulfill the area requirements. The senior assessment: All religion majors are required to write a senior thesis, and to pass an oral examination on the thesis, which may include questions of a more comprehensive nature. Departmental policy does not allow a P-D-F grade option for courses within the major.

The Religion minor: A minimum of 20 credits in religion. At least one religion course must be taken in three out of the following five areas: (a) gender or the sociology of religion, (b) Near Eastern religions, (c) Asian religions, (d) religion in America, (e) Western religious thought. No more than one 100-level course may be given credit toward the minor; the *Comparative Studies in Religion* courses (Religion 116 and 117) do not fulfill the area requirements. At least one course in religion at the 300 level must be taken. Departmental policy does not allow a P-D-F grade option for courses within the minor.

100 Introduction to Religion 4; not offered 2008-09

An introduction both to religion as a reality of human history, culture, and experience, and to the study of religion as a field in the humanities and social sciences. Topics include the nature of religion, theological, and social scientific theories of religion; sacred scriptures, East and West; religious thought about the nature of ultimate reality, the human condition, and the path to salvation in several traditions. Not a survey of world religions, but an introduction to religion using cross-cultural materials and a variety of approaches. Three class meetings per week. Open only to first- and second-year students.

103 Death and Afterlife

x, 4

Walters

Death and the afterlife have been central concerns of all religious people, whose answers to the questions "why do we die?" and "what happens next?" have shaped their ways of life in general and their funerary practices in particular. But however universal the reality of death, conceptualizations of and responses to it have varied widely among and even within various religions and civilizations. This seminar, based on reading and discussion of primary (scriptural) and secondary (scholarly) texts, explores a range of ideas and practices surrounding death and the afterlife in two of the world's great civilizations: The Abrahamic (Jewish, Christian and Muslim) and the Indic (Hindu, Buddhist and Jain). In addition to identifying the specific understandings and practices unique to each religion, we will raise and address comparative questions about similarities and differences found among them. Open only to first- and second-year students.

107 Religion and Society

4, x

Wilcox

Is same-sex marriage a religious issue or a political one? Are the *Matrix* movies Buddhist, Jewish, Christian, or secular? Do people really get sucked into cults, and can deprogrammers get them out again? Why do so many ethnic groups have their own temples, mosques, or churches? What is witchcraft, and what does it have to do with feminism? This class invites students to consider religion through the lenses of sociology and cultural studies. It will explore the influence of religion on social institutions, politics, social movements, and popular culture, as well as considering the effects of society and culture on religion. Topics include: civil religions; religion and the social order; religion, gender, and race; new religious movements and "spirituality"; seekerism and secularization; religion and social change; religion in popular culture; and religion and violence. Open only to first- and second-year students. May be elected as Sociology 127.

116, 117 Comparative Studies in Religion

4

This course is an introduction to the academic study of religion. Topics for the sections vary from

semester to semester and year to year, depending on the particular interests of the instructors, but every course will consider some aspect of the phenomenon of religion and study it in a comparative perspective. Open only to first- and second-year students. For the current offering, see the schedule of classes.

116 ST: Mythologies of Light and Darkness: Dualism in Ancient Iran

4, x

Hart

Ancient Iranian religions such as Zoroastrianism, Manichaeism, Gnosticism, and others believed that all of existence was governed by two opposing forces: the Light and the Darkness. This course will study these religions and examine their myths about the Light and the Darkness. We will ask how the images or stories about the Light and the Darkness vary from one tradition to another? How might these myths have shaped the religions of Zoroastrianism, Manichaeism, or Gnosticism? And what sort of impact did/does the ancient Iranian interest in the theme of dualism have on the wider world and other religions? Open only to first and second year students.

117A ST: Ritual Practices of Ancient Iranian Religions

x, 4

Hart

Introductory level special topics course. This class looks at the various rituals that help define the religions of Sasanian Iran (2nd-7th century C.E.) We will be studying Zoroastrianism, Manichaeism and Mandaeism, giving special attention to ritual practices associated with each tradition. We will also address the topics of myth and ritual, as well as ritual and performance as they relate to religion in general. Distribution Area: Humanities and Alternative Voices.

180 Church and State in American History

4, x

Miles

The First Amendment of the U.S. Constitution inaugurated a radical experiment to separate church and state in order to guarantee the religious liberty of every citizen. Why did the Founding Fathers undertake this experiment? How did they conceive of the separation, and how have others thereafter construed their intent in the face of America's increasing religious pluralism? Among the questions this seminar will examine: Can government legitimately support faith-based social initiatives? Do prayer in public schools, displays of religious symbols in public spaces, and school vouchers undermine the First Amendment? Can government remain strictly neutral toward religion without placing itself on the side of irreligion? To what degree should the state support religiously sanctioned cultural practices regarding marriage, contraception, and sexual behavior? Open only to first- and second-year students.

201 The Hebrew Bible**x, 4****Staff**

As a source of legislation, history, and literature, the Hebrew Bible is a fundamental text of Judaism. However, the religious tradition which the Hebrew Bible chronicles differs markedly from Judaism. Through a study of translations of selected passages from the Hebrew Bible, we will follow the history and religion of ancient Israel from Abraham to the Hellenistic period. Although ancient Israelite history and religion will be presented in the context of ancient Near Eastern mythology, this course will nevertheless lay a foundation for further work in Judaism.

202 The New Testament and Early Christianity**4; not offered 2008-09**

An introduction to the beginnings of Christianity by a study of the New Testament and other early Christian writings. Attention will be given to both historical questions and religious ideas. The focal points of the course will be the Gospels, the problem of the historical Jesus (including the contemporary work on this problem by the "Jesus Seminar"), and the theology of Paul.

207 Introduction to Islam**x, 4****Staff**

With an emphasis on primary sources, this course pursues major themes in Islamic civilization from the revelation of the Qur'an to Muhammad until the present. From philosophy to political Islam, and from mysticism to Muslims in America, we will explore the diversity of a rapidly growing religious tradition.

209 Introduction to Judaism**4; not offered 2008-09**

A survey of Jewish texts, traditions, and beliefs from the end of the Hellenistic period to the origins of the Reform, Reconstructionist, Conservative, and Modern Orthodox movements in Europe and America. With an emphasis throughout on historical consciousness, special attention will be paid to the formation of Rabbinic Judaism, medieval Jewish literature and thought, and the responses of Jews to the Enlightenment. *Prerequisite:* General Studies 145 or consent of instructor.

213 A - Introduction to Zoroastrianism**x, 4 (Spring 2009 Only)****Hart**

This course offers an overview of the Zoroastrian religion. We will study Zoroastrianism from its foundation with the priest Zoroaster up to the lives of modern Zoroastrians, known as Parsees. Among the topics we will address are: the Avesta and other Zoroastrian literature; Zoroastrian myth, theology and praxis; the political alliances between Zoroastrianism and the Iranian Empires; modern literary and philosophical interest in Zoroastrianism; and the state of Zoroastrianism in modernity. Distribution Area: Humanities and Alternative Voices.

215 A - Introduction to Shi'ism**x, 4 (Spring 2009 Only)****Hart**

Islam is divided into two major sects: the Sunni and the Shi'a. Numerically there are vastly more Sunni Muslims than Shi'a but recently the Shi'a have come to dominate current events. This course focuses on the specifics of Shi'a Islam, its origins, its beliefs, its practices and its history. We will concentrate on the reasons-historical and ideological-for the Shi'a-Sunni divide. We will study Shi'a belief regarding issues such as the Imams, occultation, and the Mahdi. We will also consider how Shi'ism has been influenced by Iranian culture from the time of the emergence of Shi'a Islam in the 7th century C.E. through to the Iranian Revolution and the rise of the Ayatollah in the 1970s. Distribution Area: Humanities and Alternative Voices.

217 Interpretations of the Qur'an**4, x****Staff**

Muslims believe that their Holy Scripture, the Qur'an, is the unadulterated and inimitable word of God. This course will present a variety of approaches to and interpretations of the Qur'an. Special attention will be paid to the Qur'an's doctrines, to the Qur'an's role in Islamic law, to the Qur'an's relationship to the Bible, and to the Qur'an as literature. While the Qur'an will be read entirely in translation, we will explore the role of the Arabic Qur'an in the lives of Muslims worldwide.

221 South Asian Religions I: The Formative Period**4; not offered 2008-09**

This course introduces the foundations of South Asian (Indian) religiosity through close readings of formative religious texts from an historical perspective. After a discussion of the sacrificial culture embodied in the earliest document of Indo-European history, the *Rig Veda* (ca. 1500-1000, B.C.E.), we will trace the development of Theist (Upanishadic), Buddhist and Jaina speculative and liturgical traditions (after the eighth century, B.C.E.) and conclude with the emergence of the first classical Indian empire under Asoka Maurya, third century, B.C.E. Two class meetings per week. Open to all students. Offered in alternate years.

222 South Asian Religions II: The Classical Period**4; not offered 2008-09**

A continuation of *South Asian Religions I*, which examines the development of classical Theist India. We will begin with the emergence of Vaishnava and Shaiva identities, and the displacement of Buddhism and Jainism in Indian culture, during the first centuries, C.E. This will be followed by readings in the great works of Indian Theist literature, philosophy, mythology, devotion and politics. The course will conclude with the coming of Western (Muslim then Christian) imperialists, their understandings of "Hinduism,"

local responses in the Subcontinent, and an analysis of the legacy of this meeting of Indian and Western religions within contemporary Indian society. Open to all students. Religion 221 recommended but not required. Offered in alternate years.

**227 Christian Ethics
4; not offered 2008-09**

This is both a theoretical and an “issues” course. The theoretical part explores the nature of Christian ethical judgment: ethical norms, the nature of ethical reasoning and argument. The second part of the course explores a number of contemporary ethical issues, such as medical ethics (including abortion and genetic research), war and pacifism. Three class meetings per week. Not open to first-year students.

**228 Modern Western Religious Thought I:
Crisis and Renewal
4; not offered 2008-09**

This is a course in Christian theology which begins with the Reformation of the 16th century. What were the religious ideas of the Protestant Reformers that lead to the break with Roman Catholicism? Next the course will turn to the rise of religious skepticism in the Enlightenment: How did modern science in the 17th century, and modern philosophy in the 18th, lead to a crisis in religious belief? The course will conclude with 19th century attempts to respond to atheism and skepticism, and to reconstruct theology on a modern basis: “What is it reasonable to believe in the modern world?” Not open to first-year students. Offered in alternate years.

**229 Modern Western Religious Thought II:
The Twentieth Century
4, x**

Wyman

This course is a continuation of Religion 228, focusing on how 20th century religious thinkers have answered the question, “What is it reasonable to believe in the modern world?” How have 20th century religious thinkers, both conservative and liberal, Protestant, Catholic, and Jewish, responded to the challenges to the religious traditions of the West presented by the modern world? Topics vary, but may include: responses to skepticism and atheism; the pluralism of religions and the problem of religious truth; God and the problem of evil; liberation and feminist theologies; contemporary interpretations of Jesus of Nazareth; Jewish responses to the Holocaust. May be taken independently of Religion 228. Not open to first-year students. Offered in alternate years.

**230 American Religious Thought
4; not offered 2008-09**

A historical survey of the development of American religious thought from the Puritans to the present. Topics will include the thought of selected thinkers (e.g., Edwards, Emerson, James), movements (e.g., Transcendentalism, Liberalism, Neo-orthodoxy), and issues (e.g., free will and determinism, science and

religion, historicism and skepticism) in American religious thought.

**250 Buddhist Civilizations in Asia I: South
and Southeast Asia
4; not offered 2008-09**

From the time of the Buddha (ca. fifth century, B.C.; first century, B.E.) to the present, his religion has been foundational to the historical, political, economic, artistic, medical and literary cultures of South and Southeast Asia. This course explores the rise and spread of Buddhist institutions in the Buddha’s homeland, India, and their further spread through southern India and Sri Lanka to the southeast edges of the Indic world, the kingdoms of Indonesia and mainland Southeast Asia. Careful reading of key primary texts from this so-called “Southern Tradition” (especially Theravada) will be supplemented with readings in secondary scholarship, lectures, and contemporary audio-visual materials. Offered every other year.

**251 Buddhist Civilizations in Asia II: Central
and East Asia
4; not offered 2008-09**

Although in India proper the significance of specifically Buddhist cultures gradually gave way to other religious orientations, becoming virtually extinct there by the 15th century, A.D. (20th century, B.E.), from the fifth century, B.E. to the present ever-new interpretations of the Buddha’s life and significance have maintained an important presence in kingdoms and cultures located to the north and to the east of the Buddha’s Indian homeland. This course tracks philosophical, liturgical, political, artistic and soteriological developments in the so-called “Northern Tradition,” identified especially with the Mahayana and Vajrayana (Tantrayana) divisions of the Buddhist world. Beginning with the rise of the Mahayana sutras in India (ca. fifth century, B.E.), the course traces the development of the Northern Buddhist tradition from ancient times to the present in Tibet, China, Japan and, through them, in the modern United States. Careful reading of primary texts will be supplemented with readings in secondary scholarship, lectures, and audio-visual materials. Offered every other year.

**259 Religion in America From Columbus to
the Civil War
4; not offered 2008-09**

An historical survey of the impact of religion upon American society and culture from the colonial period to the Civil War. Topics will include the religion of the first Americans before the arrival of Columbus, the adaptation of Old World religions to the realities of the New World, the Puritan experiment in New England and the religious mosaic of the Middle and Southern colonies, the First Great Awakening and the American Revolution, millennial Protestantism and utopianism in the early Republic, the roots of slave religion and the growth of black churches, and the fracturing of American religion on the eve of the Civil War.

260 Religion in America From the Civil War to the Present

x, 4 Miles

An historical survey of the impact of religion on American society and culture from the Civil War until the present. Topics will include the religious roots of westward expansion and the response of Native Americans to the threatened extinction of their culture, the persistence of ethnicity and the pull of assimilation in the religious experience of Asian and East European immigrants, urbanization and industrialization and the impulse toward social reform, the emergence of Fundamentalism and its rejection of biblical criticism and Darwinian evolution, the religious roots of the civil rights movement and the changing role of women in religious life and thought. Open to all students.

287 Queer Religiosities

x, 4 Wilcox

This course examines religion from queer perspectives, exploring the ways in which lesbian, gay, bisexual, transgendered, and queer people have created religious spaces for themselves in the late 20th and early 21st centuries. Course readings include historical, autobiographical, sociological, and theological discussions of religion and spirituality in the lives of LGBTQ people. Students will consider the diversity of religious beliefs and practices in queer communities, the ways in which people grapple with religious challenges to their identities, the formation of "identity-focused" religious organizations, and the ways in which queer perspectives on religion challenge accepted understandings of the relationship between sexuality, gender, and religion.

337 Judaism under Islam

4; not offered 2008-09

Since the rise of Islam in the early seventh century C.E., Jews have lived in the Islamic world. The historical experience of Jews in the Islamic world has shaped their religious traditions in ways which have touched Jews throughout the world. This course will place certain developments in Jewish liturgy, thought, and identity within the context of Islamic history and society in order to answer the question of how Jews perceive themselves and Judaism with regard to Muslims and Islam. The course will conclude by analyzing the significance of the Jewish experience under Islam for current debates in Judaism and in Middle East politics.

343 Islam's Intellectual Encounter with the West

4; not offered 2008-09

Non-Muslim cultures have always been an impetus for growth, change, and frank discussion within Islam. This course will begin by surveying Islam's encounter with ancient Greek civilization. We will then analyze how seminal Islamic thinkers such as al-Ghazali (d. 1111 C. E.) and Ibn Khaldun (d. 1407 C. E.) reacted to the presence of Greek thought within Islam. The

second half of the course examines how the rapid development of Europe and the United States in the 19th and 20th centuries provoked some Islamic thinkers to call for reforms of Islam and led others to criticize the West. An emphasis of the course will be using Islamic intellectual history to understand contemporary fundamentalist movements within Islam. Open to all students.

345 Judaism in the United States

4; not offered in 2008-09

Jews first arrived in the United States in the 17th century. The Jewish population in the United States grew rapidly during the 19th century and today Judaism is an important part of the American religious fabric. This course will begin with a survey of the early history of American Judaism and then proceed to a study of the various forms of American Judaism including the Reform, Conservative, Orthodox, Reconstructionist, and Hasidic movements. May involve field trips. *Prerequisite:* one prior course in religion, or consent of the instructor. Distribution area: humanities.

347 The Buddha

4, x

Walters

The life of the Buddha has captivated religious imaginations for 2,500 years, but the biography of the Buddha is not singular: in its traverse of millennia and continents Buddhism has generated many Buddhas, each appropriate to the time and place in which he was imagined. This course examines select biographies of the Buddha from Asia and Europe, modern as well as ancient, in order to investigate the impact of historical and intellectual circumstances upon the composition of each. It serves both as a case study in religious biography and as a broad overview of the origin and development of Buddhism. *Prerequisites:* Religion 221, or 250, or 251, or 257, or consent of instructor.

349 Field Studies in the Religions of the Pacific Northwest

x, 4

Miles

The Pacific Northwest is a microcosm of the diversity that characterizes religion in America today. In addition to mainline Catholic, Protestant, and Jewish denominations, there exists on either side of the Cascade Range a number of religious groups of particular interest: Bahais, Buddhist congregations of various ethnic stripes, Hindus, Hutterites, Indian Shakers, Islamic communities, Jehovah's Witnesses, Mormons, members of the Native American Church, Russian Old Believers, Pentecostals, native practitioners of the Pom Pom Religion, Scientologists, Sikhs, and devotees of Wicca. After a brief historical survey of the regional religious landscape and the forces that produced it, this course will examine some of the techniques (theological, historical, phenomenological, sociological, psychological, and anthropological) used for interpreting religious movements. In the second half of the course, teams of students under the guidance of the instructor will initiate research projects for

in-depth study of selected religious communities and traditions. *Prerequisite:* consent of instructor.

**350 The Problem of God
4; not offered 2008-09**

This course focuses on the existence and nature of God as an intellectual problem. The course will explore conceptions of God in the Western religious traditions and how God came to be a problem with the emergence of skepticism and atheism in the modern world. Historical and literary approaches, as well as philosophical and theological perspectives, will be included. Contemporary attempts to rethink the nature of God and to argue for the reality of God will be considered. Two class meetings per week. Not open to first-year students.

**353 The Historical Jesus
x, 4**

Wyman

This seminar is an exploration of recent scholarship on the problem of the historical Jesus — the attempt to distinguish the historical figure of Jesus from the theological portraits of him in early Christian literature. Attention will be given to the conclusions of the Jesus Seminar regarding the authenticity of the reported sayings and deeds of Jesus, as well as to recent books on Jesus of Nazareth by scholars representing a variety of methodological perspectives. Each student will report to the class on a recent work on Jesus. Religion 202 is a useful prior course, but not a prerequisite.

**355 Religious Intolerance in the
Contemporary United States
4; not offered 2008-09**

This course explores several important facets of religious tolerance and intolerance in the United States today. It begins with the development of religious pluralism and the separation of church and state, but then questions the limits of this separation through examining the evidence for “public Protestantism” in the United States. The rest of the course examines instances of religious intolerance in the United States — both intolerance of specific religions and religiously based intolerance of specific groups — in the late 20th and early 21st centuries. Students will explore the contours of religious intolerance, from hate crimes and violent protest to more subtle events and attitudes in our own communities and our own lives, as well as ways to combat such intolerance.

**358 Feminist and Liberation Theologies
x, 4**

Wyman

Since the 1960s Western religious thinkers have been giving explicit attention to the relevance of gender, race, and class for religious thought. This course is a comparative exploration of Latin American liberation theologies, African American theologies, and feminist theologies (Jewish, Christian, and Post-Christian). Format: readings in primary sources, class discussions, oral reports, and papers. Not open to first-year students.

**359 Gender, Body, and Religion
4; not offered 2008-09**

Gender and the human body are nearly ubiquitous in religion. They are evident in one religion’s images of the divine and in another’s refusal to image the divine; in the control and maintenance of the body through asceticism, sexual regulations, dietary restrictions, and other practices; in debates over human nature and reality; in questions of clothing, leadership, and rites of passage; and in many other areas. Over the past 15 years, studies of gender and the body have multiplied within the field of religious studies, but much more remains to be done. This class has two goals: to explore some of the work that has been done to date, and to consider new ways in which theories on gender and the body can be applied to religion. This is a highly theoretical class and is recommended for juniors and seniors.

**387-390 Special Topics in Religious History,
Literature, and Thought
2-4**

Intensive studies of particular authors, literatures, issues, or eras. The topics will vary year to year. For the current offering, see the schedule of classes.

**387 ST: New Religious Movements
x, 4**

Wilcox

Often called “cults” by those unfamiliar with them, new religious movements (NRMs) are exactly what the name implies: newly formed religions that develop either within established world religions or as offshoots of more obscure social or religious movements. The Jehovah’s Witnesses were a new religious movement in the 19th century; contemporary NRMs range from the Unification Church (popularly known as the Moonies) to the International Society for Krishna Consciousness (popularly known as the Hare Krishnas) to the Church of Satan. This class will cover theoretical work on new religious movements as well as sociological studies of specific groups, with the goal of increasing students’ familiarity with and theoretical understanding of NRMs as well as exploring the relationship of NRMs to their social contexts.

**388 ST: Gnosticism and Its Discontents
4, x**

Hart

Gnosticism traditionally refers to a category of religion or religions defined by a belief in a “secret, redeeming knowledge” and an anti-materialist ethos. In this course we will be examining the source material usually associated with Gnosticism, looking at the themes, worldview and ethic they profess. At the same time we will also be considering scholarly critique of the use of the term Gnosticism as a category. Following the arguments of these scholars we as a class will question whether there really is such a thing as Gnosticism? If so what is it or what defines it? If not, why not? And how then do we speak about the material once labeled Gnostic? This course offers the opportunity to both study a particular religious tradition and to participate

in the type of theoretical and methodological debates that underlie the study of religion as a field. Open to all students.

401, 402 Independent Study

1-4, 1-4 **Staff**

An opportunity for advanced students to pursue a specific interest after consultation with the instructor. *Prerequisite:* consent of instructor.

448 Seminar in the Academic Study of Religion

4, x **Wyman**

What is religion, and how is it studied? The seminar will explore different methods employed in the academic study of religion. As the culmination of the semester's work, students will formulate their thesis topic and articulate the method (or methods) to be used in their project. Required of, and open only to senior religion majors.

490 Thesis in Religion

x, 4 **Staff**

Research and writing of the senior thesis. Open only to and required of senior religion majors. *Prerequisite:* completion of Religion 448.

498 Honors Thesis in Religion

x, 4 **Staff**

Research and writing of the senior honors thesis. Open to and required of senior religion majors. *Prerequisite:* completion of Religion 448 and admission to honors candidacy.

Rhetoric and Film Studies

Robert Sickels, *Chair*
James Hanson
Robert M. Withycombe

Traditionally, the discipline of rhetoric focused on the effectiveness of the spoken or written word as it is driven by the rhetorical situation (audience, purpose, and context). Over the last several decades, persuasive media have expanded well beyond the conventional spoken and written message. The increasing pervasiveness of film, video, TV, and the Internet in world culture has expanded the mission of rhetorical studies. To reflect these advances in technology and understanding, we focus on the uses of language and image to characterize social reality, to debate and confront controversies, and to aid in the transformation of social

institutions. Accordingly, the department of rhetoric and film studies is a multidisciplinary program that enriches understanding of the complexity of contemporary communication by providing a solid grounding in the theory, history, production, interpretation, and criticism of a wide variety of written, oral, visual, and filmic texts.

Most rhetoric and film studies courses (except 110, 121, 221, 222, 165, 250, and 360) satisfy humanities distribution requirements. Rhetoric and Film Studies 110, 165, 250 and 360 meet fine arts distribution requirements. Rhetoric and Film Studies 240 and 340 count toward the alternative voices distribution requirement. Rhetoric and Film Studies 121, 221, and 222 do not count as distribution requirements and may not be taken P-D-F.

The Rhetoric and Film Studies major:

A minimum of 34 credits in rhetoric and film studies, including 160; one of either 365, 366, 367 or 368; one of either 240, 250, 340, 350, 351, 352, 371, 379, or 380; 487; and either 491 or 498.

Students may substitute up to eight of the elective credits with approved rhetoric and film courses (e.g., transfer credits, and/or credits from other Whitman departments). Students may not count more than four credits of 121, 221, or 222 toward the major. Department policy does not allow a P-D-F grade option for courses within the major.

Senior assessment: All departmental majors will write a substantial thesis during fall semester and will defend that thesis during a one-hour oral examination.

The Rhetoric and Film Studies minor:

A minimum of 20 credits in rhetoric and film studies including one of either 365, 366, 367 or 368; and one of either 240, 250, 340, 350, 351, 352, 371, 379 or 380. Students may substitute up to four of the elective credits with approved rhetoric and film courses (e.g., transfer credits, and/or credits from other Whitman departments). Students may not count more than four credits of 121, 221, or 222 toward the minor. Department policy does not allow a P-D-F grade option for courses within the minor.

110 Fundamentals of Public Address

4, 4

Fall: Hanson

Spring: Hanson, Withycombe

Speech is one of our primary means of communication. This course provides training in the fundamentals of effective speaking including the preparation, presentation and evaluation of a variety of types of communication. Preparation emphasizes the use of clear organization, cogent arguments, and strong and interesting supporting material. Presentation focuses on the use of vocal variety, distinct articulation, presence, gestures, and effective use of oral language. Evaluation encourages students to critique public address, learning to think and express what could make a presentation more effective. Oral presentations and several papers required.

121 Fundamentals of Debating

1, 1

Hanson

Introduction to and participation in debate without a heavy commitment throughout the semester. Students are expected to attend classes covering and engaging key debate skills for the first six to eight weeks of the semester, and then participate in one intercollegiate or on-campus tournament. Students may not jointly register for Rhetoric 121, 221, 222. May not be taken P-D-F.

160 Introduction to Film Studies

4, x

Sickels

This course introduces the historical and theoretical fundamentals of film studies. Representative films will be drawn from a variety of different eras, genres, and countries. Lectures, discussions, tests, and weekly film screenings.

165 Introduction to Filmmaking

4, x

Sickels

This course introduces the fundamentals of the visual language and narrative structures of film. Students will collaboratively make their own short films. Extensive lab time required. *Prerequisites*: successful completion of Rhetoric and Film Studies 160 and consent of instructor. Priority given to rhetoric and film studies majors.

221 Intercollegiate Parliamentary Debate and Speaking Events

2, 2

Hanson

Participation in parliamentary debate and a speaking event throughout the semester. Students are expected to attend a preparation session the week before school begins (exceptions on a case-by-case basis only). Students are expected to attend meetings, prepare for parliamentary debate and a speaking event, practice each week with staff, and assist in the management of tournaments that Whitman hosts. Students must compete at two tournaments during the semester in parliamentary debate and in one speaking event when offered. Rhetoric 121 is not a prerequisite. May not be taken P-D-F.

222 Intercollegiate Policy Debate*

2, 2

Hanson

Participation in policy debate throughout the semester. Students are expected to attend a preparation session the week before school begins (exceptions on a case-by-case basis only). Students are expected to attend meetings, prepare research assignments, engage in practice drills and debates, and assist in the management of tournaments that Whitman hosts. Students must compete in debate at a minimum of two tournaments during the semester. Students may not jointly register for Rhetoric 121, 221, 222. *Topics change yearly. Rhetoric 121 is not a prerequisite. May not be taken P-D-F.

240 Rhetorical Explorations: Race, Class and Gender

x, 4

Hanson

This course seeks to examine the ways in which race-, class-, and gender-based rhetorical practices can and do create, reinforce, adjust and sometimes overcome inequality in society. The nature of this inequality is addressed as a rhetorical construct that continues to serve as a basis for often heated discussion in society. Those in the class critique communication in the media, daily discourse, the law, politics, and in their own experiences. The goal of this examination is to increase awareness of inequity in communication, to challenge theoretical assumptions about what constitutes inequity, and to offer new perspectives from which to view race-, class-, and gender-based rhetorical practices. This course may count toward the requirements for the gender studies minor and major.

250 Persuasion, Agitation, and Social Movements

4; not offered 2008-09

Theory, preparation, and practice in the art of public persuasion. The study of logic and reasoning, the psychology of persuasion, the ethics of persuasion, the structure of arguments, and persuasion in social movements. Students are expected to observe, evaluate, and construct logical persuasive arguments in both formal and informal settings.

303 German Film and the Frankfurt School

x, 4

Tobin

In this course, we will review the masterpieces of German-language cinema, beginning with such expressionist works of art as Wiene's *The Cabinet of Dr. Caligari*, Murnau's *Nosferatu*, Lang's *Metropolis*, and Sagan's *Mädchen in Uniform*. We will also study Nazi film, particularly Leni Riefenstahl's work. Among the postwar directors that we study will be Fassbinder, Herzog, and Wenders. Queer German filmmakers such as Praunheim and Treut will receive special attention. The course will conclude with recent critical and popular successes such as *Run Lola Run* and *The Lives of Others*. As a critical lens, we will rely heavily on psychoanalytic and Frankfurt School

criticism, focusing on writings by Sigmund Freud, Walter Benjamin, Siegfried Kracauer, and Theodor Adorno. In addition to class meetings, a weekly video screening of approximately two hours is required. All discussion in English. Students taking the course for German credit will be expected to watch the films without subtitles and complete written assignments in German; students taking the course for credit in world literature or rhetoric and film studies will generally watch films with subtitles and write in English. May be elected as German or World Literature 303.

340 Background of African American Protest Rhetoric

x, 4

Withycombe

Students examine the conflicting strategies of assimilation, separation, and revolution, and the rhetoric of the civil rights movement used to promote and attack these strategies. Various stages of the social movement will be examined, with a primary focus on the nature of public argument about blacks in America beginning with the arrival of the first Africans in the early 17th century and ending with the era of vigorous African American protest in about 1965. May be elected as Politics 349.

350 Freedom of Speech and the First Amendment

4, x

Withycombe

Arguments over the "appropriate boundaries" of freedom of speech are among the most interesting and hotly debated issues addressed by the legal system. In this course, the evolution of current legal standards on freedom of speech will be traced through a wide range of cases that made their way to the U.S. Supreme Court. Issues such as privacy, obscenity, "fighting words," and commercial speech will be discussed, along with considerable discussion dealing with special issues of free speech such as free speech and fair trials, prior restraint, and free speech in prisons, schools, the military, and the marketplace. May be elected as Politics 379.

351 Argument in the Law and Politics 4; not offered 2008-09

This course emphasizes the study and practice of argument in the law and politics and involves three critical aspects. First, students engage in and evaluate legal argument in important court cases. Second, students participate in and evaluate political campaign and public policymaking argument. Third, students are exposed to argumentation theory as a way of interpreting the arguments they construct and evaluate. The goal of the course is to enhance the understanding and appreciation of the use of argument. May be elected as Politics 380.

352 Political Campaign Rhetoric

4, x

Hanson

This course focuses on communication used in political campaigns, particularly in the current

election year. The course will examine advertisements, speeches, media coverage, and debates. Class discussions will center on such issues as: 1) How passive or active is the public in campaigns? 2) What makes an effective and beneficial political advertisement? 3) What is the importance of character versus issues in campaigns? 4) What is a good campaign strategy? 5) How do campaigns target or alienate differing groups? May be elected as Politics 352.

360 Advanced Film

x, 4

Sickels

In this intensive workshop course students will be expected to write, storyboard, direct, shoot, and edit an original film of their own creation. Extensive lab time required. *Prerequisites:* successful completion of Rhetoric and Film Studies 160, 165, and/or consent of instructor. Priority given to rhetoric and film studies majors.

365 Special Topics: Studies in Film Genre

4

Students will study the cultural influences on the intersection between the pursuit of artistic achievement and commercial rewards as illustrated by the evolution of a specific genre — e.g. musicals, westerns, noir, horror, combat, screwballs, weepies, etc. Lectures, discussions, tests, papers and weekly film screenings. May be repeated for credit. Film genre offerings follow.

366 Special Topics: Major Figures in Film

4

An intensive study of a major figure (or figures) in film, ranging from directors, screenwriters, cinematographers, and actors. Lectures, discussions, tests, papers, and weekly film screenings. May be repeated for credit. Major figures offerings follow.

366 ST: Major Figures in Film. "Mean Streets and Raging Bulls": The Silver Age of Cinema

x, 4

Sickels

In tracing film history from the demise of the studio system in the late 1960s to its rebirth in the early 1980s, students in this course will study the all too brief era known as the American cinema's "silver age," during which maverick film school directors made deeply personal and remarkably influential films. Texts will likely include works by Coppola, DePalma, Friedkin, Altman, Allen, Polanski, Bogdanovich, Kubrick, Malick, and Scorsese. Lectures, discussions, a big research paper, an oral presentation, and a required weekly film screening.

368 Special Topics: World Cinema

4

National cinemas not generally considered in other courses offered by the department. The specific materials will vary from semester to semester and may cover subjects from early times to contemporary developments in world cinema. Lectures, discussions, tests,

papers and weekly film screenings. May be repeated for credit. World cinema offerings follow.

368A ST: Chinese Film in the Global Context
x, 4 He

This course examines Chinese language films that are well known to general audiences in America or film festival devotees. The films to be discussed in the class consist of popular as well as arthouse films by Chinese, Hong Kongese, Taiwanese and overseas directors made in the period from the last two decades of the twentieth-century into the new millennium (2007). We will explore the representative genres and structuralist aesthetics of the fast changing cinematic images of China and look into the dialectical construction of public and private space of Chinese film in view of a globalized audience. No previous knowledge of Chinese or Cinema Studies is required. All films are subtitled in English. May be elected as World Literature 382A.

371 Rhetoric in Early Western Culture
4; not offered 2008-09

Focuses on the principle rhetorical developments that occurred during several of the great periods of Western thought, beginning with the classical conflict between the Sophists and Platonists in Greece, to the emphasis on the liberally educated person in the Roman Empire, the rhetoric of the church in the Middle Ages, and concluding with the study of logic and argument during the Scottish Enlightenment. May be elected as Classics 371.

379, 380 Special Topics in Rhetoric and Film Studies
4, 4

Intensive studies in special topics not generally considered in other courses offered by the department. The specific materials will vary from semester to semester and may cover subjects from ancient to contemporary times. The current offerings follow.

379A ST: Television Cultures
4,x

Corey

This course engages a range of television cultures and genres. We will explore visual codes, image structures, and practices of looking as we engage the debates surrounding the cultural and political implications of television viewing. You will learn to apply critical theories and methods in order to analyze television images and how viewers make meaning from and participate in television culture. This course also explores television's democratic potentials and ideological contradictions with regard to new media phenomena such as fan sites, citizen journalism, and YouTube. May be elected as Art History 257A

380A ST: Gender in Popular Culture
4, x

Corey

This course explores issues of gender in popular forms of visual culture. You will learn to apply critical methods in order to understand how gendered

images are constructed and strategically used. We will draw from a variety of visual contexts including online and in print culture such as magazines, comic books, and graphic novels. In analyzing concepts of femininity and masculinity, we will examine how popular culture reflects, creates, and contests our understandings of gender and sexuality. From a critical standpoint, this kind of analysis also includes issues of power, identity, and representation in the visual field. May be elected as Art History 357A.

380 ST: A History of American Public Address

x, 4

Withycombe

Students examine the creation, reception, and impact of American public discourse from the colonial period to the present, focusing on the process of public advocacy as it occurs in significant political and social movements and during important public controversies. Examination of public arguments will allow students to better understand the strategic choices available, the limitations and constraints that face advocates, and the nature of critical responses that resulted. Students will better understand the role of public discourse in American history and the relationship between rhetorical practice and public culture.

380B ST: Visual Representation in Consumer Culture

x, 4

Corey

This course traces the study of American consumer culture beginning with historical perspectives on societies of mass culture. We will survey consumption in theory and in practice throughout the twentieth century and then turn to consumer culture in the new millennium. In exploring theories of representation and the politics of taste and class, we will engage the central topics and themes surrounding advertising and promotional culture, consumerism and lifestyle, as well as built environments such as shopping malls. This course focuses on aesthetics, identity politics, and consumption as a signifying practice. May be elected as Art History 258A.

401, 402 Independent Study

1-3, 1-3 Hanson, Sickels, and Withycombe

Studies of rhetorical and filmic issues including directed readings and/or approved projects. The student is expected to submit a written proposal to the instructor prior to registration for the study. *Prerequisite*: consent of instructor.

487 Rhetoric and Film Criticism

4, x

Withycombe

Students evaluate diverse forms of communication such as speeches, film, writing, and advertisements using a variety of critical perspectives including NeoAristotlean, author, audience, genre, narrative, cultural, dramatistic, ideological, gender, semiotics, hyperrealism, power relations, and deconstructionism. Through a series of papers culminating in a lengthy paper, usually the student's thesis, students

engage in scholarly writing that utilizes these critical perspectives. The goal is for students to become more articulate in expressing the significant ways in which communication influences people. Open only to and required of junior or senior rhetoric and film studies majors.

491 Thesis in Rhetoric and Film Studies
2, x **Sickels, Withycombe**
Research and writing of the senior thesis. Open only to and required of senior majors.

498 Honors Thesis in Rhetoric and Film Studies
2, x **Sickels, Withycombe**
Research and writing of the senior honors thesis. Open only to and required of senior majors. *Prerequisite:* admission to honors candidacy.

Science

380 Special Topics in Science
1-4; not offered 2008-09
Special topics in science include interdisciplinary offerings generally not considered in courses offered by specific departments. The material will vary from semester to semester.

391, 392 Independent Study
1-3, 1-3 **A. Dobson**
Discussion and directed reading on a topic of interest to the individual student. *Prerequisite:* consent of instructor.

Sociology

Michelle Y. Janning, *Chair*
Bill Bogard, *Chair, Division I*
Neal J. Christopherson
Charles E. Cleveland
Keith Farrington (*on Sabbatical, 2008-09*)
Ann Finan
Helen Kim
Gilbert Mireles (*on Sabbatical, Fall 2008*)
Kari Norgaard
Ronald F. Urban

Sociology courses deal with the structure and functioning of societies, the nature of social interaction, the relationship between the individual and society, and the nature of change in human societies.

A student who enters Whitman without any prior college-level preparation in sociology

will have to complete 36 credits to fulfill the requirements for the sociology major. Courses completed in the sociology major apply to the social science, alternative voices and quantitative analysis distribution areas.

The Sociology major: Sociology 117, 207, 367, 490, either 492 or 498; additional work in sociology to make a total of 36 credits. In the final semester in residence the student must pass a senior assessment consisting of a one-and-a-half hour oral comprehensive examination which will include both questions specific to the student's thesis as well as to coursework taken throughout the major. Courses taken P-D-F may not be used to satisfy the course and credit requirements for the major.

The Sociology minor: Sociology 117, 207, 367; additional work in sociology for a minimum of 18 credits. Courses taken P-D-F may not be used to satisfy the course and credit requirements for the minor.

The Sociology-Environmental Studies combined major: The requirements are fully described in the *Environmental Studies* section of this catalog. Courses completed in this major apply to the social science and science (selected courses) distribution areas.

Those students interested in teaching sociology at the high school level should take Sociology 330, and a selection of advanced problems courses (numbered 257 through 348) as electives. Those interested in community organization should take Sociology 259, 260, 267, 300, 307, 317, 347, 350.

110 Social Problems
4, 4 **Finan**

A systematic and in-depth introduction to the sociology of social problems. This course examines, from a sociological perspective, some of the more commonly-identified social problems in contemporary America, and analyzes the structure and culture of this society, in the attempt to determine how and why these problems are produced and sustained. Three periods per week. This course is open to all students, and can be counted toward the 36 credits required for a major in sociology; however, those students who are fairly certain that they will declare sociology as their major and who wish to take only one course at the introductory level may want to consider taking Sociology 117 instead of Sociology 110.

117 Principles of Sociology**4, 4****Janning**

A comprehensive introduction to the discipline of sociology. The course covers basic theoretical and methodological perspectives. Specific topics include culture, social interaction, deviance, socialization, organizations, the global economy, political sociology, race relations, gender relations, sexuality, social movements and the mass media. Emphasis is placed on integrating conceptual understanding with observation and analysis of familiar social settings. Three periods per week. This course is open to all students, but is primarily intended for students who have decided upon or who are seriously considering sociology as a major field of study. Required of all majors; should be taken as early in the student's program as possible.

127 Religion and Society**4, x****Wilcox**

Is same-sex marriage a religious issue or a political one? Was the first Matrix movie Buddhist, Jewish, Christian, or secular? Do people really get sucked into cults, and can deprogrammers get them out again? Why do so many ethnic groups have their own temples, mosques, or churches? What is witchcraft, and what does it have to do with feminism? This class invites students to consider religion through the lenses of sociology and cultural studies. It will explore the influence of religion on social institutions, politics, social movements, and popular culture, as well as considering the effects of society and culture on religion. Topics include: civil religions; religion and the social order; religion, gender, and race; new religious movements and "spirituality"; seekerism and secularization; religion and social change; religion in popular culture; and religion and violence. Open only to first-year and sophomore students. May be elected as Religion 107.

207 Social Research Methods**4, x****Janning**

A course designed to introduce the student to the procedures by which sociologists gather, analyze, and interpret factual information about the social world. Topics to be covered in this course include the part which social research plays in the larger discipline of sociology, the relationships between sociological theory and social research, research design, measurement and the operationalization of concepts, probabilistic sampling, observational data-gathering procedures, survey research, the use of secondary source materials, and experimentation. Required of sociology majors; open to students in other social science disciplines with consent of instructor.

208 Social Statistics**4, x****Christopherson**

A course designed to complement and expand upon the knowledge gained in Sociology 207, as it introduces the student to the various statistical procedures by which social researchers carry out the quantitative

analysis of sociological data. Topics to be addressed in this course include univariate and bivariate descriptive statistics, statistical inference, and techniques of multivariate analysis. The goals of this course are to instill within the student an understanding of these procedures at both the conceptual and practical levels, and to teach the student how to utilize these procedures using computer software packages. This course is particularly recommended for any student who is (a) contemplating writing a senior thesis involving the collection and quantitative analysis of original empirical data, and/or (b) considering the possibility of pursuing graduate study in the social sciences. *Prerequisites:* Sociology 207 or consent of instructor. Distribution area: social science or quantitative analysis.

**230 Social Psychology
4; not offered 2008-09**

An introduction to the field of social psychology from both a sociological and psychological perspective. Using theory and methodology, conceptual and experiential techniques, the effects of groups and individuals on one another will be examined. Emphasis will be placed on increasing awareness of oneself as a social being, as well as exploring links between power and the social construction of human behavior. A laboratory weekend is required. Team-taught by a member of the sociology department and a member of the psychology department. *Prerequisites:* no fewer than three credits in psychology and/or sociology, or consent of instructor.

257 Sociology of the Family**x, 4****Janning**

A sociological investigation of the modern family. This course will consider the unique position which the family occupies within the larger society, and the particular patterns of social interaction which typically characterize individual family units. Specific topics which will be looked at in some depth include: 1) the reciprocal relationships between the family institution and other aspects of modern society; 2) the various stages of the family life cycle; 3) the structural positions of men and women, both within the family and in society more generally; and 4) the stresses, problems, and conflicts which often develop within and affect families in various ways. In considering these and other topics, particular emphasis will be placed upon the various theoretical perspectives which have informed the work of family scholars in recent years. This course is open to all students, but previous course work in sociology would be very helpful.

258 Gender and Society**4, x****Finan**

What is gender? How does gender inform our lives and the organization of society? This course provides a variety of theoretical, empirical, and narrative responses to these questions. Emphasis is placed on the interplay between theory and lived experience in a variety of interactional and institutional settings.

The course investigates the economic, political, and cultural dimensions of gender relations in the context of race and class. Topics include: the global economy, domestic work, socialization, sexuality, violence, identity, the family, health, education, and social change. Distribution area: social science or alternative voices.

**259 Sociology of Crime and Delinquency
4; not offered 2008-09**

A sociological examination of the patterns, causes, and consequences of criminal and delinquent behavior in modern society. Specific topics to be studied in this course include: 1) the origins of and purposes behind criminal law; 2) the various theories of crime and delinquency; and 3) the relationships between the public's perception of and concern about the various forms of criminal deviance and the true impact of these behaviors upon society. This course is open to all students, but previous course work in sociology would be very helpful.

**260 Sociology of Criminal Justice
4; not offered 2008-09**

A sociological analysis of the criminal justice system as a social institution. In particular, this course will take an in-depth look at the workings of our nation's police, court, and prison systems to determine exactly how these elements of the criminal justice system operate in practice, and how effectively they meet their defined objectives of controlling crime and protecting the members of society from criminal behavior. Class lectures and readings will be supplemented by field trips to and speakers from the various components of the criminal justice system in the Walla Walla area. This course is open to all students, but previous course work in sociology would be very helpful.

**267 Race and Ethnic Group Relations
x, 4** **H. Kim**

This course investigates ways in which power relations in the United States influence cultural, economic, and political meanings of race and ethnicity. A variety of sociological meanings of race and ethnicity are explored. In addition to examining theoretical frameworks regarding race and ethnicity, the course draws upon historical analysis and considers current debates related to cultural politics and identity. Emphasis is placed on the interplay of race, class and gender in the United States. Intended for sophomores and juniors with at least one previous course in sociology. Distribution area: social science or alternative voices.

**268 Sociology of Mental Health and Mental
Illness
4; not offered 2008-09**

An examination of the concepts of mental health and mental illness from a sociological perspective. Major issues to be addressed in this course include a consideration of the meaning and implications of the term "mental illness," a discussion of the most

important sociological and social psychological theories of mental illness, an examination of the societal reaction that our society has traditionally made to the condition of mental illness, and an analysis of modern methods of treatment for mental illness. This course is open to all students, but previous course work in sociology and/or psychology would be very helpful.

**271 Asian Americans in Contemporary
Society**

x, 4 **H. Kim**

This course serves as an introduction to sociological research of Asian American life in the United States, primarily focusing on the post-1965 era. We will focus on Asian American immigration, political movements, racial and ethnic identity, and economic and educational achievement. This class aims to highlight the multiple, heterogeneous experiences of Asian Americans and situate these in relation to those of other racial and ethnic groups in the United States. Students will be evaluated on active in-class participation and attendance, critical analyses of class materials and literature, a major research paper, and a take-home final exam. Distribution area: social science or alternative voices.

**287 Sociology of the Body
x, 4** **Bogard**

This course examines the uses, representations and transformations of the body in Western societies from the early 19th century to the present. We will study the body's relation to the emergence of several institutions in society and its changing status as an object of knowledge and power. Topics covered include the body's role in modern medicine, sexuality and work, its stereotyped portrayals in the media and its interfaces with modern technology. Evaluations are based on a series of short papers and projects. Three periods per week. Open to all students, although one course in sociology or related social science field is recommended.

**290 The Sociology and History
of Rock 'n' Roll
4; not offered 2008-09**

This course will examine the development and significance of the musical genre typically known as "rock 'n' roll," from its origins in the 1940s and 1950s to the present. In order to understand this important phenomenon, the course will explore the rural and urban roots of blues, jazz, and folk music from which much of rock 'n' roll is ultimately derived; the development of the Cold War culture in the post-World War II years; the social and political upheavals of the 1960s; and the cultural and political fragmentation of American society in the past three decades. Particular attention will be paid both to the development of a distinct youth/alternative culture in response to (and supportive of) the development of rock 'n' roll, as well as to the gradual acceptance and integration of vari-

ous forms of rock music into conventional economic and cultural systems. The course will focus upon the distinctive historical events and trends in the United States that have shaped and been associated with this type of music through the years, and subject these events and trends to theoretical analysis from a variety of sociological perspectives. This class will combine lectures with discussion, and there will be out-of-class listening assignments, as well as papers and exams or quizzes.

293, 294 Special Topics in Sociology:
Intermediate Level

1-4

An intermediate course designed to review selected topics in sociology through lectures, seminars, or group research projects.

293A ST: Animals in Society

2, x

Finan

Animals have been part of human society since its inception. This class will explore that social relationship. We will study a variety of animal-human interaction in contemporary western societies, including those in which animals function as house pets, livestock, hunters' quarry, work animals, and wildlife. We will discuss animals' roles as social actors, social movements aimed at improving animals' treatment in society and their critics, and the specific ways in which humans define themselves in relation to animals. Among others, class activities will include readings from a variety of perspectives and a series of short, reflective papers.

294A ST: Sustainable Food and Agriculture Systems

x, 4

Finan

This class will explore the current state of food and agriculture systems, with special attention paid to the local and regional food system. We will trace the historical and intellectual roots of the relatively new notion of "sustainability", especially as applied to agriculture, and link this new concept to various social theories. We will study the intersection of social, ecological, and economic aspects of food and agriculture systems, focusing most on a sociological lens. The class will be organized around the concept of a "value(s) chain" which traces the ecological, economic, and social power implications as a food product travels from farm to fork. Class activities will include numerous guest speakers, a mix of instruction styles, and a field trip. Students will engage in several field assignments that will focus on placing themselves in the value(s) chain, illustrate the cost of nutritious food, and culminate in a final project.

300 Field Laboratory in Applied Sociology

2, 2

Fall: Finan; Spring: Mireles

This course provides students with the opportunity to apply a sociological perspective to any of a number of "real life" organizational settings in the Walla Walla area. As the basis for the course, students arrange an

internship at one of the many governmental, nonprofit and/or human service agencies in the local community, and commit themselves to work no fewer than three hours weekly in this field placement setting. At the same time the student is contributing time and talent to the organization in question, he/she will also be observing, from a sociological perspective, the events, activities, structure, and dynamics of this field environment. These field laboratory experiences will be supplemented by academic readings, a regularly scheduled seminar, and the keeping of a detailed field journal. This course may be taken twice, for a maximum of four credits. *Pre- or corequisite:* Sociology 117.

307 Human Communities

x, 4

Finan

It can be argued that disturbances in the natural environment are reflections of the changing state of the human community. This course investigates the relationship between nature and community by raising questions such as: what is "the community," and how has it changed in modernity and postmodernity? What are the contradictions in the American community and the environmental consequences? Why is the concept of community so idealized? Is "sustainable development" more an aspiration of community than a possibility in nature? What are the historic and modern features of urban communities, and what is the urban basis for environmental problems and solutions? To what extent can community and urban social processes be viewed in ecosystem terms? Which forms of community best support the resolution of environmental problems? The course draws from sociological theories of community and the city, case studies taken from the developed and developing worlds, and contacts with local community organizations. There will be a series of short papers and a semester research project.

309 Environmental Sociology

4, x

Norgaard

What social structural conditions produce ecological decline? What agricultural, extractive, and industrial technologies have driven global ecological problems? How are societies around the world impacted? This course will review sociological theory on the causes and consequences of ecological degradation and resource scarcity. Topics will include: specific local and global ecological problems, theories an political economy of the environment, the treadmill of production, environment and risk, the sociology of environmental science, globalization and environmental movements. The course will consist of lecture, discussion, papers and an out-of-class project. We will also view and discuss films. This course is open to all students but previous course work in sociology would be very helpful.

317 Population 4; not offered 2008-09

An introduction to population theories and to sociological research on population growth, distribution, and composition within a world context. Malthusian theory and its critics will receive special attention, as will population issues related to social and economic development. Problems of food production and distribution, agricultural development, and the environmental consequences of different farming systems will be analyzed in relation to population changes and the larger process of social change. Three meetings per week. Designed for sophomores and juniors.

337 Seminar in Cultural Sociology 4; not offered 2008-09

This seminar examines cultural dimensions of social processes and explores how cultural categories, symbols, and rituals are analyzed sociologically. Topics covered include: culture in everyday social interactions, identity and social status, culture and institutions, symbolic power, rituals and events, subcultures and countercultures, social change, mass media, and the arts. This course involves intensive reading and writing about classical and contemporary theoretical approaches to analyzing culture, as well as projects that involve innovative research methods in cultural sociology. *Prerequisite:* consent of instructor.

340 Economic Sociology x, 4

Mireles

This seminar will provide an advanced exploration into the social bases of economic behavior in society. Three substantive areas will be covered in depth. The course opens with a unit on organizations where students will read classical, contemporary, and critical analyses of formal organizations in modern society. The second unit of the semester is focused on the interactions between organizations, or firms in the economic sense, and the broader sociopolitical contexts in which they are found. This includes classical political economics readings from Europe as well as more contemporary perspectives from the United States. Special emphasis will be placed on the rise of large capitalist firms in American society during the 19th and 20th centuries. The final unit of the course deals with the role of labor within the process of production in advanced industrial societies. We open with a discussion of labor and class conflict within industrial society. This is followed with an exploration of immigration and the contemporary American labor market. We close with a discussion on organized labor in capitalist systems of production. Distribution area: social science.

347 Complex Organizations 4; not offered 2008-09

This course is designed to provide the student with the theoretical concepts, practical methods, and historical background for the study of modern complex organizations. The focus will be on an analysis of

the social conditions of organization from a variety of sociological perspectives — classical, critical, interactionist, functionalist, and poststructuralist — combining primary readings with critical discussions of each area's contributions and limitations. Basic issues examined include the origins and functions of bureaucratic management, technical rationality, role specialization, decisionmaking, and structures of administrative domination in contemporary society. Designed for juniors and seniors.

348 Technology and Society 4; not offered 2008-09

A critical approach to the social culture and history of technology. Topics vary, but may include the development of mass communications and war technologies, bioresearch, nanotechnologies, virtual systems, power generation, etc., and their impacts on social institutions and experience. A number of interdisciplinary materials will be used, ranging from technical, ethnographic, and historical studies, to literature, science fiction, and philosophy. Grading is based on performance within a range of options, which include papers, individual or group projects and presentations, artwork, journals, and experiments. Field trips to the Hanford reservation or other industrial sites in the region are planned at some point during the semester.

349 Environmental Social Movements x, 4

Norgaard

Why do social movements happen? Why do some social movements succeed in producing change while others fail? What are differences between environmental movements in the United States and other nations? How do different experiences across gender, race and class inform the emergence, goals and dynamics of environmental social movements? This course will use micro and macro sociological theory to study social change, reform and collective behavior using environmental movements and environmental backlash movements as case studies. We will bring both national and global focus to our study of collective action and social change. The course will be reading intensive. We will view and discuss films. Evaluation will be based on reading discussion, research papers and individual projects. This course is open to all students but previous course work in sociology or related topics is strongly advised.

350 Sociology of Hazards and Disasters 4; not offered 2008-09

This course analyzes the ways in which human communities prepare for, respond to, and bring about calamitous environmental change. Topics covered include the social/natural interface, the social construction of hazards, risk analysis, environmental justice issues, myths about human behavior in emergencies, preparedness and warning in disaster, the disaster cycle, sources of cooperation and conflict, informal and formal responses to disaster and

hazards, and problems of prediction and control in chaotic natural and technological risk environments. Students will complete short papers and a semester research project.

353 Environmental Justice 4; not offered 2008-09

Ecological degradation from deforestation to declining salmon runs has human consequences: people lose jobs, face toxic exposure and are caught in the midst of conflicts over scarce resources. How does social inequality based on race, gender, class and nationality shape people's experience of environmental problems? The concepts of environmental racism and environmental justice represent the disproportionate exposure to environmental degradation faced by the poor, women, people of color and citizens of the South. This course will examine local and worldwide ecological problems from toxic exposure to global warming through the lenses of multiple inequalities. We will also study a variety of environmental justice movements. The course will consist of lectures, discussions, papers, films and an out-of-class project. Designed for junior and seniors. *Prerequisite:* instructor consent.

360 The Sociology of Everyday Life 4; not offered 2008-09

An introduction to the sociology of face-to-face interaction, communication, and the social construction of reality. Areas covered include symbolic interaction and dramaturgy, ethnomethodology, phenomenological sociology, and studies of habitus and social space. We will read sociological works by Erving Goffman, Pierre Bourdieu, Alfred Schutz and Harold Garfinkel, among others, as well as examine everyday life through popular media, film and literature. Evaluations are based upon completion of a journal, final paper, and participation in class. Intended for students with at least one previous course in sociology.

367 History of Sociological Theory 4, x

Bogard

A critical examination, beginning with the Enlightenment and extending to the late 20th century, of important Western ideas concerning the nature of society and social interaction. Questions addressed include: How is social order possible? How and why do societies change? What is the role of science in sociology? Students will read a variety of primary and secondary sources, as well as works of literature illustrating theoretical concepts. Evaluation is based on the completion of three papers or projects and one group presentation. Two periods per week. Designed for junior and senior students in the social sciences or humanities; required of sociology majors.

368 Contemporary Theory x, 4

Bogard

An in-depth examination of social theories after World War II. Topics covered may include, but are not limited to, poststructuralism and postmodernism,

symbolic interaction, phenomenological sociology, and feminism. Students will read a variety of primary texts. Seminar format; evaluation is based on a combination of student presentations and a final paper or project. Two periods per week. Designed for junior and senior students in the social sciences or humanities.

369 Social Stratification x, 4

Mireles

An examination of the division of society into classes or strata which are arranged in a hierarchy of wealth, prestige, and power. This examination will include both theoretical and empirical studies and will focus primarily, although not exclusively, on modern industrial society. Three periods per week. Offered in alternate years. *Prerequisites:* prior sociology course. Distribution area: social sciences, alternative voices.

370 Educational Equality 4, x

Kitchens

This course examines several sociological models of schooling and the ways in which these models explain the socializing functions played by schools, especially as they relate to the school's egalitarian mission in a democracy. Topics discussed will include the hidden curriculum; tracking and testing; teacher expectation; class, culture, and curriculum; and the effects of school funding. Specific attention will be paid to the ways students who differ by race and ethnicity, ability, gender, or class, for example, are affected by the functions and structures of schooling. May be elected as Education 360.

381, 382 Independent Study 2, 2

Staff

Reading and/or research in an area of sociology of interest to the student, under the supervision of a faculty member. May be taken up to three times, for a maximum of six credits. *Prerequisite:* consent of instructor.

407, 408 Seminar 4; not offered 2008-09

Seminars in selected topics in sociology primarily for advanced students. *Prerequisite:* consent of instructor.

490 Current Issues in Sociology 2, x

Bogard (Coordinator)

Limited to, and required of senior sociology majors. Students will meet with the entire staff each week for discussions of and presentations on current sociological ideas and controversies. Must be taken the last fall semester in which the student is in residence. One period per week. *Prerequisite:* Sociology 117. *Pre- or corequisites:* Sociology 207 and Sociology 367.

**492 Directed Research
x, 2 or 4****Janning and H. Kim
(Coordinators)**

A course in which the student conceptualizes, designs, and carries out a senior thesis. The major emphasis in this course will be upon the student's own individual thesis project, which may be completed under the supervision of any full-time member of the department. In addition, however, students also will be expected to participate in evaluations and critiques of the theses being written by the other senior majors in the course. Required of all senior sociology majors, with the exception of those completing an honors thesis. Must be taken the last spring semester in which the student is in residence. *Prerequisites:* Sociology 117, Sociology 207 and Sociology 367.

**498 Honors Thesis
x, 2 or 4****Janning and H. Kim
(Coordinators)**

Designed to allow those students who qualify the opportunity to complete a senior thesis of honors-level quality. Requires application according to guidelines for honors in major study. Students enrolled in this course must also participate in and meet all requirements of the Sociology 492 seminar. Required of and limited to senior honors candidates in sociology. Must be taken the last spring semester in which the student is in residence. *Prerequisites:* Sociology 117, Sociology 207, Sociology 367, and admission to honors candidacy.

Spanish

Mary Anne O'Neil, *Chair*,*Foreign Languages and Literatures**Spanish*

Janis Breckenridge	Nohemy Solórzano-
Carolyn Chandler	Thompson
Elisabeth Entrena	Andrea Valenzuela
Alberto Galindo	

Courses in Spanish focus on critical thinking and language skills. Areas covered are Peninsular Literature, Latin American Literature, Film and Theater, and U.S. Latino and Latina Literature and Culture.

Placement in language courses: Students with previous foreign language experience should consult the statement on placement in language courses in the *Foreign Languages and Literatures* section of this catalog.

The Spanish major: A total of 34 credits to include:

Twelve credits in the following required courses: Spanish 335, 336, 490; these must be taken at Whitman.

At least 22 additional credits to fulfill the following five areas:

1. At least one course in Peninsular Literature taught in Spanish at the 400 level.
2. At least one course in Latin American Literature taught in Spanish at the 400 level.
3. At least one course in Peninsular, Latin American, or U.S. Latino and Latina Film and/or Theatre taught in Spanish at the 400 level.
4. At least one course in U.S. Latino and Latina Literature and Culture taught in Spanish at the 400 level. This requirement may be filled by a 300- or 400-level seminar taught in English if the course is taken at Whitman and taught by a member of the Spanish faculty.

Note: A course that combines two or more of the four areas listed above can fulfill only one of the areas.

4. Additional credits may be earned through elective courses; these may include Spanish 305, 306, or 325; one 300- or 400-level seminar taught in English at Whitman by a member of the Spanish faculty (the course may be listed through World Literature, Rhetoric and Film Studies, or through another humanities department); or any other course in Spanish numbered above 336 or equivalent.

Note: At least 23 of the 34 credits required for the major in Spanish Literatures and Cultures must be completed on-campus at Whitman and none may be taken for P-D-F or as independent study. Courses taught in English at other institutions (including Study Abroad) cannot count toward the major. All courses taught in English used to fulfill the major must be taken at Whitman, be seminars taught at the 300- or 400-level, and be taught by members of the Spanish faculty; no more than eight credits toward the major can be from such courses taught in English. Students interested in applying transfer or study abroad credit toward the major must consult members

of the Spanish faculty for approval. AP credits do not count toward the fulfillment of the major or minor requirements in Spanish Literatures and Cultures.

In the fall semester of the senior year students majoring in Spanish must pass a senior assessment consisting of:

1. The successful completion of Spanish 490 *Senior Seminar*;
2. The completion of an original research project discussing an aspect of Spanish, Latin American, and/or U.S. Latino and Latina literature, film, or theater. This project will be written in Spanish, use primary and secondary sources, be approximately 20 pages in length (minus footnotes and bibliography), and be approved and guided by the Spanish senior seminar adviser;
3. And an hour-long oral exam in Spanish, where the student will defend the research project, answer questions about the project in context of the field of Spanish, Latin American, and/or U.S. Latino and Latina literature, film, or theater, and answer general questions about the student's Spanish major program of study;

The Spanish minor: A total of 18 credits to include:

1. Eight credits from: Spanish 335, 336; these must be taken at Whitman;
2. A 400-level seminar taught in Spanish at Whitman, on Study Abroad, or the equivalent;
3. A total of eight hours of advanced language credit (Spanish 305, 306, or 325; or the equivalent in transfer credit) can be counted for the minor;
4. Additional credits to fulfill the minor may be earned from any other course in Spanish numbered above 336 or equivalent.

Note: At least 12 of the 18 credits for the minor in Spanish Literatures and Cultures must be completed on-campus at Whitman and none of these credits may be taken P-D-F or as independent study. Courses taught in English (even if offered through the Spanish Department and/or taught by Spanish faculty) cannot be applied toward the minor. Students

interested in applying transfer or Study Abroad credit toward the minor must consult members of the Spanish faculty for approval. AP credits do not count toward the fulfillment of the major or minor requirements in Spanish Literatures and Cultures.

The Latin American Studies minor for Spanish majors: Twenty credits as follows:

Three Latin American history courses.

Eight credits from among the following supporting courses: Anthropology 250, 259, History 283, 287, 381, 382, 383, 384, 387, 389, 495, Spanish 431, 432, 433, 434, plus 440-449, 467, 468, and World Literature 381-390/Rhetoric and Film Studies 368, when the topic is Spanish American cinema or literature (not to be duplicated in major requirement credit), and other courses by consent of the adviser(s) in Latin American studies.

A minimum of eight credits in Latin American history for this minor must be completed at Whitman, and none of these credits may be taken P-D-F or as independent study.

Note: Courses taken P-D-F prior to the declaration of a language major or minor will satisfy course and credit requirements for the major or minor. Courses taken P-D-F may not be used to satisfy course and credit requirements for the major or minor after the major or minor has been declared. Courses numbered 206 and below (or equivalent) will not count toward the major grade-point average in Spanish.

105, 106 Elementary Spanish 4, 4

Chandler

Basic Spanish grammar, with emphasis on its use through oral practice in class. Reading and writing introduced with more emphasis placed on them in the second semester of the course. The use of English in class is at a minimum. Four periods per week plus required laboratory work. Students who have previous work in Spanish are required to take a departmental placement examination for entrance.

205, 206 Intermediate Spanish 4, 4

Chandler

A comprehensive, progressive Spanish grammar review. Daily in-class conversation and daily written homework. Equal emphasis on proficiency in the four

language skills: speaking, listening comprehension, writing, and reading. The language of the students and the instructor is Spanish. *Prerequisite:* Spanish 106. Students who have not taken Spanish at Whitman previously are required to take a departmental placement examination for entrance.

305, 306 Advanced Spanish: Topics in Contemporary Hispanic Culture
4, 4 Galindo, Solórzano-Thompson

Use of various text and media sources (literature, film, music, popular culture, etc.) to access contemporary topics in Hispanic culture for advanced conversation, academic writing, and grammar practice. Students will be required to do research projects using primary and secondary sources in Spanish, write short compositions, participate in all daily in-class discussions, complete advanced grammar exercises, and collaborate in at least one group creative project. Class participation, including attendance, is part of the grade for the course. *Prerequisite:* all students are required to take a departmental placement examination for entrance.

325 Translation: Healthcare and Language
x, 4 Galindo

This course is designed for students with an interest in Spanish-English translation in medicine, including nursing, medical science, human rights advocacy, and scientific research. Spanish-language literary texts and films will be used to explore the following topics: the uses of languages in patient/doctor relationships, healthcare access, patients' rights, equality, development, and human rights. Stress will be given to class discussion. The course also requires student participation in a collective translation project focused on public health issues. Taught in Spanish. *Prerequisites:* Spanish 306 or consent of instructor. Distribution: humanities and alternative voices.

326 Translation: Public Affairs, the Law and Language
4, x Galindo

This course is designed for students with an interest in Spanish-English translation in fields such as law, immigration, human rights, and development. Spanish-language literary texts and films will be used to explore the following topics: the uses of languages in the local and federal government, legal aid access, equality, and voter's rights. Special attention will be devoted to the Federal Court Interpreter Certification Examination. Stress will be given to class discussion. The course also requires student participation in collective translation project focused on public affairs. Taught in Spanish. *Prerequisites:* Spanish 306 or consent of instructor. Distribution area: humanities and alternative voices.

335 Introduction to Latino/a American Literatures and Cultures
4, 4 Staff

A survey course that provides an understanding and appreciation of Latin America and U.S. Latino

and Latina populations through language, literature, film, theater, culture, geography, history, economics, sociopolitical issues, folklore, and art. The different units in this course are geographically oriented, and they will focus on individual countries or particular groups. Writing skills will be refined by the completion of research papers, and communication skills will be developed further by class discussions and oral presentations. Taught in Spanish. *Prerequisite:* Spanish 306 or consent of instructor. Students who have previous work in Spanish are required to take a departmental placement examination for entrance. Note: Spanish 335 and 336 can be taken in any order.

336 Introduction to Spanish Literatures and Cultures
4, 4 Staff

A survey course that provides an understanding and appreciation of Spain through language, literature, film, theater, culture, geography, history, economics, sociopolitical issues, folklore, and art. The different units in this course are thematically and regionally oriented. Writing skills will be refined by the completion of research papers, and communication skills will be developed further by class discussions and oral presentations. Taught in Spanish. *Prerequisite:* Spanish 306 or consent of instructor. Students who have previous work in Spanish are required to take a departmental placement examination for entrance. Note: Spanish 335 and 336 can be taken in any order.

421 Axis of Evil: Law and Literature in Latino America and the Caribbean
4; not offered 2008-09

This seminar focuses on the ways in which different aspects of the law are presented in Latino American and Caribbean literature. Topics to be discussed from the selected literary texts include: crimes and punishments, outlaws, penal systems, the death penalty, police and detective fictions, legality and illegality, and the uses of evidence. Students will be evaluated through papers, presentations, and participation. This course satisfies the Latin American Literature requirement or the U.S. Latino and Latina Literature and Culture requirement for the major in Spanish Literatures and Cultures. Taught in Spanish. *Prerequisites:* Spanish 306 or consent of instructor. Distribution area: humanities and alternative voices.

425 The Rise of Latinos in the U.S.
4; not offered 2008-09

This seminar focuses on the literature, history, and culture of Latinos in the United States until the 21st century. The seminar addresses the possibilities and consequences of establishing Latino identities and marketing targets. Discussions will focus on politics, socio-economic and cultural issues that form part of the current debates about Latino demographics. Topics to be discussed include: immigration, citizenship, gender and sexuality. Stress will be given to class participation. Readings will include fiction and nonfiction

literature along with film and visual arts. This course satisfies the Film/Theater requirement or the U.S. Latino and Latina Literature and Culture requirement for the major in Spanish Literatures and Cultures. Taught in Spanish. *Prerequisites*: Spanish 306 or consent of instructor. Distribution area: humanities and alternative voices.

437 Green: Eco-Literature in the Americas
x, 4 **Galindo**

This seminar addresses different aspects of nature and the environment as represented in fictional and nonfictional texts from the different regions of this Hemisphere. The seminar seeks to address environmental issues in literature in a comparative manner and therefore will examine texts from a variety of literary traditions. Topics to be discussed include: construction and decay, border issues, urban and rural spaces, utopia and dystopia, and natural history and narration. Writers to be studied may include: Borges, Mike Davis, DeLillo, Faulkner, García Márquez, Hemingway, Sonia Nazario, Mary Oliver, Rulfo, Saer, and Sam Witt. This course satisfies the U.S. Latino and Latina Literature and Culture requirement for the major in Spanish Literatures and Cultures. Taught in English. May be elected as World Literature 339. Distribution area: humanities and alternative voices.

447 Familias y Fronteras: Contemporary Chicana Literature

4, x **Solórzano-Thompson**

A critical examination of literary and cultural production by self-identified Chicana authors, including fiction, autobiography, poetry, art, film, and performance. Themes discussed will include identity construction, gender and sexuality, performativity, literary criticism and theory. Authors studied may include Sandra Cisneros, Helena María Viramontes, Cherrie Moraga, Josie Méndez-Negrete, Lourdes Portillo, and Ana Castillo. Evaluation will be based on class participation, presentations, a group performative project, and a final research paper tailored to students' majors and interests. This course satisfies the U.S. Latino and Latina Literature and Culture requirement for the major in Spanish Literatures and Cultures. Course is taught in English with stress on oral discussion. May be elected as World Literature 329. Distribution area: humanities and alternative voices.

450 Night Chicas: Sex Workers in Contemporary Film from Spain, Mexico, and Brazil

x, 4 **Solórzano-Thompson**

A critical examination of contemporary film from Spain, Mexico, and Brazil depicting sex workers. Themes discussed will include male and female prostitution, client and sex worker relations, gender roles, immigration, politics, transgender issues, feminism, violence, sex tourism, and the law. Readings will include theoretical and critical texts by Paul Julian Smith, Annick Prieur, Don Kulick,

and Donna Guy. Evaluation will be based on class participation, presentations, a group video project, and a final research paper tailored to students' majors and interests. This course satisfies the Film/Theater requirement for the major in Spanish Literatures and Cultures. Course is taught in Spanish with stress on oral discussion. *Prerequisites*: Spanish 306 or consent of instructor. Distribution area: humanities and alternative voices.

451 The Theatre and Poetry of Federico García Lorca
4; not offered 2008-09

This seminar will examine Federico García Lorca's portrayal of pre-Civil War Spain through close readings of representative theater and poetry works. Other readings will include theoretical and critical texts about García Lorca and Spain. Themes discussed will include gender roles, gay desire, politics, modernism, modernization, modernity, and poetics. Evaluation will be based on class participation, presentations, a group performative project, and a final research paper tailored to students' majors and interests. This course satisfies the Peninsular Literature requirement or the Film/Theater requirement for the major in Spanish Literatures and Cultures. Class is conducted in Spanish with stress on oral discussion. *Prerequisites*: Spanish 306 or consent of instructor. Distribution area: humanities and alternative voices.

452 Pedro Almodóvar's Spain
4; not offered 2008-09

This seminar will examine representative films by Pedro Almodóvar spanning his cinematic career from the 1970's to the present. The focus of the course will be to decode Almodóvar's multifaceted and often contradictory portrayal of post-Franco Spain. Themes discussed will include gay desire, transgender issues, violence, sex, politics, and modernity. Readings will include theoretical and critical texts by Paul Julian Smith, Marsha Kinder, Teresa Vilaros, and Susan Martin-Márquez, among others. Evaluation will be based on class participation, presentations, a group video project, and a final research paper tailored to students' majors and interests. This course satisfies the Film/Theater requirement for the major in Spanish Literatures and Cultures. Class is conducted in Spanish with stress on oral discussion. *Prerequisites*: Spanish 306 or consent of instructor. Distribution area: humanities and alternative voices.

458 Cervantes
4; not offered 2008-09

Reading and discussion of representative works by Miguel de Cervantes Saavedra. Many critical approaches focus on plot, characters, themes, and ideas. Emphasis on how these works reflect a synthesis of the spiritual and social problems of Spain in the early 17th century. This course satisfies the Peninsular Literature requirement for the major in Spanish Literatures and Cultures. Conducted in Spanish.

460-469 Special Topics Taught in Spanish**4**

These courses cover topics in Spanish, Latin American, and U.S. Latino/a literature, film, theater, and culture generally not considered in other courses offered by the department. The specific material will vary from semester to semester. These courses can be counted towards the major and minor in Spanish Literatures and Cultures. Each course description includes information about the major distribution areas covered by each course.

460A ST: Seeing and not Seeing: Photography and Film in Latin American Literature**4, x** **Valenzuela**

Is the difference between photography and film self-evident? If it's true that "moving" photographs "tell stories", and that only films narrated through accomplished imagery interest us, then the distinction is not so obvious. This seminar explores the representation of photography and film in Latin American literature. It studies photographs and films we don't see but only read about, in texts that use "invisible visual materials" until they alter our notions about their visible counterparts, but which are, themselves, altered in the process. Writers to be studied may include Julio Cortázar, Manuel Puig, J.L. Borges, Roberto Bolaño, and Guillermo Cabrera Infante; filmmakers may include Luis Buñuel, Tomás Gutiérrez Alea, Miguel Littin; and photographers may include Eugenio Dittborn, Alfredo Jaar. This course satisfies the Latin American Literature requirement or the Film/Theater requirement for the major in Spanish Literatures and Cultures. Course taught in Spanish. *Prerequisites:* Spanish 306 or consent of instructor. Distribution area: humanities and alternative voices.

461A ST: Anti/Fictions: Metafiction in the Contemporary Peninsular Novel**4, x** **Breckenridge**

Self-referential novels from post-Franco Spain unmask the conventions of literary invention, openly scrutinizing their narrative and linguistic identity. The authors of these (anti)fictions overtly thematize language and referentiality, techniques of novelization, and the complex relationship between fiction and reality. Our study of the theory and practice of metafiction emphasizes fictional creation (the world of the writer) and reader reception (the world of the reader) while considering recurring stylistic trends including parody and interior duplication. Does this self-conscious awareness signify a radical attack upon realism or a revolutionary continuation of Spain's social-realist tradition? Possible authors under study include Juan José Millás, Lourdes Ortiz, Carmen Martín Gaité, Juan Goytisolo, Luis Goytisolo. This course satisfies the Peninsular Literature requirement for the major in Spanish Literatures and Cultures. Course taught in Spanish. *Prerequisites:* Spanish 306 or consent of instructor. Distribution area: humanities and alternative voices.

462A ST: Soulscapes of Prison: Prison Narratives of Latin America**x, 4** **Valenzuela**

The experience of being imprisoned disrupts our perception of the world. However, intellectuals writing from within prison walls give the impression that the experience can conjure up better insights on the world than so-called freedom. Writers who were never imprisoned have also wanted to write about confinement. The course examines fictional and nonfictional prison narratives. It explores the mysterious allure of such narratives and their strange potential for intellectual insight. Is there something about imprisonment that gives insight on free life? Writers to be studied may include Mario Vargas Llosa, José Revueltas, Francisco Manzano, José Martí, Ricardo Piglia. This course satisfies the Latin American Literature requirement for the major in Spanish Literatures and Cultures. Course taught in Spanish. *Prerequisites:* Spanish 306 or consent of instructor. Distribution area: humanities and alternative voices.

463A ST: Desperate Housewives: Feminism and Fiction in Latin America**x, 4** **Breckenridge**

This course analyzes diverse constructions of the feminine subject in the narratives of Latin American women writers from across the continent (Chile, Mexico, Brazil, Puerto Rico, Argentina, and Central America). While exploring numerous themes, styles, and literary techniques of the contemporary Latin American women's short story, we will discover several recurring themes including: silence, desire and female body, literary representations of asphyxiating societal roles for women, and the creation of feminine/feminist literary discourses. Hispanic feminist theory provides a socio-historic, linguistic, and cultural foundation specific to the Latin American context from which to interpret these texts. Authors to be read include Rosario Castellanos, María Luisa Bombal, Clarice Lispector, Rosario Ferré, Ana Lydia Vega. This course satisfies the Latin American Literature requirement for the major in Spanish Literatures and Cultures. Course taught in Spanish. *Prerequisites:* Spanish 306 or consent of instructor. Distribution area: humanities and alternative voices.

470, 471 Special Topics Taught in English**4**

These courses cover topics in Spanish, Latin American, and U.S. Latino/a literature, film, theater, and culture generally not considered in other courses offered by the department. These courses taught in English include Spanish-language material in translation and/or present English-language literary and cultural production by Hispanic and Latino/a populations in the United States. The specific material will vary from semester to semester. These courses can be counted toward the major in Spanish Literatures and Cultures as electives, but do not count toward the minor in Spanish Literatures and Cultures as they are taught in English.

490 Senior Seminar**4**

A critical study of selected primary sources in Peninsular, Latin American, or U.S. Latino/a literature, culture, theater, or cinema. Topics vary. Required of and open only to senior Spanish majors. Offered every fall.

490 Senior Seminar: English v. Spanish**4, x****Galindo**

For the 2008-2009 academic year, the seminar questions the political and cultural relationships between the United States and Latin America as presented in literary, visual, and filmic texts. The first part of the seminar will focus on a study of literary theory and textual analysis. Topics to be discussed may include: paternalism, insularism, racism, nationalism and notions of globalization and citizenship. Writers may include: Anzaldúa, Belli, García Canclini, Fusco, Cormac McCarthy, Alberto Moreiras, and William Carlos Williams. The second part of the seminar will focus on the theoretical and methodological framework for the completion of the senior project. Distribution area: humanities and alternative voices.

491, 492 Independent Study**2-4, 2-4****Staff**

Designed to allow the advanced student to pursue an individually designed project, expressing a specific interest or topic in Spanish Peninsular literature, and/or Spanish American literature, and/or cinema in Spanish. The student must propose a project, arrange a scheduled time to discuss (in Spanish) the project and its progress with the faculty member, complete the project and submit written evidence (in Spanish) of the work. Evidence of the work also may be presented in an oral or multimedia format in Spanish, but the presentation must include or be accompanied by some written component. *Prerequisites:* a) the completion of one or more advanced Spanish courses at Whitman above Spanish 336; b) consent of a tenure-track member of the faculty in Spanish to direct the project; c) a one-page proposal (written in Spanish) which sets forth a summary of the project and includes at least a preliminary bibliography. That proposal must be approved by a majority of the tenure-track members of the faculty in Spanish.

498 Honors Thesis**x, 4****Staff**

Designed to further independent research projects leading to the preparation of an undergraduate thesis or a project report. Required of and limited to senior honors candidates in Spanish. *Prerequisite:* admission to honors candidacy.

See the *World Literature* section for literature courses offered in English by members of the foreign languages and literatures department.

Sport Studies, Recreation and AthleticsDean Snider, *Chair*

Julia Dunn

*(on Sabbatical,
Spring 2009)*

Michelle Ferenz

Skip Molitor

Jeff Northam

Scott Shields

Adjunct Instructors:

Jennifer Blomme

Laura Cummings

Malcolm Dunn

Michelle Hanford

Peter McClure

Amy Molitor

Sam Norgaard-Stroich

Tom Olson

Casey Powell

Brien Sheedy

Rebecca Sickels

Heidi Tate

Mike Washington

The department of sport studies, recreation and athletics has the following functions: 1) to provide opportunity for all students to secure instruction and formal practice in a variety of recreational and physical education activities; 2) to conduct a program of intercollegiate athletics for both men and women; 3) to schedule and facilitate open recreation, intramurals, and club sports for the entire campus community; and 4) to provide academic and professional preparation for leadership and teaching in physical education, athletics, athletic training, and recreation.

The Sport Studies, Recreation and Athletics minor: A minimum of 16 credits with the following requirements:

SSRA 200, 240 or 242

SSRA 490

SSRA 495

An additional 11 credits (or 10 if student takes SSRA 242) in lecture courses.

Activity Courses

The following courses are designed to provide the student with knowledge, guidance, and practice in a wide variety of sport and recreational activities. A maximum of eight activity course credits will be allowed toward

the graduation requirement. All activity courses are graded credit/no credit. Intercollegiate athletic courses may be repeated for credit; **other activity courses may not be repeated for credit.** Special fees will be assessed in some courses. “F” indicates the course is offered the fall semester and “S” the spring semester.

Individual Fitness Activities

100	Beginning Weight Training	F,S
101	Beginning Aerobic Conditioning	F,S
102	Jogging	F,S
103	Sport Yoga	F,x
104	Beginning Yoga	F,S
105	Beginning Speed and Agility Training	F,S
107	Self-Defense Fitness	x,x
109	Sportsmetrics	x,x
123	Pilates	F,S
125	Walk-Fit	F,S
201	Intermediate Aerobic Conditioning	F,S
202	Intermediate Weight Training	F,S
204	Intermediate Yoga	x,S
205	Advanced Speed and Agility Training	F,S

Outdoor Skills Activities

127	Beginning Fly Fishing (fee: \$50)	F,x
138	Rock Climbing (fee: \$150)	F,S
139	Flatwater Canoeing (fee: \$160)	x,x
140	Beginning Kayaking (fee: \$160)	F,S
142	Wilderness Skills (fee: \$75)	F,x
226	Glacier Mountaineering (fee: \$400)	x,x
238	Intermediate Rock Climbing (fee: \$150)	F,S
247	Advanced Kayaking (fee: \$150)	F,x

Individual Sports

117	Beginning Golf (fee: \$90)	F,S
121	Triathlon Sports	x,S
217	Intermediate Golf (fee: \$90)	F,S

Dual Activities

110	Beginning Tennis	F,S
111	Beginning Racquetball	F,x
131	Racquet Sports	x,x
210	Intermediate Tennis	F,S
211	Intermediate Racquetball	x,S

Winter Sports

112	Beginning Skiing (fee: \$275)	x,S
113	Cross Country Skiing (fee: \$225)	x,x
114	Beginning Snowboarding (fee: \$275)	x,S
115	Beginning Telemark Skiing (fee: \$300)	x,S
118	Beginning Ice Skating (fee: \$75)	F,S
212	Intermediate Skiing (fee: \$275)	x,S

214	Intermediate Snowboarding (fee: \$275)	x,S
218	Intermediate Ice Skating (fee: \$75)	F,S
312	Advanced Skiing (fee: \$275)	x,S
314	Advanced Snowboarding (fee: \$275)	x,S

Aquatics

130	Swimming	x,x
230	Advanced Swimming & Conditioning	x,x

Team Sports

150	Soccer	x,x
151	Beginning Volleyball	x,S
251	Intermediate Volleyball	x,x

Intercollegiate Sports (for varsity athletes only)

252	Intercollegiate Cross Country	F,x
253	Intercollegiate Soccer (men)	F,x
254	Intercollegiate Soccer (women)	F,x
255	Intercollegiate Volleyball	F,x
256	Intercollegiate Swimming	x,S
257	Intercollegiate Baseball	x,S
258	Intercollegiate Basketball (men)	x,S
259	Intercollegiate Basketball (women)	x,S
260	Intercollegiate Golf	x,S
261	Intercollegiate Skiing	x,S
263	Intercollegiate Tennis (women)	x,S
264	Intercollegiate Tennis (men)	x,S

240 Wilderness First Aid

x, 1

Sheedy

This Wilderness First Aid/Wilderness First Responder recertification course is an introductory-level course designed to provide leaders, guides and rangers an introduction to first aid and patient care in remote settings. Special topics include, but are not limited to: wound management and infection, realigning fractures and dislocations, improvised splinting techniques, patient monitoring and long-term management problems, plus up-to-date information on environmental emergencies. Emphasis is placed on principles of treatment and decisionmaking, not the memorization of lists. Upon successful completion of the course a two-year Wilderness Medicine Institute of NOLS Wilderness First Aid certification will be issued. All levels of training and experience are welcome. This course includes Heartsaver CPR. The 16-hour WFA section and the four-hour CPR section of the course will be taught over one weekend. Please check with instructor for refund policy. Graded credit/no credit. *Fee: \$225*

242 Wilderness First Responder

x, 2

Sheedy

This Wilderness First Responder course is a nationally recognized course that trains participants to respond to emergencies in remote settings. The 80-hour curriculum includes standards for urban and extended care situations. Special topics include but

are not limited to wound management and infection, realigning fractures and dislocations, improvised splinting techniques, patient monitoring and long-term management problems, plus up-to-date information on all environmental emergencies along with advice on drug therapies. Emphasis is placed on prevention and decision-making, not the memorization of lists. Upon successful completion of practical and written exams a two-year WMI of NOLS Wilderness First Responder certification and a two-year Adult Heartsaver CPR certification will be issued. Graded credit/no credit. *Fee: \$575*

342 Wilderness Expedition: Glacier Mountaineering

x, 1

Sheedy

A course designed for individuals interested in developing wilderness expedition skills in a variety of skill areas. The skills and theories covered will be directed toward trip planning, risk management, hazard awareness evaluation and avoidance, hard and soft skill development, conflict resolution, leave no trace, rescue skills, leadership techniques, multiday trips, rigging, and group management techniques. Sea kayaking, glacier mountaineering, backcountry skiing and whitewater boating are the four types of expeditions that will be offered and these topics will rotate from year to year. This class will involve preparation classes at Whitman before going on the expedition which will run for one or two weeks and would occur during Spring Break. Graded credit/no credit. *Prerequisite: consent required. Fee: \$400.*

Lecture Courses

These professional courses are designed for students who wish to study the theory, methods and philosophy of physical education and to develop leadership skills in the field.

200 First Aid

x, 1

Ferenz

A course designed to prepare students to give emergency treatment before regular medical care can be given. CPR and first aid certification may be earned. Graded credit/no credit. *Fee: \$15.*

284, 285 Athletic Leadership I, Athletic Leadership II

1, 1

Ferenz

The goal of this course is to introduce student leaders on athletic teams to leadership education. Students will examine leadership characteristics and theories and apply them to the athletic setting. Weekly seminars will be mixed with guest lecturers from the Whitman community that epitomize various leadership qualities. Students will keep weekly journals tracking their progress in leadership development and analyzing their application of various leadership principles.

Students also will complete two group projects (one each semester). Graded credit/no credit.

308 Lifeguard Training

x, 2

Blomme

A course designed to certify a student in lifeguarding. The course will include both classroom and pool instruction; topics covered include personal safety, water rescue, guarding technique and CPR. *Fee: \$20.*

328 Women and Sport

2, x

Ferenz

This course will cover the history of women in sport, examine the impact of Title IX, and discuss current trends in women's athletics. The course will include lecture and discussion as well as several short papers. Two texts and additional reading will be required. Taught in alternative years.

329 The Story of Sport 2; not offered 2008-09

The course will address what elements of the athletic experience make sports such a popular topic of fiction. Through reading short stories, novels, and viewing films, students will examine both the retelling of sports moments as well as what it is about sport that draws our attention. Themes to be studied will include the underdog, teamwork, leadership, and cheating. Students also will be asked to examine the significance of sports stories in their social and historical contexts.

332 River Guide Leadership

2, x

Norgaard-Stroich

A course designed for individuals interested in developing the technical skills, leadership skills and theoretical foundations for leading trips in a dynamic river environment. The skills and theories covered will be directed toward trip planning, risk management, hazard awareness and avoidance, legal implications, hard and soft skill development, conflict resolution, leave no trace, river hydrology, rescue skills, leadership techniques, multiday trips, rigging, and group management techniques. Skills for paddle rafts and oar rigs will be the focus of this course but management of other whitewater crafts such as kayaks may be discussed. *Prerequisite: consent of instructor. Fee: \$375.*

334 Sea Kayak Guide Leadership

x, 2

Norgaard-Stroich

A course designed for individuals interested in developing the technical skills, leadership skills, seamanship skills and theoretical foundations for leading kayak-touring trips in both ocean and inland water environments. The skills and theories covered will be directed toward safety and risk management, travel skills, rescue procedures, boat-handling skills, leadership, hard and soft skill development, conflict resolution, leave no trace practices, expedition planning, navigation and group management. This course will alternate between being offered locally and being

offered in more distant locations so as to provide different teaching environments and different economic choice. Instructor consent required. *Fee:* \$400. Note: This is a theory class offered with standard grading.

335 Applied Sport Psychology

2, x

Snider

This course examines a body of psychological strategies inherent in motor skill performance, observes and tests these strategies in a variety of practical situations and attempts to determine their possibilities and effectiveness as tools for enhancing the performance of both the individual athlete and the team.

340 The Theory of Strength and Conditioning

2; not offered 2008-09

This course will be taught as a lecture/lab combination. The class has been structured to provide an introduction to speed-strength training. The class will include the topics of aerobic and anaerobic conditioning, interval and sprint training, agility, coordination and balance exercises, and specific exercises for stretching. Students will be taught and have hands-on experience with free weight training exercises, weight training machines, body weight resistance exercises (i.e., plyometrics) and Olympic weight training movements. Students will spend time assisting with the administration of the fitness center and developing an awareness of liability and legal responsibilities in the profession of strength and conditioning. Paper and quizzes will be required. *Prerequisites:* *Beginning and Intermediate Weight Training* or consent of instructor.

348 Coaching Science

3; not offered 2008-09

The course will cover the basic exercise sciences used in coaching. Sections of the course include topics in biomechanics, exercise physiology, and motor learning. Through lecture, discussion, and readings the course will attempt to provide a bridge between the theory of sport sciences and practical application in sport.

357 Coaching Soccer

x, 2

Washington

A course designed for students interested in coaching soccer at the high school level. Stress is placed on the basic fundamentals of soccer and theories of offense and defense, including methods of teaching these phases. Offered in alternate years.

359 Coaching Baseball

x, 2

Powell

A course designed for students interested in coaching baseball at the high school level. Stress is placed on the basic fundamentals of the game and on the various methods of teaching these phases.

360 Coaching Basketball

2, x

Ferenz

A course designed for students interested in coaching basketball at the high school level. Stress is placed on the basic fundamentals of the game and on the various methods of teaching these phases. Offered in alternate years.

367 Coaching Swimming

2; not offered 2008-09

A course designed for the competitive swimmer and/or aquatics student interested in coaching swimming at the club or high school level. Emphasis is placed on analysis of strokes, starts and turns, training techniques, workout design, dry-land training, and psychology of coaching. Includes a coaching practicum with the local U.S.S. team. Offered in alternate years.

369 Coaching Volleyball

2; not offered 2008-09

A course designed for students interested in coaching volleyball at the high school level. Stress is placed on coaching theory, basic fundamentals of volleyball, and methods of teaching. Offered in alternate years.

370 Coaching Tennis

2, x

Northam

A course designed for students interested in coaching tennis at the high school level, club, and/or parks and recreation department. Stress is placed on preparing for the U.S. Professional Tennis Association (USPTA) coaching certification test. The course offers a weekly on-court practicum experience with players of varying ability. Consent of instructor.

377 Intercollegiate Sport Management

x, 3

Shields

This course will present the basic principles and current issues in management, communications, facilities, marketing, and governance as these relate to NCAA intercollegiate sports on college campuses.

378 Coaching Skiing

2; not offered 2008-09

A course emphasizing technique and methods of ski coaching: alpine-slalom and giant slalom skiing; cross country freestyle and classic skiing. The course will be scheduled for the fall semester to allow for both classroom and on-snow instruction. It will prepare students for the rigors of U.S. Ski Coaches Association certification exams. Offered in alternate years.

380 Outdoor Leadership

x, 2

Sheedy

A course designed for individuals with a considerable interest and experience in at least one outdoor adventure sport who are interested in leading or organizing adventure trips. The skills and theory covered will be directed toward mountain

and whitewater adventures, food planning, legal implications of leadership, hazard awareness and avoidance, navigation, avalanche awareness, mountain first aid, and minimum impact camping. Several weekend outings will be coupled with classroom studies. *Fee*: \$175. Not open to seniors.

385 Recreation Leadership

2, x

A. Molitor

A companion to our present SSRA 380, Outdoor Leadership. This course is designed to provide the classroom and textbook theory of recreational leadership, while SSRA 380 aims to apply skills to the field. The following elements will be included: 1) basic history of recreation and outdoor adventure leadership; 2) an examination of the models and theories of outdoor recreation; 3) an analysis of leadership theories including a study of effective leadership qualities and styles; 4) an understanding of the challenges of leading special populations (i.e., youth at risk, physically disabled, elderly); 5) practice planning and designing an outdoor adventure pursuit.

387 Advanced Climbing Systems and Site Management

2, x

Sheedy

This course is designed for strong climbers interested in furthering their skills and managing an institutional climbing site. Emphasis will be on developing an awareness of liability concerns and how to mitigate risk. Topics that will be covered include: movement on rock, knots and rope systems, anchors, protection placement, rappelling, belaying, lead climbing, following, rescue techniques, outdoor teaching techniques, safety and climbing philosophy. Offered in alternative years. *Fee*: \$400.

390 Introduction to Sports Medicine

4, 4

Fall: Dunn; Spring: Kennedy

A course designed to meet the needs of students desiring to pursue a career in sports medicine (physical therapy, athletic training, or orthopedic medicine) or students who will coach or teach young athletes. It includes the study of anatomy and kinesiology as they pertain to the more common injuries incurred by an athletic population. Injury, prevention, recognition, and rehabilitation are stressed in both the lecture and laboratory experiences. *Fee*: \$25.

395 Advanced Techniques in Sports Medicine

4, 4

Kennedy

This course structure provides a continuation of material learned in SSRA 390. Through hands-on experience, students will learn advanced evaluation techniques, discuss administrative and organizational concerns for a training room, explore the broad spectrum of sports medicine job settings, and participate in a practical application of rehabilitation techniques. Instructional units will include specific joint injury evaluation, physiological effects of modalities, mo-

dality set-up, exercise rehabilitation, massage, and rehabilitation protocol design. Students will work individually with injured athletes to evaluate injury as well as to design and supervise rehabilitation programs. Laboratory experience will expand on lecture topics. Course design plans for two lectures and two laboratory days per week. *Prerequisite*: SSRA 390 *Introduction to Sports Medicine*. *Fee*: \$30. Not open to students who have completed SSRA 396 or 399.

487 Independent Study Research

1-3, 1-3

Dunn(fall only), Snider, Sheedy

For students who are interested in undertaking a unique sport studies activity or an in-depth analysis (including extensive library research or collecting experimental data related to sports studies and/or recreation). Students must receive prior approval for the selected activity or project prior to registration. A written report of research work will be required for students registering for more than one credit. This course may be repeated for a total of six credits. *Prerequisite*: consent of instructor.

490 Physical Education Practicum

2, 2

Fall: Northam; Spring: Shields

A course for upperclass students only, involving a supervised, extended experience as a teacher, coach or leader in an area in which the student is knowledgeable and qualified. Includes three general classroom sessions and both oral and written reports. May be repeated once with a second unique project. This course will be graded credit/no credit. *Prerequisite*: consent of instructor.

495 Physical Education Senior Seminar

2, x

Molitor

This course will explore current topics and issues in physical education. Discussions will center around selected readings and topics. Required capstone course for sport studies minors.

Theatre

Christopher Petit, *Chair*

Cynthia Croot

Thomas G. Hines (*on Sabbatical, 2008-09*)

Nancy Simon

Adjunct Faculty:

Robin Waytenick Smasne

Courses and dramatic productions are offered to provide the student with rigorous, demanding professional training and a cultural background with which to attain the highest standards in theatre.

All classes without stated prerequisite or an indicated level of difficulty are recommended to any student, regardless of class standing.

The Theatre major: Theatre 125, 245, 246, 247, 248, and 490; one course to be selected from Theatre 278, 345, 366; four courses to be selected from Theatre 233, 234, 371, 372, 377, 379; two credits in Theatre 231, 232; to provide a minimum of 35 credits.

The Theatre minor: Theatre 125, Theatre 245 or 246; three courses to be selected from Theatre 233, 234, 371, 372, 377, 379; one credit in Theatre 231 or 232.

107 Introduction to the Theatre

3, x

Staff

How does a production of a play come into being? How does a script compare to a performance? Who are the people who create theatre, and what are their processes? How do the theatre space and the audience affect a production? The course will use the first semester of the Harper Joy season as laboratory for the study of the production process. The course will examine the elements of drama, their interaction, and their realization in theatrical production and will include attendance at and evaluation of theatre performances. Open to all students.

125 Beginning Acting I

3, 3

Fall: Croot, Petit; Spring: Croot

Designed to help the student begin to realize his/her potential as an actor and to help him/her find a systematic way of approaching a role. Emphasis on concentration, imagination, movement, working in terms of objectives and responding to others. Students engage in acting exercises, scene work and assigned reading. Open only to first-year students and sophomores.

126 Beginning Acting II

x, 3

Croot, Petit

A continuation of Theatre 125. Students build on the acting fundamentals they learned in Beginning Acting I. Includes additional scene work, acting exercises, and assigned reading. *Prerequisite:* Theatre 125.

222 Computer Applications for the Theatre

x, 3

Staff

An introduction to computer applications as an aid to design, problem-solving, and management. Labs will examine the potential for computer use in the theatre (poster and advertising design, scanning and editing of artwork, rendering and drafting of scenery, research and record keeping). Consent of instructor required.

225, 226 Intermediate Acting

4, 4

Simon

First semester: an actor's work on text, approaches to playing Shakespeare, acting in plays of the Restoration and 18th century. Second semester: acting in plays of the late 19th century, approaches to playing Chekhov, acting in contemporary nonrealistic plays, preparation of a formal audition. Theatre 225 is a *prerequisite* for 226. *Prerequisite:* Theatre 126.

231, 232 Rehearsal and Performance

1, 1

Staff

Rehearsal and performance by selected students in major productions. *Prerequisite:* consent of instructor. Course exempted from 18-credit enrollment limitation. Activity credit limitation applies. May be repeated for not more than two credits per semester. Graded credit/no credit.

233 Theatre History from the Middle Ages to 1800

4, x

Simon

The history of European theatre from the Middle Ages through 1800, examining as appropriate social, political, and religious attitudes, architecture, design and technical practice, business and administration, acting, audiences, and critical theory. Emphasizes the practical value of theatre history for the student attending or working in today's theatre. Three periods per week. Students complete written or practical projects. Offered in alternate years.

234 Nineteenth Century Theatre History

x, 4

Simon

The history of European and American theatre from 1800-1900. Examines, as appropriate, social/political/religious attitudes, architecture, design and technical practice, business and administration, acting, directing, audiences, and theory. Emphasizes the practical value of theatre history for the student attending or working in today's theatre. Students complete written or practical projects. Offered in alternate years.

242 Seminar in Contemporary Theatre

x, 3

Staff

An in-depth survey course of recent plays from around the world. Discussion based, the course will explore the nature of plays compared to the written word. Content changes every semester. The course content includes contemporary topics or issues with emphasis on productions in London and New York. May be repeated once for credit.

245 Play Production

3, x

Staff

An introduction to the elements of theatre technology. Emphasis is given to the production process, the organization of personnel, the equipment and architecture of the theatre, and the equipment and techniques used in the construction, rigging, and painting of scenery. Class lectures and discussions are complemented

by production assignments. *Corequisite*: Theatre Lab 247. Open to all students.

246 Play Production

x, 3

Staff

An introduction to the elements of theatre technology. Emphasis is given to the equipment, materials, and methods used in stage lighting, drafting, costuming, and sound. Class lectures and discussions are complemented by production assignments. *Corequisite*: Theatre Lab 248. Open to all students.

247 Play Production Laboratory

1, x

Staff

Laboratory exercises in theatre technology. Lab projects will allow practical applications of the class materials covered in Play Production 245. Open to all students. May be repeated for credit.

248 Play Production Laboratory

x, 1

Staff

Laboratory exercises in theatre technology. Lab projects will allow practical applications of the class materials covered in Play Production 246. Open to all students. May be repeated for credit.

259 Voice and Movement for the Actor

4, x

Petit

Focuses on the kinesthetic and vocal development of the actor. Through physical and vocal exercises, experiential workshops, and the study of performance skills, the course is designed to increase the students' access to their physical instruments and their ability to articulate themselves on stage. Students prepare scenes, poetry, and projects.

269 Performance Ensemble

x, 4

Petit

This course focuses on the practical application of performance techniques from 255, honing skills toward creating actor-generated material. Through composition, improvisation, and character study, the class will develop a physical approach to the craft of acting, and work as an ensemble to create an original performance.

277 Costume Construction Techniques

3, x

Smasne

An introduction to theatre costume construction through hands-on projects tailored to the student's skill level. Emphasis is placed on the techniques necessary for creating costumes and includes hand sewing and machine sewing from commercial patterns with an introduction to costume design principles.

278 Costume Design

x, 3

Smasne

The process of designing costumes for the theatre taught through projects and class discussions. Includes an introduction to script analysis, period research, and rendering techniques for the costume designer.

345 Lighting Design for the Theatre

3, x

Staff

The process of lighting design for the theatre. Emphasis on script analysis and concept development, the formation of design ideas, the equipment, the technologies, the graphic standards of stage lighting, and the communication and defense of design concepts to the production team. *Prerequisite*: Theatre 246.

365 Graphics for the Theatre: Scenic

Drafting and Modeling

4, x

Staff

The process of communicating theatrical design concepts and solutions using graphic techniques. Emphasis is given to drafting and model construction. Projects will reflect established theatre graphic standards and the criteria for portfolio presentations. Offered in alternating years with Theatre 367.

366 Scenic Design for the Theatre

x, 4

Staff

Aesthetics and the process of scenic design for the theatre. Emphasis on script analysis and concept development as they relate to production needs, the formation of design ideas, the research of appropriate choices, and the communication and defense of design choices to the production team. May be repeated once for credit. *Prerequisite*: Theatre 245 or consent of instructor.

367 Graphics for the Theatre: Scenic

Drawing and Painting

4; not offered 2008-09

The process of communicating theatrical design concepts and solutions using graphic techniques. Emphasis on drawing, rendering and scene painting. Projects will reflect established theatre graphic standards and the criteria for portfolio presentations.

371 Dramatic Literature: Medieval through

Eighteenth Century

4; not offered 2008-09

A course in the history and development of Western drama from the Middle Ages through the 18th century. Dramatists to be studied may include the Wakefield Master, Marlowe, Shakespeare, Jonson, Lope de Vega, Molière, Racine, Congreve, Beaumarchais, and Sheridan. May be elected as English 371 or World Literature 371. Offered in alternate years. Distribution area: humanities.

372 Literature of the Modern Theatre

4; not offered 2008-09

A study of the directions modern drama has taken from the 19th century to the present. Dramatists to be studied may include Büchner, Ibsen, Strindberg, Chekhov, Shaw, Pirandello, O'Neill, Brecht, and Pinter. May be elected as English 372 or World Literature 372. Offered in alternate years. Distribution area: humanities.

377 Ancient Theatre**x, 4****D. Burgess**

The origin and development of ancient theatre, especially of Greek tragedy, through a close reading of ancient plays in English translation. In addition to ancient plays, we will read modern critical responses to those plays. May be elected as Classics 377 or World Literature 377. Open to all students. Offered in alternate years.

379 Theatre History: The Twentieth Century 4; not offered 2008-09

An exploration of influential developments in the idea and practice of theatre during the 20th century. *Prerequisite:* Theatre 233 or 234. Offered in alternate years.

381, 382 Special Topics**1-4**

Designed to permit close study of particular areas of theatre not covered in the regular curriculum. Topics offered are announced each year.

381A ST: Performance in the Arab World**4, x****Croft**

This course examines recent developments in Arab performance. From the historic roots of theatre to contemporary trends in the Arab world, we will explore traditional forms that gave rise to modern and postmodern performance, as well as the political and cultural contexts artists encounter as they create work today.

381B ST: The Dramaturgy of Design**4,x****Williams**

What is the world of the play? Discovering the text in context. The course explores the history, politics, music, art and architecture surrounding particular dramatic texts and how this research may be used to inform and determine the conceptual foundations of production design.

382A ST: Theory and Performance**x, 4****Croft**

What theories have inspired contemporary avant-garde theatre, installation and performance art, tanztheatre, experimental video/film and new media? In this interdisciplinary course we will chart the evolution of performance theory from the writings of Bertolt Brecht to the present day. We will explore how artists have embraced and challenged these emerging forms, and examine seminal works from each genre in their historical, political, and social contexts. Designed to bring students from a variety of disciplines (art, art history, theatre, dance, film and video, etc.) into a collaborative forum, coursework will include outside readings, in-class screenings, class discussions and short essays, as well as group and individual projects.

465 The Director in the Theatre I**4, x****Simon**

Through reading, discussion, exercises, and scene

work, explores the history, function, requisite skills, and ongoing preparation of the director in the theatre. Considers play selection and analysis; the director's work with the playwright, designer, stage manager, and dramaturge; casting; rehearsal procedures, and the director's work with the actor. *Prerequisites:* junior standing, consent of instructor, a basic acquaintance with dramatic literature and the work of the actor, designer and theatre technician.

466 The Director in the Theatre II**x, 4****Simon**

Exploration of specific challenges through reading, discussion, and extensive scene work. Exploration of the production process through directing a play. This might be in Lunchbox Theatre, the Student One-Act Play Contest, a high school or community theatre, or another venue approved by the instructor. A brief introduction to the work of the director as administrator. *Prerequisite:* Theatre 465.

481, 482 Independent Study**1-4, 1-4****Staff**

Readings or a project in theatre not covered in regular courses. The student must submit a detailed proposal to the instructor in the semester preceding the anticipated study. The student is responsible for any expenses incurred in completing the project. *Prerequisites:* junior or senior standing, consent of instructor.

485, 486 Advanced Acting**4, 4****Petit**

A continuing exploration of acting as process. Focuses on developing skills necessary to become a professional actor. Emphasis on living truthfully under imaginary circumstances so that the actor, action, character, and text come to life. Beginning Meisner exercises, Williamson movement exercises, scene and monologue work involved. *Prerequisite:* Theatre 226.

490 Senior Project**3, 3****Petit**

Involves the development and execution of a project reflecting the student's primary area of theatre study. The student works closely with a faculty project adviser during the process. The final project is evaluated by that adviser and two other faculty members. This course is limited to and required of all senior theatre majors. *Prerequisites:* previous course work in the area of study and theatre faculty approval. May be taken during the first or second semester of the senior year.

498 Honors Thesis**3, 3****Staff**

Preparation of undergraduate thesis. Required of and limited to senior honors candidates in theatre. *Prerequisite:* admission to honors candidacy.

World Literature

Courses in world literature are designed to enable students to pursue their interests in literature beyond linguistic, cultural, or departmental boundaries. Classes and readings are in English, but students with foreign language proficiency are encouraged to read in the original language. The courses are taught by the members of the foreign languages and literatures department. The material may be drawn from various literatures such as Chinese, French, German, Japanese, and Spanish.

The minor in World Literature: A minimum of 20 credits in world literature to include at least three courses numbered above 300 and at least one course numbered below 300.

120 Myth, Folktale and Children's Literature 4; not offered 2008-09

Study of international myths, folktales, and children's literature. Several approaches such as literary, graphic, structuralist, folklorist, psychological, and gendered will be applied to the study of African, American, Asian, and European tales and books for children from the adult's viewpoint. Two papers and a final examination will be required.

200 The Literature of Peace 4; not offered 2008-09

Reading and discussion of a group of religious peace activists of the 20th century (Dorothy Day, Gandhi, Martin Luther King, Jr., Thomas Merton, Abraham Joshua Heschel, Daniel Berrigan, Thich Nhat Hanh, and Bernie Glassman) and of the religious texts that inspired their nonviolent theories. Some films and videos will be incorporated into the class. Several papers; oral presentations in class; no exams. Open to all students.

201-204 Special Topics in World Literature, Intermediate Level 4

Courses under this category explore selected topics in world literature at the intermediate level.

202A ST: Children's Drama 4,x

Hashish

This course explores the international tradition of drama written specifically for children's audiences or for performance by children, as well as European drama that has been adapted for children's audiences. Readings include Shakespeare's *As You Like It* and *The Tempest*, Gertrude Stein's *Cubist Plays*, works by the African-American dramatist Alice Childress, and puppet plays from China and the American folk tradition. Class will be conducted

through lecture and discussion. Papers and examinations are required. Distribution areas: Humanities.

202A ST: Arabic Literature x, 4

Hashish

This course is a survey of modern Arabic literature in English translation from throughout the Middle East and North Africa but with a concentration on Egyptian literature. Students will read novels, short stories, theater, and poetry. Readings may include "The Thief and the Dogs" by Nobel laureate Naguib Mahfouz, the stories of Mohamed El-Bisatie, the plays of No'man Ashur, and off-beat Arabic poetry of the 1990s. Class discussion and papers required.

227 Chinese Folk Literature 4; not offered 2008-09

Introduces students to literary works that reflect Chinese folk beliefs to help develop an understanding of Chinese popular culture. Readings include ballads, narrative poems, short stories, novels, and plays. Through analysis of these literary works in the long span of Chinese history, students study crucial aspects of an old Asian culture. Modern theories of cultural studies, when appropriate, are applied to the examination of specific literary works. Open to all students.

300 The Fairy Tale 4; not offered 2008-09

In this course, we will study one of the most appealing and enigmatic literary forms in human history: the fairy tale. Although focused on the German tradition and the tales of the Brothers Grimm, we will strive for a sense of the international and intercultural context of the tales. We will approach the tales from a variety of perspectives — structuralist, historical, sociological, and feminist, among others. In addition to the more traditional folk tales, we will also study some of the art tales written by authors such as Johann Wolfgang von Goethe, E.T.A. Hoffmann, Hans Christian Andersen, and Oscar Wilde. All discussion in English. May be elected for credit in German or world literature. Students taking the course for German credit will be expected to read the tales of the Brothers Grimm in German and write written assignments in German; students taking the course for credit in world literature will read and write in English.

303 German Film and the Frankfurt School x, 4

Tobin

In this course, we will review the masterpieces of German-language cinema, beginning with such expressionist works of art as Wiene's *The Cabinet of Dr. Caligari*, Murnau's *Nosferatu*, Lang's *Metropolis*, and Sagan's *Mädchen in Uniform*. We will also study Nazi film, particularly Leni Riefenstahl's work. Among the postwar directors that we study will be Fassbinder, Herzog, and Wenders. Queer German filmmakers such as Praunheim and Treut will receive special attention. The course will conclude with recent critical and popular successes such as *Run Lola Run* and *The Lives of Others*. As a critical lens, we will

rely heavily on psychoanalytic and Frankfurt School criticism, focusing on writings by Sigmund Freud, Walter Benjamin, Siegfried Kracauer, and Theodor Adorno. In addition to class meetings, a weekly video screening of approximately two hours is required. All discussion in English. Students taking the course for German credit will be expected to watch the films without subtitles and complete written assignments in German; students taking the course for credit in world literature or rhetoric and film studies will generally watch films with subtitles and write in English. May be elected as German or Rhetoric and Film Studies 303.

306 Medicine and Literature

4, x

Tobin

Physical and mental illness are frequent themes of literature and a surprising number of writers had medical training. In this course we will study the interrelations of medicine and literature. Some of the questions we will ask include: How does literature help in the healing process? In what ways do literary texts expose the structures of meaning in medicine? And how do literary conventions affect medical practice? We will trace the development of the concepts of health and sickness in literary and cultural documents from the Enlightenment to the present, reading authors such as Goethe, Lenz, Büchner, Rilke, and Mann. As we study the literary representation of diseases such as anorexia, schizophrenia, hysteria, tuberculosis, and AIDS, we will also read medical and scientific writings in order to understand the relationship between the fictional works and the medical world. All readings, discussions, and assignments in English.

310 Sexuality and Textuality

x, 4

Tobin

This course provides an overview of gay and lesbian studies and queer theory within the realm of world literature, asking such questions as: Does an author's sexuality affect his or her writing and, if so, how? Does a reader's sexuality affect his or her reception of work? Can literary characters have a sexuality? Do cultural representations come to alter our understanding of "sexuality"? The course proceeds historically, beginning with an analysis of ancient Greek texts with an eye to the controversy between essentialism and constructivism. It moves on to the emergence of modern categories of sexuality in 19th century literary writings and concludes with contemporary authors from a variety of cultural perspectives. Literary authors may include Plato, Sappho, Shakespeare, Mann, Gide, Genet, Mishima, Puig, Lorde, Bechdel, and Feinberg. Among the theorists read will be Sedgwick, Butler, Halperin, and Foucault.

317 Classical Chinese Drama

4; not offered 2008-09

Classical Chinese drama from the 13th century Yuan drama to the present Peking Opera. Plays selected from the Yuan, Ming, and Ching dynasties for

reading and analysis. Chinese theatrical conventions such as masks, facial makeup, costumes, acting, and staging are introduced and discussed before and after viewing several Peking Opera video tapes.

318 Modern Chinese Literature

4; not offered 2008-09

Chinese poetry, drama, and fiction since the beginning of the 20th century. Studying writings from both mainland China and Taiwan. Knowledge of premodern Chinese literature is not required.

327 Masterworks of Classical Japanese Literature

4; not offered 2008-09

Japanese prose and poetry from the eighth through the 19th centuries. Works include *The Manyōshū*, Japan's earliest poetic anthology; *The Tale of Genji*, the first novel in the world to be written by a woman; *The Tale of the Heike*, describing the rise of the samurai ethic; the poems of Saigyō and Ryōkan; and the *haiku* of Bashō and Buson.

328 Modern Japanese Literature

4, x

Takemoto

Selected novels, short stories, film scripts, and poems representative of styles and themes which characterize 20th century Japanese literature. Film scripts discussed in conjunction with a viewing of the films themselves.

329 Familias y Fronteras: Contemporary Chicana Literature

4, x

Solórzano-Thompson

A critical examination of literary and cultural production by self-identified Chicana authors, including fiction, autobiography, poetry, art, film, and performance. Themes discussed will include identity construction, gender and sexuality, performativity, literary criticism and theory. Authors studied may include Sandra Cisneros, Helena María Viramontes, Cherrie Moraga, Josie Mendez-Negrete, Lourdes Portillo, and Ana Castillo. Evaluation will be based on class participation, presentations, a group performative project, and a final research paper tailored to students' majors and interests. This course satisfies the U.S. Latino and Latina Literature and Culture requirement for the major in Spanish Literatures and Cultures. Course is taught in English with stress on oral discussion. May be elected as Spanish 447. Distribution area: humanities and alternative voices.

339 Green: Eco-Literature in the Americas

x, 4

Galindo

This seminar addresses different aspects of nature and the environment as represented in fictional and nonfictional texts from the different regions of this Hemisphere. The seminar seeks to address environmental issues in literature in a comparative manner and therefore will examine texts from a variety of literary traditions. Topics to be discussed include:

construction and decay, border issues, urban and rural spaces, utopia and dystopia, and natural history and narration. Writers to be studied may include: Borges, Mike Davis, DeLillo, Faulkner, García Márquez, Hemingway, Sonia Nazario, Mary Oliver, Rulfo, Saer, and Sam Witt. This course satisfies the U.S. Latino and Latina Literature and Culture requirement for the major in Spanish Literatures and Cultures. Taught in English. May be elected as Spanish 437. Distribution area: humanities and alternative voices.

342 Topics in Francophone Literature 4; not offered 2008-09

The French language and culture were imposed to varying degrees on populations across the globe over the course of France's 17th-19th century imperial expansion. This course is designed to permit the study of individual literary movements, genres, authors, and critical approaches pertinent to the Francophone literary traditions that emerged from this contact between cultures. May be taken for credit toward the French major.

367-370 Special Authors in World Literature 4

A course designed to permit the study of individual significant authors in world literature.

371 Dramatic Literature: Medieval through Eighteenth Century 4; not offered 2008-09

A course in the history and development of Western drama from the Middle Ages through the 18th century. Dramatists to be studied may include the Wakefield Master, Marlowe, Shakespeare, Jonson, Lope de Vega, Molière, Racine, Congreve, Beaumarchais, and Sheridan. May be elected as English 371 or Theatre 371. Offered in alternate years.

372 Literature of the Modern Theatre 4; not offered 2008-09

A study of the directions modern drama has taken from the 19th century to the present. Dramatists to be studied may include Büchner, Ibsen, Strindberg, Chekhov, Shaw, Pirandello, O'Neill, Brecht, and Pinter. May be elected as English 372 or Theatre 372. Offered in alternate years.

377 Ancient Theatre x, 4

D. Burgess

The origin and development of ancient theatre, especially of Greek tragedy, through a close reading of ancient plays in English translation. In addition to ancient plays, we will read modern critical responses to those plays. May be elected as Classics 377 or Theatre 377. Open to all students. Offered in alternate years.

381-386 Special Topics in Cinema 4

A course designed to permit the study of special topics in the area of world cinema. Topics might

include the work of an individual director or of several directors, national surveys, film as social, political, and cultural history, or critical approaches.

381A ST: Chinese Popular Fiction or What Is Big about "Small Talk?"

4,x He

This course explores popular fiction, known as "small talk" in Chinese. Fiction initially circulated as an unofficial complement to the official canon of Confucian classics. Nonetheless, "small talk" has grown big since the late imperial period and eventually become the predominant genre in Chinese literary culture. What has made popular Chinese fiction popular at different time periods from the late imperial to the Republic period? Does fiction critique socio-cultural conventions while entertaining the reader? Has it approached gendered roles in innovative ways? Does it expand imagination beyond the everyday and elitist aesthetics? We will discuss these questions among others. The reading will be drawn from popular genres such as martial arts fiction, fantasy tales, romance novels, and social novels. In addition to examining popular fiction in the Chinese context, the course will touch upon creative borrowing by Western writers, such as Kafka. No prior knowledge of Chinese language or literature is required.

382A ST: Chinese Film in the Global Context x, 4 He

This course examines Chinese language films that are well known to general audiences in America or film festival devotees. The films to be discussed in the class consist of popular as well as arthouse films by Chinese, Hong Kongese, Taiwanese and overseas directors made in the period from the last two decades of the twentieth-century into the new millennium (2007). We will explore the representative genres and structuralist aesthetics of the fast changing cinematic images of China and look into the dialectical construction of public and private space of Chinese film in view of a globalized audience. No previous knowledge of Chinese or Cinema Studies is required. All films are subtitled in English. May be elected as Rhetoric and Film Studies 368 A.

387-390 Special Studies in World Literature 4

Selected problems of developments in a non-English literature. Such topics as Medieval Courtly Literature, Scandinavian Drama, European Romanticism, Twentieth Century German fiction, Existentialism, the Enlightenment, the Picaresque and Symbolism may be studied. All material will be read in English translation.

387 ST: The Dark Years: Fascists, Collaborators and Resisters

4, x

O'Neil

In this course we will study the literary reactions to Nazism, Fascism, war and military occupation in France and Italy of the 1940s. Readings may include French Resistance poetry, plays by Anouilh and Grumberg, novels by Celine, Brasillach, Sartre, Silone, Bassani and Irene Nemerovsky.

391, 392 Independent Study

1-3, 1-3

Staff

Directed reading and preparation of a critical paper or papers on a topic suggested by the student. The project must be approved by the staff. The number of students accepted for this course will depend on the availability of the staff. *Prerequisite:* consent of instructor.

395 ST: Contemporary Literary Theory

x, 4

Zalloua

This course will expose students to the major contemporary theoretical approaches to literary studies. We will examine a broad array of critical schools and perspectives, including reader-response theory, feminism, poststructuralism, and postcolonial studies. We will pay special attention to the recent "Ethical Turn" in literary studies influenced by the works of French philosophers Emmanuel Levinas and Jacques Derrida. May be taken for credit toward the French major.

Student Life

The college provides students rich opportunities for leadership roles and for contributing to policy formulation, and it supports an active campus social life; a comprehensive wellness program; excellent recreational programs, including varsity competition and an extensive program of intramural sports; and a wide-ranging program of extracurricular student activities. Two guiding principles that underlie our approach to the cocurricular are that connection is preferable to separation and that embracing diversity is an important component of student learning.

The offices of the Dean of Students and the Provost and Dean of the Faculty direct and coordinate a wide range of student services. The Dean of Students coordinates new-student orientation, housing and residential life, food services, counseling, health services, the career center, the intercultural center, the academic resource center, security, and the campus center. The Provost and Dean of the Faculty

coordinates premajor and academic advising, postgraduate fellowship and scholarship programs, foreign study, and athletics.

The Residential Campus

Residence halls and houses are designed to assist students to succeed academically and to develop personally. Residential living is an integral part of the Whitman educational experience. All single undergraduate students who are under 21 years of age at the start of each semester and have not yet lived on campus for four semesters are required to live on campus. No designated family housing is available on campus.

Students may select from a variety of residences. With the exception of Prentiss Hall all residential facilities are coeducational. Three residence halls are clustered on the south side of the campus: Anderson Hall, for 138 students; William O. Douglas Hall, for 70 students in suites of eight students each; and Prentiss Hall, a residence for 145 women, houses the three Whitman sororities as well as women not affiliated with a sorority. College House provides apartment-style living with kitchen facilities for 37 students. Jewett Hall houses 167 students, Lyman House is a traditional hall with two-room suites for 99 students, and Marcus House provides space for 27 students with mostly single rooms. North Hall, which houses 70 residents, is a choice for returning and transfer students featuring mostly single and double rooms.

Coed language houses, such as French, Japanese, Spanish, and German, further the academic and cultural interests of students studying a foreign language. Approximately six to nine students as well as a native speaker reside in each house.

Other special-interest houses are the Multi-Ethnic Center for Cultural Awareness (MECCA), which fosters communication between minority and international students and the Whitman community; the Environmental House, focusing on environmental and ecological issues; the Fine Arts House, which promotes programs emphasizing studio art, theater, and music; the Global Awareness House, which focuses on world issues such as hunger, population, and human rights; the Asian Studies House, formed

to promote understanding of Asian culture and issues; and the Writing House, which provides resources to encourage the growth of writing as a discipline. The Community Service House encourages discussions of service issues among students and the Whitman community and has a community services requirement. Tamarac House programs activities with an outdoor theme.

Four national fraternities maintain chapter houses near the campus. Each has its own dining, sleeping, study, and recreational facilities.

Just as it is important to live on campus, it is equally important to eat on campus. Eating on campus helps to integrate the student into the campus, provides the opportunity for sections to spend time together, contributes to community within the halls, and allows further opportunity for students to interact with faculty outside the classroom. The college operates three dining halls, located in Jewett, Lyman, and Prentiss halls. Students who live in the residence halls are required to subscribe to a board plan (see exceptions under “Board” in the *Charges* section). Dinners are delivered to the interest houses Monday-Thursday for communal family-style dining. Students living off-campus are encouraged to eat noon meals in college dining halls and may subscribe to one of several board plans.

While it is difficult for the college to provide highly specialized diets in the dining halls, Bon Appétit (the college’s food service provider), as well as the Health Center, will work with students who have dietary concerns. There are vegetarian and vegan alternatives at every meal. Residents of the college-owned halls may eat in any of the dining rooms, while residents of the fraternities normally subscribe to their own dining services.

Student Services

Academic Resource Center

The center provides resources for all students who want to improve their study skills, or seek academic advice. The director can offer individual academic counseling sessions by appointment. The Student Academic Advisers

(SAs) are part of the center’s staff. The SAs live in the first-year residence halls and provide academic support to new students; they arrange study skills presentations to groups on such topics as time management, analytical reading, exam preparation, and other skills that contribute to improving overall academic effectiveness. Assistance is also offered through the Academic Resource Center to students with disabilities and those who demonstrate a need for tutors, note-takers, or adaptive technology. Additional information can be found on the Whitman College Web site at www.whitman.edu/academic_resources/.

Disability Policy

Whitman College is committed to providing students who have disabilities fair and equal access to its programs. Once a student with a disability has been admitted to the college, he or she will have equal opportunity to participate in and benefit from all the college’s programs and activities. Whenever a student with a documented disability needs modification of academic requirements, facilities, services or procedures, the college will make every reasonable effort to meet the student’s needs. **Students requesting academic accommodations for a documented disability should discuss their needs with the Associate Dean of Students, Clare Carson, 310 Memorial.** For complete policy go to www.whitman.edu/academic_resources or www.whitman.edu/righttoknow.

Welty Center — Counseling

Professionally trained counselors are available to provide personal and psychological counseling to students at no charge. Counselors assist individuals and groups with personal and academic concerns, career choices, interpersonal relationships, and other areas of concern or interest. A consulting psychiatrist is available to students one day per week. The Counseling Center offers a variety of personal growth opportunities, including workshops and programs on listening and communication skills, stress management, and assertiveness training. Whitman’s professionally supervised peer counseling program and the Stuart Religious Counselor provide additional coun-

seling resources. All counseling is confidential.

Welty Center — Health Services

The medical director and the director of the Health Center are responsible for the health service. The on-campus Health Center, with a 12-bed capacity, is staffed by nurses around the clock. During the academic year, the Health Center serves as an outpatient facility for the management of minor injuries and illnesses, and it offers inpatient infirmary care for health-related conditions not requiring hospitalization. Illness prevention and health education are emphasized.

The Health Center physicians maintain regularly scheduled hours on campus Monday-Friday mornings. The physicians will arrange for hospitalization of students when necessary and refer to outside resources as indicated. Limited post-operative care may be provided at the Health Center. The director of the Student Health Center, who is a family nurse practitioner, is also available to see students on an appointment basis. Full-time students may see the nurse practitioner without charge. **All full-time students may access Health Center resources and may see the Health Center physician without charge.** If a student wishes to consult a private physician, the Health Center staff may recommend competent local specialists when requested to do so. Whenever a student is treated away from the Health Center, the expenses incurred will be the student's responsibility. A dietician is available on a **limited** basis for consultations at no charge to students — students must call well ahead of time to make an appointment. A physical therapist and a massage therapist are also available on an appointment basis; there is a charge for their services.

Women's health care, including PAP smears and contraception, is available. Anonymous HIV testing is available at no cost. The cost of other tests and services must be assumed by the student. Some medicines, bandages, and the loan of crutches, etc., may be provided free of charge. A dispensary for prescribed medication is available. Allergy antigen regimes prescribed by home physicians may be continued at the Health Center at a nominal cost. The college charges for physical examinations for outside

agencies, employment, matriculation, or other educational institutions. For a charge, certain immunizations are available at the Health Center.

Students must submit a Medical Report Form with indicated tests and immunizations before registration can be finalized at the college. Registration for classes cannot be completed until Health Center clearance has been obtained.

Accident and Health Insurance

It is mandatory for all students to have health and accident insurance. For those who do not already have medical insurance, Whitman College offers a group medical-surgical hospital plan to students at a reasonable cost. International students must have either the Whitman College student insurance plan or an equivalent U.S. policy.

Each year the fee for the college insurance policy will be included on the student bill. If the student has other health and accident insurance, proof of insurance must be provided to the Health Center in order to receive a waiver of the college insurance policy (this must be done each year the student is enrolled). This proof of insurance must be received by the end of the third week of each academic year, at which point the insurance fee will be removed from the student bill. The insurance carrier and the insurance policy number will become a part of each student's permanent health record.

It is the student's responsibility to understand his or her insurance plan and know how to access coverage. We advise that each student carry a personal insurance card at all times.

If hospitalization or outside medical services are needed, the Health Center will assist the student in locating suitable medical treatment. The cost for such service, however, must be assumed by the student.

Whitman College provides "secondary" accident injury insurance for varsity sport athletes who sustain injuries directly related to their varsity sport. This coverage applies only to varsity athletes, not club/team/intramural sports participants. If a varsity sport athlete

becomes injured in a varsity sport-related accident, the student's primary personal insurance will be billed first. As a secondary insurance, the varsity sport accident insurance policy will pay the balance due after the students' primary personal insurance has paid its portion of the bill.

Intercultural Center

Fostering diversity, inclusion, and respect for all in the Whitman community is one of the foremost goals of the Intercultural Center. The center works to strengthen Whitman's intercultural community and ensure a positive Whitman experience for those from historically under-represented backgrounds. The center also seeks to enrich the experience of the entire student body and community by providing opportunities to engage and educate the campus as a whole on issues related to diversity. Working together with a variety of campus constituencies, the Intercultural Center facilitates and encourages ongoing dialogue on issues of diversity between students, staff, and faculty.

The Intercultural Center team provides academic and social support for multicultural and international students. The international/multicultural student orientation, mentoring, individual counseling and advising sessions are a few of the opportunities available to assist students with their transition to Whitman College and Walla Walla. The center also helps bring diverse perspectives and experiences to the campus by sponsoring various speakers and events; housing a collection of books and videos related to diversity and multicultural issues; and providing information about internship and scholarship opportunities. Additionally, translation services for more than 30 languages can be accessed through the center's language bank.

Student interns are an integral part of the Intercultural Center team. They assist with the many programs and events sponsored by the Intercultural Center and help to promote diversity and multiculturalism in the Whitman community and at large. Throughout the year, the center sponsors workshops, speakers, programs, and cultural events that are free and open to the whole community.

The student-led diversity organizations are among the most active clubs on campus. They

provide leadership opportunities for students and promote diversity/multiculturalism by sponsoring speakers, discussion panels, musical events, dances, festivals, and dinners. In addition to the multi-ethnic interest house (MECCA), there are 14 active diversity groups: American Indian Association; Asian Cultural Association; Black Student Union (BSU); Club Latino; Coalition Against Homophobia (CAH); Feminists Advocating Change and Empowerment (FACE); Hui Aloha; International Students and Friends Club (ISFC); South Asian Student Association (SASA); Gay, Lesbian, Bisexual, Transgender and Questioning (GLBTQ); Hillel-Shalom; Vietnamese Cultural Club (VCC); First Generation Working Class (FGWC); and African Awareness Club.

The Career Center

The Career Center supports students throughout their years at Whitman in the various stages of their career development, including local on-campus and off-campus employment, preparation for summer jobs, internships, and full-time employment. The services offered include:

- assessing students' skills, interests, and abilities through individual advising and interest inventories;
- working with students to explore career options which are consistent with their interests and/or major;
- assisting students in accessing experiences in which they can gain knowledge of and exposure to possible career options through summer jobs or internships, local work opportunities or volunteer experiences; and
- preparing students to organize and conduct a job or graduate school search.

Through using the reference materials in the Career Center's Career Resource Library, accessing the center's Web site, and utilizing the alumni database (Career Consultant Network), students can gather information about various career fields, find information about internship and full-time work opportunities, and learn about career-related activities in which they may participate. In addition, students may attend a graduate school fair and a career and internship fair where they may make contact

with employers from various fields.

The Career Center coordinates the “Alumni Career Series” program, which provides students the opportunity to interact with persons who are accomplished in their chosen career fields. The guests who come to campus for this program span a broad range of careers and share with students their insights about their chosen career areas.

Additional information on the Career Center can be found on the Internet at www.whitman.edu/career_center.

Reid Campus Center

The Reid Campus Center serves as a community center for all members of the college — students, faculty, staff, alumni, and guests. To support the residential nature of the Whitman campus, the Reid Campus Center meets many day-to-day needs through an organization of professional staff, student employees, student volunteers, and committees.

The Reid Campus Center sponsors numerous programs including weekly musical performances in the Coffeehouse, arts and crafts workshops, and a late-night Saturday series.

Resources in the Reid Campus Center include America Reads/Counts, the Bookstore, the Student Activities Office, the Post Office, the Conferences and Events Office, the Outdoor Program, the Whitman Café, the Center for Community Service, the Career Center, and the Intercultural Center. Other facilities and services include a student group resource room, student work rooms, a darkroom, meeting-and-dining rooms, a lounge, an art gallery, an automatic teller, vending machines, refrigerator rentals, campus lost-and-found, sign-ups for the chartered holiday bus service, bulletin boards for advertising and notices, and outdoor equipment rental. The Reid Campus Center houses the Associated Students of Whitman College (ASWC), the *Pioneer* newspaper, the *blue moon* (literary journal), and KWCW-FM student-operated radio station.

Student Activities

The Outdoor Program

The Outdoor Program (OP) is an outdoor recreation cooperative sponsored by both the college and the Associated Students of Whitman College (ASWC). The main function of the OP is to assist people in their outdoor pursuits. The primary goal is to manage risks so as to offer safe and rewarding recreational experiences in addition to providing quality rental equipment in the fields of hiking, backpacking, climbing, flatwater and whitewater kayaking, rafting, canoeing, fishing, cross country skiing, snow shoeing and telemark skiing. Activities cater to novice, beginner, and intermediate skill levels. On campus the OP is active in organizing visiting speakers, slide shows, instructional seminars, classes, and films. The annual Teton Gravity Research ski film and the Banff Mountain Film Festival are examples of some of the presentations available. The OP also oversees the Sherwood climbing facilities and the first-year reorientation “Scrambles” wilderness trip program. Outdoor Program activities are open to anyone at anytime.

Another important function of the Outdoor Program is to teach outdoor skills, both elementary and advanced, in such areas as wilderness safety, first aid, kayaking, climbing, skiing, canoeing, mountaineering, and outdoor leadership. The program is a resource for those interested in planning their own trips, exploring the outdoor surroundings of Walla Walla, purchasing equipment, or obtaining instruction. Magazines, books, videos, equipment catalogs, buyers’ guides, maps, literature on recreational programs, and outdoor jobs are on file at the program office.

The Outdoor Program is not a club. There are no dues; anyone, regardless of ability or skill level, may participate. Through the Outdoor Program, all students interested in noncompetitive, nonmotorized pursuits may share adventures.

Campus Activities Board

The Campus Activities Board (CAB) is a group of students and staff members dedicated to bringing a balanced program of events to the

campus. CAB assists with advice, ideas, and execution of events and co-sponsorships. CAB maintains contacts with artists and booking agencies as well as generating original student-led programs. It is responsible for bringing The Great Drive-In Movie, the Cobweb Ball, Super Bowl Party and Casino Night, among other things. To find out more call 509-527-5367 or e-mail cab@whitman.edu.

Center for Community Service

The Center for Community Service (CCS) acts as a volunteer clearinghouse and liaison between the community and Whitman College. The CCS provides the Whitman community with opportunities to begin volunteering through Volunteer Fairs, student-led community partnerships like Whitman Mentors, the Story Time Project, and group activities such as Make A Difference Day, Service Saturdays, and Alternative Spring Breaks. The CCS educates the Whitman community regarding the importance of community service and creates opportunities for students to have meaningful service learning experiences. The CCS also works with the Community Service House, an interest house designed for students pursuing community service and promoting a service ethic on campus.

Intercollegiate and Intramural Athletics

Whitman College affirms the classical ideal that physical fitness complements intellectual development. Whitman's programs of sport studies, recreation and athletics are designed to contribute to the liberal education of our students as they engage their minds and bodies in vigorous fitness and wellness activity.

Whitman supports athletics for two reasons: 1) as they train and strive to excel, student-athletes complement and strengthen the education they are pursuing; and 2) athletics contributes in unique ways to campus life and fosters a strong sense of community.

To achieve these ends, the college provides the resources to enable teams and individuals to compete effectively in the NCAA Division III, and to enable those individuals and teams who qualify to compete at regional and national levels.

The athletics program at Whitman College is designed to:

- support the overall institutional mission of the college;
- be consistent with the principles of fair play and amateur athletics, as defined by NCAA legislation;
- be supportive of the overall academic success of student-athletes;
- be supportive of the overall health and welfare of student-athletes;
- be committed to the principle of equal access to athletic opportunities by men and women.

Whitman holds membership in the National Collegiate Athletic Association (Division III) and the Northwest Conference (NWC). The college fields men's and women's teams in basketball, skiing, swimming, tennis, soccer, cross country, and golf. Women compete in volleyball, and men in baseball. The NCAA III does not permit athletic scholarships.

Department of sport studies, recreation and athletics staff members supervise intramural programs; about 70 percent of Whitman students take part in such intramural sports as flag football, basketball, soccer, volleyball, tennis, softball, and ultimate frisbee. The college also sponsors several club sports programs, including rugby, lacrosse, softball, ultimate frisbee, and cycling.

Sherwood Center, the athletic complex, underwent major renovation in 1997 and in 2004. It features a 1,500-seat gymnasium, racquetball and squash courts, dance studio, and indoor and outdoor climbing walls. The final phase of renovations is scheduled to be completed in August 2009.

The college has four indoor tennis courts in the Bratton Tennis Center as well as four lighted outdoor courts.

Baker Ferguson Fitness Center, the newest athletic facility, features a 30-meter swimming pool and a 10,000-square-foot fitness center.

Baseball games take place at 3,000-seat Borleske Stadium. The golf team practices at 18-hole Memorial Golf Course. Skiers train for Alpine and Nordic events at two excellent ski areas within an hour of the campus. The Whitman Athletic Complex hosts the men's and women's soccer teams in addition to a variety

of club and intramural competitions.

Cocurricular Activities

Cocurricular activities augment classroom experiences, often providing students the chance to apply some portion of their theoretical studies to practical, realistic work and laboratory situations. The college encourages students to create new activities that enhance the life of the campus.

Musically inclined students perform with the College Wind Ensemble, Chamber Orchestra, Chorale, and, by audition, the Walla Walla Symphony Orchestra; still others perform in solo or small group recitals. Students need not major in theatre to perform or work backstage at Whitman's Harper Joy Theatre, nor must they major in English to submit items for publication in *blue moon*, the Whitman literary magazine. There are opportunities for work, including some paid employment, on the *Pioneer*, the student weekly newspaper. Students enthused about performing plays, poetry, and prose, engaging in political argument, and in speaking in general may join Whitman's outstanding speech and debate program, which has been ranked among the best in the nation.

Student Organizations

Most groups and organizations are student-run; nearly all involve students in planning and carrying out their programs. The largest of the self-governing groups is the Associated Students of Whitman College (ASWC), of which every student is a member. ASWC conducts its affairs through an elected Executive Council, Student Senate, and appointed House of Clubs Representatives. In addition to planning all-campus social activities and programs, ASWC is responsible for oversight and budget allocations for the *Pioneer* weekly newspaper, radio station KWCW-FM, and other special events.

Among honorary and service organizations on campus are Phi Beta Kappa academic honorary and Sigma Delta Pi Spanish honorary. Other groups focus on specific interests such as sports, recreation, health, music, leadership, women's programs, and religious interests.

Information on student organizations can be found at www.whitman.edu/content/student-

activities/organizations.

Greek Life

Whitman's fraternities and sororities provide a comprehensive program for student involvement, growth, and friendship. Within each Greek organization, members find academic assistance, personal support, community service, alumni connections, and social opportunities.

All seven Greek organizations at Whitman have well-established scholarship programs, incorporating one-on-one tutoring, study tables, and seminars. Whitman's Greek groups are actively involved in local and national community service efforts, supporting such organizations as the Children's Miracle Network, Reading is Fundamental, Service for Sight, Children's Home Society, and Court Appointed Special Advocates. As each self-governed Greek group makes decisions, ranging from creating budgets to implementing social policies, the Greek system is an excellent vehicle for learning and displaying leadership skills.

The three national sororities reside in Prentiss Hall, where each group maintains its own section, complete with a chapter room and a lounge. Each of the four fraternities has a house on the edge of campus, where members reside.

Code of Conduct

All persons associated with the college share in the common responsibility to create a climate conducive to the pursuit of learning and free inquiry. The college regards students as maturing individuals with a large measure of personal freedom; at the same time, it expects them to accept responsibility for their actions. While Whitman does not attempt to impose a uniform moral standard, it does expect students to conduct themselves honorably and in ways which reflect respect for the rights of the other members of the community. In some instances, the diversity inherent in group living requires some concessions of individual freedoms.

General Policies

The Student Life Committee, with a membership of six students, three faculty members, and three administrators, reviews all

out-of-class student matters and recommends policies. This committee has provided the framework within which living groups have studied and created rules and regulations. Among the general policies stated by the committee are these: 1) students are held individually responsible for maintaining standards of conduct that meet the requirements of decency, the rights of others, the behavior patterns of a democratic society, and the particular needs of the Whitman community; 2) social regulations of whatever origin should ensure adequate consideration for the rights of individual students to privacy and the preservation of individual dignity and comfort, and an atmosphere consistent with, and in furtherance of, the basic educational purpose of the college; 3) all members of the community have the responsibility for adherence to local, state, and federal laws; and 4) residence hall staff members are available to mediate disputes and enforce residence hall regulations.

The Dean of Students Office, through the powers delegated to it by the president and faculty of Whitman College, may make such requirements explicit with specific regulations to whatever extent is considered necessary. The college also reserves the right to change its regulations affecting the student body at any time; such changes apply to all students, including prospective students, those currently enrolled, and former students returning to college.

Students and their parents should realize that the college does not act *in loco parentis*. Even though regulations exist in order to assure that all members of the college community may participate in their academic pursuits with a minimum amount of hindrance, the college does not control students' lives. In all of its interactions with the college, students are assumed to be responsible for themselves. While striving to maintain as secure an environment as possible, the college cannot guarantee the safety of its students.

Regulations

Each living group is responsible for adequate guarantees of the primary use of residence halls and fraternity houses for study and sleeping, and of the fundamental right of each resident

to reasonable privacy.

The Board of Trustees has approved several policies — including policies on alcohol use, drug use, sexual misconduct, and sexual harassment — intended to ensure that Whitman College remains an environment based on consideration and respect for the rights of others and designed to support the college's academic mission. These policies are available in the *Whitman College Student Handbook*, which is published annually.

Student Right to Know Information

Whitman College has included information that you need to know concerning the campus and its policies at www.whitman.edu/rightto know. This information includes institutional information, alcohol policies, graduation rates, FERPA (Family Educational Rights and Privacy Act), services available to students with disabilities, institutional security policies and crime statistics, and other information that you might find helpful. A printed copy of this information is available upon request from Donna Cummins at the Dean of Student's office, Memorial Building 302.

Admission

Whitman's admission process is selective to assure a student body with excellence in both academic and extracurricular pursuits and with varied ethnic and geographic backgrounds. To achieve this balance, the Admission Committee evaluates scholastic records, the quality of written expression, test scores, extracurricular activities, and letters of recommendations. Evidence of motivation, discipline, imagination, creativity, leadership, and maturity are also considered.

Although 60 percent of the entering first-year students graduated in the top 10 percent of their secondary school classes, there are no arbitrary entrance requirements or quotas. It is recommended that candidates complete four years of secondary school English and mathematics, three years of laboratory science, and two years each of history/social sciences and foreign language. The Admission Committee looks for those candidates who

excel in the most demanding courses offered.

An applicant's financial position is not reviewed by the Admission Committee, nor is it a criterion in the admission process. About 48 percent of current students demonstrate financial need and a total of 78 percent receive some form of financial aid — scholarships, grants, employment, or loans. All students who need assistance are encouraged to apply for financial aid.

Whitman College has a strong commitment to the principle of nondiscrimination. In its admission and employment practices, administration of educational policies, scholarship and loan programs, and athletic and other school-administered programs, Whitman College does not discriminate on the basis of race, color, sex, gender, religion, age, marital status, national origin, physical disability, veteran's status, sexual orientation, gender identity, or any other basis prohibited by applicable federal, state, or local laws.

Admission Procedures

Fall admission application due dates are November 15 and January 1 for Early Decision applicants; January 15 for Regular Decision first-year candidates; and March 1 for Regular Decision transfer applicants. Transfer students may apply under either option. It is advantageous to complete admission credentials early. Qualified applicants who file credentials after the Regular Decision deadline dates may be admitted only to the extent that space is available.

Notification dates for admission are as follows: December 15 for Early Decision I, February 1 for Early Decision II, April 1 for Regular Decision candidates, and April 15 for Regular Decision transfer candidates.

The application deadline for spring semester is November 15. Notification of admission decisions are mailed December 1.

Early Decision

First-Year Candidates

Early Decision is an option for candidates who have selected Whitman as their first-choice college. Some students reach this decision early in the college search process. Others take more time to consider a variety of colleges before

they arrive at a clear first choice. Whitman, therefore, conducts the Early Decision process in two rounds. The first-round deadline is November 15; the second-round deadline is January 1. Admission decisions for each date are rendered within four weeks of the deadline, and financial aid awards will be made as soon as each admitted candidate's financial aid file is complete. Whitman considers Early Decision applications before those of students who are making multiple applications to colleges. Candidates who are admitted Early Decision agree to withdraw their applications from other colleges and universities and notify them of their intention to attend Whitman.

Applications for Admission

Whitman participates with a national group of more than 300 colleges that encourages the use of the Common Application. The purpose of a Common Application is to reduce repetition in completing forms when filing applications to several selective colleges. The Common Application is available at most high school guidance offices throughout the United States on paper and on the Web. A student may pay application fees and submit the Common Application online to as many colleges as he or she wishes. In addition to submitting the Common Application, students must also complete the Whitman Supplement.

Applicants are encouraged to submit credentials utilizing an electronic application.

Applications to Whitman College are available on paper and on our Web site at www.whitman.edu.

Admission Credentials

First-Year Students

Students applying for first-year standing must submit to the Office of Admission, 345 Boyer Avenue, Whitman College, Walla Walla, WA 99362, the following credentials:

1. The *Common Application*.
2. An *official transcript* of the secondary school record.
3. A *School Report* completed by the applicant's secondary school counselor.
4. An academic recommendation from a secondary school teacher.

5. A *Whitman Supplement* provided by Whitman's Office of Admission.
6. A nonrefundable *application fee* of \$50, remittance made payable to Whitman College. (Using guidelines distributed by the College Board for test fee waivers, applicants suffering financial hardship may have this fee waived by written request substantiated by a counselor or principal.)
7. Scores on *either* of the following tests: the SAT I (Scholastic Assessment Test), administered by the College Board, or the ACT, with the writing test administered by the American College Testing Program.

If an Early Decision applicant, the candidate should take one of the required tests no later than October (Early Decision I) of the senior year in order that score reports may reach the Office of Admission by November 15. (Scores from the November and December test dates may be submitted for Early Decision II applicants.)

If a Regular Decision applicant, the candidate should take one of the required tests no later than December in the senior year in order that score reports may reach the Office of Admission by January 15.

Arrangements for taking the SAT I or the ACT must be made directly with the testing agency, and the responsibility for making these arrangements rests with the candidate.

8. If an Early Decision applicant, an *Early Decision Agreement* provided by Whitman's Office of Admission.

Transfer Students

Students applying for transfer standing must submit to the Office of Admission, 345 Boyer Avenue, Whitman College, Walla Walla, WA 99362, the credentials listed above for first-year applicants **and** the following credentials:

1. *Official Transcripts* from each college or university attended.
2. The *College Official's Report Form* available as part of the Common Application for transfer students.

The following guidelines also apply:

1. A *School Report* is not required of applicants who graduated two or more years prior to the time of application or who will have completed two years of college work by the time of enrollment at Whitman.
2. Transfer applicants must submit an academic recommendation from a college instructor or high school teacher.
3. The SAT I, administered by the College Board, or the ACT, with the writing test administered by the American College Testing Program, is not required of applicants who will have completed two years of college work by the time of enrollment at Whitman.

International Students

International students (students who are not U.S. citizens, U.S. permanent residents, green card holders, or refugees) must submit to the Office of Admission, 345 Boyer Avenue, Whitman College, Walla Walla, WA 99362, the credentials listed above for first-year or transfer applicants with the following additions:

1. An *official score report* from the Test of English as a Foreign Language (TOEFL). A TOEFL score of 560 (for the paper-based exam) or 85 (for the Internet-based exam) is required.
2. An *official score report* from the Test of Written English (TWE) if possible. The test is offered in connection with the TOEFL in selected months. For students who have taken the TOEFL in a month when the TWE was not offered, the TWE results are not required.
3. The *College Board International Student Financial Aid Application* form and the *International Student Certification of Finances* form. These forms are required even if financial need is not a consideration. The information provided on these forms is used to issue an I-20.

The following guidelines also apply:

1. The SAT I, administered by the College Board, is not offered in the People's Republic of China; therefore, it is not required for students applying from China.

2. Early Decision or spring term admission is not an option for international students unless financial aid is not a consideration.
3. All credentials must be received in the Office of Admission at Whitman College no later than January 15.

Admission Provisions

The college requires final transcripts of all high school and college work. Prior to enrollment, a first-year student must submit a high school transcript or equivalent academic credential demonstrating completion of a high school degree. A Medical Report Form, mailed from the Office of Admission after receipt of the enrollment deposit, is also required.

Space in a college residence hall is assured automatically with admission for all first-year students. A roommate assignment questionnaire will be sent to candidates with the offer of admission.

An enrollment deposit of \$300 is required to reserve a student's place in the class. The deposit for Early Decision candidates must be mailed by February 15 and is nonrefundable. The deposit for Regular Decision First-Year admission candidates must be mailed by May 1, the National Candidates Reply Date, and is nonrefundable. For transfer students, the deposit must be mailed by May 15. Students entering spring semester must pay their deposit by December 15. When late applicants are admitted on a "space-available basis," the deposit is due by the date which is stipulated in the letter of admission and is nonrefundable.

Admission may be deferred for up to one full academic year, but the deposit must be paid by the date stated in the letter of admission and is not refunded if the student chooses not to enroll.

The \$300 enrollment deposit is held in reserve by the college for the student. This deposit is returned upon graduation or withdrawal from Whitman if there are no unpaid charges remaining on the student's account (see "Deposit" in the *Charges* section). Prior to the refund of the deposit, students with federal loans must have an exit interview with the Student Loans Manager. Additionally, an exit interview with a member of the administrative

staff, scheduled through the Dean of Admission and Financial Aid, is required prior to the release of the enrollment deposit if the student leaves prior to graduation.

Nondegree-seeking Students

A person may apply through the Office of Admission to attend Whitman as a nondegree-seeking student if he or she wishes to take certain courses but not pursue a degree program. Nondegree-seeking students register on a space-available basis and must secure written permission from the professor after the first day of the semester. If a nondegree-seeking student wishes at any time to become a regular student (i.e., pursue a degree program), he or she must file all application credentials for consideration by the Admission Committee (see also nondegree-seeking students under *Classification of Students*, and under *Tuition*).

Auditors

A person may be admitted to the college as an auditor with the permission of the Dean of Admission and Financial Aid and of the instructor whose class he or she desires to attend. Auditors are not allowed in "activity" courses or in courses with studio or laboratory exercises. No credit is allowed for audited work and no permanent record of audited work is kept. However, auditors must pay an auditor's fee (see *Auditors* and *Auditor's Tuition*).

Veterans

Whitman College's academic programs of study are approved by the Higher Education Coordinating Board's State Approving Agency (HECB/SAA) for enrollment of persons eligible to receive educational benefits under Title 38 and Title 10, U.S. Code. The college may allow credit for military service activities which have educational content to students who present acceptable military records. Such documentation should be submitted as part of the admission credentials. The Registrar is the veteran's benefits official for the college.

Charges

Tuition pays for considerably less than the true cost of a Whitman education, with the remainder provided by income from the college's endowment and by gifts from alumni and other friends of the college. In effect, then, these revenue sources provide a partial scholarship to all students, regardless of whether they receive financial aid.

Whitman reserves the right to adjust its charges, though charges effective at the beginning of a semester will not be changed during that semester.

Summary of Charges

Charges for a two-semester year at Whitman, for a student living in a residence hall, are:

Tuition	\$34,880
ASWC (student association)	\$312
Board (Meal Plan C)	\$4,760
Room (standard rate).....	\$4,060
Books and supplies (estimated)	\$1,400

Additional course fees, the cost of private music lessons, and personal expenses will vary from student to student. At Whitman and in the Walla Walla community, costs of social, recreational, and extracurricular activities tend to be relatively modest. The inclusive budget — that is, a typical budget for a student taking advantage of all customary types of college activity — is about \$45,500 a year.

Payment of Charges

Charges are due and payable prior to the beginning of each semester. Charges must be either paid in full or arrangements completed to set up a payment plan before students may officially enroll in classes at the college.

Full Payment Plan: All charges net of any financial aid must be paid by cash or check to the Business Office.

Monthly Payment Plan: Parents or students may arrange for payment through the Business Office. The terms are 10 monthly installments beginning Aug. 15, 2008, and ending May 15, 2009. The annual enrollment fee is \$45. All unpaid balances, covered by deferred payment agreements, will be assessed finance charges equivalent to 9 percent per year. Enrollment in

the plan should be completed before July 15. For more information, contact the Business Office.

Student Account: Whitman College issues statements monthly on the charges and credits to the student's account. All unpaid balances will be assessed finance charges equivalent to 1 percent per month. It is the student's responsibility to be knowledgeable about and to remain current in payment for charges to his or her account. Enrollment in classes may be denied for failure to keep current on college or Greek organization accounts.

Transcripts for academic work done at Whitman will not be provided if there is an account balance owed to the college or a Greek organization. Whitman College uses a collection agency to collect delinquent accounts and these costs are added to the debt at the time it is referred to the collection agency. When appropriate, information concerning such past due accounts will be provided to credit bureaus.

Tuition

Regular full tuition charges will be applied to all students unless they are auditing classes or have been granted special student status by the Dean of Students. Tuition charges include benefits such as access to the Health Center and other student programs but does not include course fees or other class specific charges as indicated elsewhere.

Full tuition (per semester)	\$17,440
Special tuition (see special students and nondegree-seeking students under <i>Classification of Students</i>); does not provide for regular student programs, special course fees, etc. per credit	\$1,462
Auditor's tuition; per credit	\$731

Resident Meal Plan Options

Whitman College has contracted with Bon Appétit to oversee campus food service. Bon Appétit's staff, including an executive chef, serve healthy high-quality food and beverages in a warm, friendly environment. Students may make changes to their meal plans until the first Friday after classes start each semester.

Meal plans start when students are first allowed into their rooms and are not active when college is not in session.

Plans A, B, and C are each designed to provide more than enough meals and food for the typical college student. Any plan may be enhanced with extra Flex dollars for those who expect to want more meals during hours that the dining halls are closed, are accustomed to late-night snacking, or anticipate heavy use of the Espresso Carts. Please note for meal planning purposes that the fall semester usually has 108 board days and the spring semester usually has 112. Meal plans may only be changed through the first week of classes.

Plan A: The Ultimate Flex Block Plan

160 meals plus \$500 Flex dollars per semester, available to all students, designed especially for athletes, debaters, choir members, and other students with commitments during regular meal hours (\$2,480 per semester). The Ultimate Flex Block Plan allows you to eat any 160 dining hall meals (Prentiss, Jewett, and Lyman dining halls) out of the approximately 330 meals offered over the course of the semester. This averages out to about 10 dining hall meals per week. In addition, the plan includes \$500 Flex dollars, which may be spent in the dining halls, Café '66, Café '41 in the library, or the Espresso Cart.

Meals may only be used for the benefit of the cardholder and are not transferable to others. Flex dollars, but not meals, remaining at the end of the fall semester will carry over to spring, but both meals and Flex dollars remaining at the end of spring will not carry over to the next semester and are not refundable. Students who wish to eat more meals or buy more food in the Café may add additional Flex dollars in increments of \$50.

Two optional additions to the Ultimate Flex Block Plan are:

Plan A with \$650 Flex: 160 meals per semester plus \$650 Flex dollars per semester (\$2,630 per semester).

Plan A with \$800 Flex: 160 meals per semester plus \$800 Flex dollars per semester (\$2,780 per semester).

Plan B: The Flex Block Plan

220 meals plus \$150 Flex dollars per semester, available to all students (\$2,380 per semester). The Flex Block Plan allows you to eat any 220 dining hall meals (Prentiss,

Jewett, and Lyman dining halls) out of the approximately 330 meals offered over the course of the semester. This averages out to about two meals per day, or about 14 dining hall meals per week. In addition, the plan includes \$150 Flex dollars, which may be spent in the dining halls, the Café '66, Café '41 in the library, or the Espresso Cart.

Meals may only be used for the benefit of the cardholder and are not transferable to others. Flex dollars, but not meals, remaining at the end of the fall semester will carry over to spring, but both meals and Flex dollars remaining at the end of spring will not carry over to the next semester and are not refundable. Students who wish to eat more meals or buy more food in the Café may add additional Flex dollars in increments of \$50.

Two optional additions to the Flex Block Plan are:

Plan B with \$300 Flex: 220 meals per semester plus \$300 Flex dollars per semester (\$2,530 per semester).

Plan B with \$450 Flex: 220 meals per semester plus \$450 Flex dollars per semester (\$2,680 per semester).

Plan C: The Traditional Plan

21 meals per week, available to all students (\$2,380 per semester). The Traditional Plan provides you with access to 21 meals per week in Prentiss, Jewett, and Lyman dining halls, (about 330 meals per semester). While the plan's 21 meals per week may be used only in these locations, the Traditional Plan may be supplemented with Flex dollars in \$50 increments. A student may eat at other campus locations, such as the Café '66 or enter a dining hall more than once during the same period only if Flex dollars are added to the Traditional Plan. Meals may only be used for the benefit of the cardholder and are not transferable to others.

Two optional additions to the Traditional Plan are:

Plan C with \$150 Flex: 21 meals per week plus \$150 Flex dollars (\$2,530 per semester).

Plan C with \$300 Flex: 21 meals per week plus \$300 Flex dollars (\$2,680 per semester).

Plan D: The North Hall Block Plan

160 meals per semester, available only to third- and fourth-year students and to

residents of North Hall (\$1,840 per semester). The North Hall Block Plan is restricted to students living in North Hall, or those who have already completed their college residency requirements and choose to remain in campus housing where a meal plan is required. This plan allows you to eat any 160 dining hall meals (Prentiss, Jewett, and Lyman dining halls) out of the approximately 330 meals offered over the course of the semester.

Meals may only be used for the benefit of the cardholder and are not transferable to others. Flex dollars, but not meals, remaining at the end of the fall semester will carry over to spring, but both meals and Flex dollars remaining at the end of spring will not carry over to the next semester and are not refundable. Students who wish to eat more meals or buy more food in the Café may add additional Flex dollars in increments of \$50.

Two optional additions to the North Hall Block Plan are:

Plan D with \$150 Flex: 160 meals per semester plus \$150 Flex dollars (\$1,990 per semester).

Plan D with \$300 Flex: 160 meals per semester plus \$300 Flex dollars (\$2,140 per semester).

Plan E: The Tamarac House Flex Plan

A minimum of \$1,000 Flex dollars per semester available only to Tamarac House residents. This is the base meal plan required for all residents of Tamarac House. All other resident meal plans are also available.

Nonresident Meal Options

Nonresident students may purchase any of the resident meal plans and also have the additional option which follows:

Plan F: The Custom Flex Plan

A minimum of \$50 Flex dollars, available only to off-campus students.

The Custom Flex Plan is for students who are not required to purchase any of the plans above (and choose not to do so). You may charge this plan to your student account. The Flex dollars from this plan may be used at any dining hall, the Café '66, Café '41 in the library, and the Espresso Cart. Additional Flex dollars may be purchased in increments of \$50. Flex

dollars may be purchased at: www.whitman.edu/bon_appetit. Flex dollars remaining at the end of fall semester will carry over to spring, but Flex dollars remaining at the end of spring will not carry over and are not refundable.

Flex Dollars and Discounts

A major benefit of Flex dollars is that they are not subject to the 8.3 percent Washington State sales tax. In addition, if you use Flex dollars to purchase “all you can eat” meals in Prentiss, Jewett, and Lyman dining halls, you will be charged a special discounted Flex dollar price:

Breakfast:

Retail Cash or Student Charge price \$7 (incl. tax)

Flex dollar discount price \$6/You save \$1

Lunch:

Retail Cash or Student Charge price \$9 (incl. tax)

Flex dollar discount price \$7/You save \$2

Dinner:

Retail Cash or Student Charge price \$11 (incl. tax)

Flex dollar discount price \$8/You save \$3

Daily Total:

Retail Cash or Student Charge price \$27 (incl. tax)

Flex dollar discount price \$21/You save \$6

Adding Flex Dollars to Existing Meal Plans

If you subscribe to any of the meal plans, you may make additional deposits of Flex dollars anytime during the semester. Additional deposits, in \$50 increments, will be charged to your student account. Flex dollars may be purchased at: www.whitman.edu/bon_appetit. Flex dollars remaining at the end of fall semester will carry over to spring, but Flex remaining at the end of spring will not carry over and are not refundable.

Room

Due to the nature of our residential college, all single undergraduate students who are under 21 years of age at the start of each semester or have not yet lived on campus for four semesters are required to live on campus.

For new students, rooms are reserved at the time the enrollment deposit is paid. There is no housing deposit. A student who moves off campus in violation of the college residential living policy will be charged a minimum of 60 percent of the applicable semester's room and

board rate plus any other appropriate charges.

Returning students who have reserved a room during spring housing selection for the following fall semester and who do not accept their housing assignment, will be charged \$300. The only exceptions to this charge are those students who will not be enrolled at the college for the fall semester; e.g., transferring, study abroad, leave of absence.

Students who will be gone from campus fall semester need to notify the Residence Life Office by June 23.

The charge made for rooms does not permit the student the use of room accommodations during the recesses of the college year when the buildings are closed.

Standard room rate in Anderson, Douglas, North, Marcus, Jewett, Lyman, Prentiss, and the Interest Houses, each student,

per semester \$2,030

Single occupancy of a room in any residence hall, per semester \$2,560

Room rate in College House each student, per semester \$2,340

Premium Rooms: When available, students may select double rooms as singles. When this occurs, the student will be charged \$150 above the single room rate. If the college finds it necessary to use the additional space in such a room, the student will be refunded, on a prorated basis, any charges above the standard room rate.

Deposits and Application Fees

Application Fee

(see *Admission Credentials*) \$50

Due when application is made and non-refundable.

Enrollment Deposit

(see *Admission Provisions*) \$300

Due from new students upon notice of acceptance by the Admission Committee and refundable upon graduation or withdrawal from Whitman. Failure to pay the deposit by the date stipulated in the letter of admission will result in the cancellation of the student's offer of admission to the college.

I.D. Card (on replacement) \$15

Health Center Fees (see *Health Service*)

There is no charge to students for basic medical, nursing, or in-patient care at the Health Center regardless of insurance coverage. However, laboratory studies, X-rays, and physician visits made at outside facilities are the student's responsibility. Nonboarding students are charged a minimal board fee for meals taken at the Health Center. The college will charge for all physical examinations for matriculation, overseas study, Peace Corps or other institutions. The college will charge for prescription medicines, laboratory tests done in the center, and services provided above those normally available.

There is a separate fee for the Whitman College student insurance plan that can be waived once proof of insurance has been provided to the Health Center (see "Accident and Health Insurance"). The cost for a full year of coverage in 2007-2008 was \$840. The cost at press-time is unknown but an increase is expected.

Associated Student Government Fee

(*Mandatory*)

Full-time, on-campus student,

per semester \$156

Study Abroad Fee

Study Abroad Fee (per semester) \$250

Fee is applicable to both study abroad and affiliated domestic off-campus programs and is due upon submission of application for off-campus study to International Studies Planning Committee. The fee is nonrefundable, unless the student is denied admission into the off-campus program.

Late Fee: A late fee of \$50 is due at the time of application for applications that are submitted after the Whitman deadline.

Institutional Refund Policy

Refunds will be awarded only in the case of approved withdrawals (described in the *Academics, Withdrawals* section of the catalog) from the college. The refund schedule below applies to tuition and fee charges, applied music and fee courses. A student who moves from a residence hall after the semester begins, or fails to move into a room reserved for second semester, will be refunded room charges for the smaller of 40 percent or that determined by

the refund schedule below. Board charges will be prorated on a weekly basis as of the date of withdrawal, except for a minimum charge of \$100 per semester.

The percentage of charges refunded is based on the passage of total days of instruction commencing with the official first day of classes for the semester on through to the date of official withdrawal.

The first day of instruction.....	100%
Day two through day 11.....	80%
Day 12 through day 16.....	60%
Day 17 through day 21.....	40%
Day 22 through day 26.....	20%
After day 26.....	No refund

Federal Student Aid Refund Policy

To determine the amount of funds that must be refunded to federal student aid programs, the institution must determine the percentage of time the student has been in attendance during the semester. The maximum amount of time a student may attend classes and have funds returned to any of the federal programs is 60 percent.

The calculation for the return of federal student aid funds to the programs is completely separate from the calculation of charges and refunds with regard to Whitman scholarship. The following is an example of how the college would calculate the percentage of refund and the amounts to be returned to each program.

Jane, a sophomore, last attended class on October 21. She has attended 52 days of classes and the percentage of her charges will be 52% (total number of days attended, 52, divided by the total number of days in the semester, 100). The amount of the refund (total costs for the semester less actual charges) is then 48%.

Fixed charges for the semester \$17,143
Jane's scholarship for the semester ... \$10,000

Jane's federal aid for the semester:

Subsidized Stafford Loan	\$ 500
Parent PLUS Loan.....	3,000
Federal Perkins Loan	<u>1,500</u>
Total	<u>\$5,000</u>

Refunded to federal programs..... \$2,400
($\$5,000 \times 48\%$)

Subsidized Stafford Loan	\$ 500
Perkins Loan.....	1,500
Parent PLUS Loan.....	<u>400</u>

Total refunded to federal programs..... \$2,400

The funds that are to be returned to the various programs must be returned in a certain order. The following is a list of federal programs, in order of refund.

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS Loan
5. Federal Pell Grants
6. Federal Supplemental Educational Opportunity Grant
7. Other federal, state, private or institutional sources of aid
8. The student

In this example, the college would not reduce the amount of the student's nonfederal scholarship. The college's Institutional Refund Policy would govern the return of nonfederal funds.

Financial Aid

Whitman College provides a comprehensive, diversified financial aid program — including scholarships, grants, employment opportunity, and loans — to assist in financing a college education. Awards take into account a variety of circumstances: some are based on need alone, some on merit alone, but most are based on a combination of both elements. The college spent approximately \$17 million last year in support of student financial aid. The college does not take home equity into account in analyzing family assets for determining need.

Many economists have pointed out the enormous potential return from an investment in an education at a top liberal arts and sciences college. At Whitman, we expect that students and families will consider the many loan programs that are available for financing this investment, without incurring excessive levels of debt.

Financial assistance for Whitman students derives from the resources of the college, outside private and corporate sources, and state

and federal governments. Federal aid programs include Pell Grants, Academic Competitiveness Grants, SMART Grants, Supplemental Educational Opportunity Grants, Federal Work-Study, Stafford Loans, and Perkins Loans. The state of Washington offers State Need Grants, the Educational Opportunity Grant for qualified transfer students, a state work-study program and the Washington Scholars program.

Awards to students with need are based on financial information contained in the Financial Aid Profile (Profile) filed with the College Scholarship Service (CSS) and the Free Application for Federal Student Aid (FAFSA) filed with the federal processor. Financial Aid applicants must complete both the Profile and the FAFSA.

Financial aid awards are made for one academic year. However, if the student is receiving merit-based aid, that aid will be available in successive years. Students who receive need-based aid must reapply in subsequent years to determine their eligibility for all forms of financial aid. Financial aid is available for eight semesters at Whitman or, in the case of students transferring credits to the college, the equivalent of eight semesters when transfer credit and Whitman attendance is combined (regardless of whether or not financial aid was received at the previous institution). For financial aid purposes only, 15 credits is the equivalent of one semester. If a student is unable to earn the necessary credits to complete degree requirements in eight semesters, the student may petition the Admission and Financial Aid Committee for a ninth semester of financial aid (see *Residence*).

Students should file a Profile and a FAFSA according to the following schedule:

Profile:

Early Decision I candidates submitted to CSS by November 15

Early Decision II candidates submitted to CSS by January 5

Regular admission candidates submitted to CSS by February 1

Returning students submitted to CSS by April 15

Returning students must complete their financial aid file by May 15.

The Profile must be submitted online at www.collegeboard.com.

Whitman's CSS code is **4951**.

FAFSA:

All students should file the FAFSA as soon as their parents (in the case of dependent students) or the student (in the case of an independent student) file the previous year's tax return — but no later than May 1.

The FAFSA should be submitted online at www.fafsa.ed.gov. If both the student and at least one parent have a federal PIN, they may use the PINs to sign the form online. Otherwise, the signature and certification page need to be printed out, signed and submitted to the federal processor.

Whitman's federal code is **003803**.

As part of their application for need-based financial aid, all dependent new and returning students must submit a copy of their own tax return and their parents' tax return for the most recent year. Independent students need to submit a copy of their tax return.

Late applications will be considered and additional offers made to late applicants only to the extent that aid funds are available.

College Scholarship Service

The College Scholarship Service (CSS), affiliated with the College Board, collects information about the financial resources of the applicant's family from parents and students. Copies of the Profile and a computational analysis of the Profile are sent to the colleges or universities to which the applicant is applying for financial aid. In this way, the CSS offers to the college the advantage of answers to a set of uniform questions on the basis of which need can be more fairly judged. It provides the applicant the advantage of completing only one statement in support of several requests for financial aid which the applicant may be making. In addition, it assures the applicant of an opportunity to explain fully his or her need for financial assistance.

Free Application for Federal Student Aid

Federal regulations require each student who receives federal student aid funds through a post-secondary institution have on file at that institution a copy of the information and

analysis from the Free Application for Federal Student Aid. This information is transmitted electronically to the institution from the Federal Central Processor. In order for the institution to receive the data, the student must put the institution's name, address, and federal code in the appropriate place on the application. The institution may not certify a Stafford Loan without the information nor may an institution disburse Pell Grant, Supplemental Educational Opportunity Grant, Perkins Loan, Federal Work-Study, State Need Grant, or State Work-Study funds to a student without this data.

Financial Aid Probation

In order to receive financial aid funds from Whitman College, the federal government, and the state of Washington, students must maintain good academic standing and must make satisfactory progress toward graduation. The grades and credits earned that are necessary for good academic standing and satisfactory progress are published in the *Academic Standards* section of this catalog. Whitman's Board of Review will place students in a probationary status if they fail to meet the standards. Students who do not meet grade-point standards will be placed on academic probation; students who do not meet progress standards will receive a progress warning. In either instance, the students will be on probation as recipients of financial aid. The maximum period of financial aid probation is two consecutive semesters, during which time a student will maintain eligibility for financial aid. If a student does not resume good standing and/or make satisfactory progress after two consecutive semesters of probation, he or she will lose eligibility for Whitman-administered financial aid. A student who loses that eligibility may appeal for reinstatement to the Admission and Financial Aid Committee.

General Whitman Scholarships

Whitman scholarships, awarded by the college (one-half each semester), are gifts which are credited to the recipient's tuition and room and board charges. A scholarship is not a loan, and its acceptance places the recipient under no more obligation than that of remaining in good academic standing and making satisfactory progress toward graduation. A complete state-

ment of the conditions of the offer is included with the offer of a need-based scholarship award.

Other Gift Aid Available

The Supplemental Educational Opportunity Grants (SEOG), Pell Grants, Academic Competitiveness Grant (ACG), SMART Grant, and Washington State Need Grants are gift aid provided by the federal and state governments. All five programs are based on financial need, and none require repayment. Unless a recipient's need changes later in the year, Whitman's original award of gift aid (Whitman scholarship and/or federal/state grants) is a one-year commitment to that amount of total gift aid. The award may be made before information regarding the applicant's qualification for gift aid outside the college is known. When the applicant later qualifies for governmental gift aid, such as the SEOG, a Pell Grant, ACG, SMART Grant, or state need grant, Whitman's scholarship award will be reduced by the equivalent amount, thereby freeing funds so that more students may be helped.

Loan Opportunities

Several types of loan funds are available through the college. Those, including the Perkins Loan and the Stafford Loan, are regulated by the federal government. Each program has some unique features: The Perkins Loan is a program of borrowing for students who demonstrate a high degree of need. The student has the obligation to repay the loan, after leaving college, at an interest rate of 5 percent and a minimum payment of \$50 monthly. The Stafford Loan program may be need-based or nonneed-based. Within a 10-year period following college attendance, the student is obligated to repay the loan at a fixed rate, which was 6.8 percent after July 1, 2007, and requires a minimum monthly repayment of \$50.

Many students are offered alternative loans to help with their educational expenses, when the amount of their financial aid does not meet their demonstrated need, and the student does not meet the need level for Perkins Loan.

There are several existing alternative loan programs, and Whitman will send those students who are offered an alternative loan,

information about the various loan programs available. The interest rates and applicable fees vary, and we suggest that students and parents read the information provided about the loans carefully before making a decision about which loan program to choose. More information about and a comparison tool for both Stafford and Alternative Loans may be found at www.simpletuition.com.

Interest on the loans is the responsibility of the family throughout the life of the loan, but may be deferred along with the principal until the student leaves higher education. The Office of Financial Aid Services welcomes your questions about the alternative loans, and will be happy to assist you with the application process.

Short-term loans are available through the Student Loan Office to meet sudden financial needs confronting students.

Whitman encourages students and their parents to use loan funds. Loans place some responsibility for financing higher education on the student, enabling him or her to receive financial assistance when needed and to pay some of the cost of the education at a time when he or she is better able to do so. Consequently, the college expects to give students reasonable financial help in the form of loans. However, the college also expects students to borrow prudently. Students should not exceed the amount they need to meet educational expenses when borrowing. Inquiries are welcome and should be sent to the Office of Financial Aid Services.

Employment Opportunities

All Whitman students who apply for financial aid are offered employment opportunities. The offer of federal work-study opportunity often gives a student priority treatment in acquiring part-time work, however jobs are not guaranteed. There is considerable competition for the most “desirable” jobs. For a current listing of job opportunities, please visit the Career Center’s Web site at www.whitman.edu/content/career_center/students.

Named Scholarship Funds

Thanks to the generous support of Whitman alumni and friends, the college awards more

than \$15 million annually in scholarship assistance to its students. Scholarship funds are provided from both named endowments and annual contributions. Scholarship awards are based on financial need and/or merit. In the fall of each academic year, students are notified of the specific funds from which their scholarships are drawn. Named scholarship funds are listed below:

Terry Abeyta - Hispanic
 Thomas R. Adkison
 Judge David H. Allard
 Mildred Ebrel Allison
 Alexander Jay Anderson
 Charles E. and Margery B. Anderson
 Gordon Shaw Anderson
 Louisa Phelps Anderson
 William and Jeanie Anderson
 John Stirlen Applegate - Teaching
 Frances Jane Ford Baggs - Montana
 Baker Boyer Bank
 Dorsey S. Baker
 Frances Paine Ball - Art
 George Hudson Ball
 Robert S. Ball
 Dorothy Fiala Beaupré - Drama
 David Beegle - Environmental Studies
 Peter G. Behr
 Lilith J. Bell and Nancy Bell Evans - Music
 Henry Bendix - Music
 Donald L. and Anne A. Bentley - Math
 William E. Berney - Drama
 Augusta W. Betz
 Jacob Betz
 Jacob Betz, Jr.
 Agnes M. Bigelow
 Russell A. Bigelow
 Blackburn Sisters
 Jay W. and Gladys Blair
 Grant S. and Etta S. Bond - Washington
 E. Herbert Botsford
 Boyce Family - Pre-Medical
 Arthur Boyer
 Stephen J. Boyles
 Emma Jane Kirsch Brattain - Music
 Robert Bratton - Olympia High School
 Robert H. and Mary Reed Brome - Senior Women
 Lorraine G. Bronson
 James A. and Mary Ellen Gowing
 Broughton - Music
 Robert and Lynn Brunton Family
 Emory Bundy
 Adam Burgener
 Burgess Family - Minority Students
 Robert B. Burgess
 Thomas Burke
 Burlington Northern
 Byerley International Students
 Barbara Hanley Campbell-Roosevelt High School

Richard L. and Alan K. Campbell
Dr. Thomas M. Campbell
Hugh S. Cannon Foundation
Cecil V. and Helen R. Carpenter
Forrest C. and Willena Long Cation
Iva I. Cauvel - Women
Loretta M. Caven - First-Year/Sophomore
Wayne Chastain
Ben B. Cheney Foundation
Susan E. Clark
William S. and Ella S. Clark - Washington/
Oregon/Idaho
Class of 1926
Class of 1930
Class of 1945 War Years
Class of 1949
Class of 1951
Class of 1953
Class of 1961
Class of 1962
Class of 1964 - Middle Income
Class of 1969
Class of 1970 - Junior/Senior
Class of 1988 - Senior
Richard H. Clem
Richard H. Clem and Arthur Metastasio
Clarence and Lois C. Cleman
Maurine Clow - Montana
Helen M. Cole and Marie DuBois
J.M. Coleman
John Cyril and Mary Alexander Coleman
Connell Family
Wayne A. and Eileen Cummins Collier
Vern Conrad - Music
Cordes Family - Music
Jean Cordiner
Elmer G. and Ethel H. Cornwell - SE Washington
Pauline Corthell
Cottle Family
Steve S. Cover
Frederick R. Cowley
Susan Dee Cox
G. Dudley and Lois Dambacher
Damon Family - English/History
J. Leland Daniel
John M. Davis - Pre-Engineering
Ann Longton Day
David Deal
Kenneth A. and Elizabeth Dick Award - Idaho
Ethel Means Dickson
Arthur F. Douglas
William O. Douglas - Valedictorian
Frederick Dudgeon
Harold E. Dupar, Jr. - Foreign Students
Edward Eben
Richard S.F. Eells
Thomas H. Elliott
Gary R. Esarey
Myrtle E. Falk
Edward L. Farnsworth - Wilbur, Washington Area
Milton W. and Lucile E. Field - Teaching
John Freeman Fike - Bellevue High School
First Opportunity
John J. Fisher
Floyd W. Fitzpatrick - Walla Walla Area
Harold and Annaliese Fleharty
Forbes-Jacobs - History
Nancy Morrison Frasco
David W. Gaiser - Pre-Medical
Robert E. Gardner
Paul Garrett
Ralph Gibbons
Gary and Cheryl Gibson
Michael and Susan Gillespie - Science/Pre-Med
Lionel C. and Dorothy H. Gilmour
Gordon E. Glover
Dr. Harry B. and Gertrude Goodspeed
Roy Goodwin
Elmina E. Graham
Robert W. Graham
John Gravenslund
George H. Grebe - Portland
Paul R. Green
Dr. Albert Wright Greenwell - Pre-Medical
William E. and Harriet A. Grimshaw -
Medicine/Law
Leland B. Groezinger, Jr. - Economics
Mixail Petrovich Gromov -
Foreign Language Students
John J. and Stella A. Gurian
La Verne Mansfield Hagan and Paul Hagan
Julia Crawford Harris - Music
Fred D. Haruda
Jeannette Hayner - First-year Female
Hearst Foundation
Carroll and June Heath
Irma Grace Kester Henderson and Chester G.
Henderson
Margaretta Herbert
Mary Olive Evans Higley
Mary Olive Evans Higley - Music
Ida Belle Martin Hoegh
Harold F. and Olga Johnson Holcombe
Thomas Howells
James Fee Huey - Washington
Richard and Dorothy Hundley - Music
Harrison Harden Hungate
Bradley J. Hunt - Merit
Hunter International
Vie Illona Hopkins Husted - Music
Bonnie Jean Hyre - Music
Robert W. Jamison - Pre-Medical
Richard and Alvia S. Jansen
Arthur Payne Jaycox
Sarah Delaney Jenkins
Jeffrey L. Johnson
Jean Jaycox Jones
Nettie Langdon Jones
Isabelle Welty Keith
Carleton H. and Carolyn M. Kelley -
Washington
John G. Kelly

John G. and Martha M. Kelly
 Mohammed Nasir Khan - International
 Judd D. Kimball
 Snyder and Ingrid King
 Margaret Gentry Kirk
 Margaret Bradford Kittel - Art/History
 Rodney Phelps Kittel - Music/Physics
 Marion Klobucher - Teaching
 Virginia Lee Knight
 Ralph and Vivian Knudsen
 Amy Jane Reichert Ladley - Kappa Kappa Gamma
 Gerald DeRoss Ladley - Sophomore
 Grace Lazerson
 Cynthia Ann Lechner
 Marion LeFevre - Foreign Language
 Mary Emily Winters Legge
 Miriam Edwards LeRoux - Music
 Ferdinand Libenow - American Indian
 Robert C. Lile
 Iris Myers Little and Agnes Little
 George Solomon and Thomas Livengood
 Fred P. and Miriam Lincoln Loomis
 Harry C. Luft - Colville, Washington
 Tristram S. Lundquist - Sophomore/Junior
 Bertha C. MacDougall - Voice
 Angeline M. Malloy - Music
 William Mantz
 H. Archie and Christina Marshall
 Ann Inman Martin - Idaho
 C.W. "Bill" Martin, Sr.
 Suzanne L. Martin
 Stephen H. Mathews
 Nancy Ellis Mathiasen - Women
 Chester C. Maxey - Beta Theta Pi
 Gertrude Maxwell - Junior/Senior
 Ruth C. McBirney
 Helen Lanier McCown and William Lanier
 McCown - Pre-Law
 Edna McEachern - Music
 McFadden Family - Merit/Science/Math
 Russell F. and Margaret Gibbs McNeill
 William and Loran Meidinger
 Annie Carter and Albert Metcalf
 Roland E. Miller - Music
 Russell T. Miller
 Sandra Miner, M.D.
 W.L. and Dorothy Minnick
 Frank G. and Sally Taylor Mitchell
 Orla L. Moody
 Robert L. and Elsie P. Moore
 Joseph O. Mount
 Kit Sheehan Muller
 Murr Family Foundation
 L.T. Murray Foundation
 Charles and Patricia Nelson/Great-West Life -
 Colorado/Washington/Oregon
 Nontraditional Student
 Northrup Family
 Edward R. and Dorothy J. O'Brien
 William L. and Kathryn Williams O'Brien -
 Science and Economics
 Paul O'Reilly
 Harold Ottesen
 Frances Penrose Owen
 Edward A. Paddock - Idaho
 Roy Ross Painter
 Ida S. Parkinson
 Elizabeth Jones Parry - Music
 B.F. Parsons
 Mildred H. Patterson - Utah
 Robert Patterson - Sociology
 Sara Lloyd Pekarsky and Abraham L. Pekarsky -
 Jewish Students
 Mary S. Penrose
 J. Logan and Ivy Wadsworth Peringer - First-year
 Joseph Hartshorn Perry
 Howard S. Pfirman
 Phi Delta Theta
 Grace F. and Andrew J. Phillips - Olympia High
 School
 Grace Farnsworth Phillips
 Phillips, Wade, and Cronin
 Harold Allen Piper - Economics
 NaShuntae Pleasant-Miles-Special Needs
 Wallace M. Pollard
 Estelle Powell
 Helen Tower and Helen Torrey Pratt
 Burrill L. Preston, Jr.
 John P. Privat
 Puget Sound First Generation
 Dr. William E. and Lorraine Purnell
 Arthur L. Raaberg
 Rachel Kester Rall - Female/Arts or Humanities
 Emelia and Freeman Ramsey - Music
 John T. Ramstedt
 Yvonne Ravasse
 Homer Reed
 Pete and Hedda Reid
 Esther Bienfang Richardson and Rosella
 Woodward Richardson - Piano
 Stephen L. Riddell
 Mary Ann Moren Ringgald - Music
 Victor and Nora Robart
 Rotary Club of Walla Walla
 Orrin Sage
 Catherine, Matilda, and Elizabeth Sager
 Salzman Medica - Speech and Debate
 Bessie Sandon
 Fredric F. Santler
 Kenneth and Martha Philips Schilling
 Marie Schmidt
 David and Alma Schoessler
 Sigmund and Rose Schwabacher
 John M. Scott
 Gordon Scribner
 Security Pacific Bank
 Esther and Delbert Shannon - Yakima/Prosser
 Donald Sheehan
 Harold L. and Helen M. Shepherd
 Cameron and Marion Sherwood - Politics
 Claire Sherwood - Women
 Donald and Virginia K. Sherwood

Gene Kelly Sherwood
 Robert and Nadine Skotheim
 Emma A. Smith
 J. Malcolm "Mac" Smith - Political Science
 Scott Bradford Smith - Study Abroad
 Ralph Waldo and Aimee Snyder - Business
 Marilyn Sparks - Theatre
 Eliza Hart Spaulding
 Spokane Area Ashlock Scholarship
 Charles F. and Elizabeth Greenwell Stafford - Pre-Law
 Marjorie Haddon Stansfield
 Agnes C. Steere and David C. Campbell - Music
 David Stevens - Economics
 Mary J. Stewart
 Samuel and Althea Stroum
 George II and Myrtle Bond Struthers
 Elbridge and Mary Stuart - Washington/Oregon/Idaho
 Richard K. Stuart
 Joseph L. Stubblefield Trust
 W. Price and Ruth S. Sullivan - Junior/Senior
 Norm and Lynn Swick - Special Needs
 Sumio and Mii Tai
 Edmund Taylor
 Lucille M. Thomas
 Frank and Lillian Thompson - Teaching
 3-2 Engineering
 Agnes Stephanson Tibbits - Women
 Winton A. Ticknor
 Ed and Rosa Viola Tucker - First-year
 Sherrel Tucker
 Robert Tugman
 Guy M. Underwood
 Nathaniel W. and Bessie O. Usher - Washington
 Dean and Esther Vail
 William E. Wadsworth - First-year
 Marjorie E. Ward
 James Prentice Warner and John Leigh
 Carrie Welch Trust
 Dr. Robert Welty and Eva Roberson
 Mary F. and Sarah Wheeler
 Velma Harris Whitlock
 Whitman Alumni Association
 Robert L. Whitner - History
 Eunice V. Wiemer
 Jean D. Wilkinson - Minority Students
 June Wilson Williams - Music
 Robert Jack Williams - Music
 A.D. Wilson
 Ron Witten
 Edna Mae Woodward
 George Woodward - Mathematics
 Dexter K. Yamada - Chemistry
 Robert and Jacqueline Young
 Augusta Wilsen Betz and Katharina Betz Zimmerman
 Carroll L. Zimmerman - Science
 Bertha H. Zoellner Educational Fund

Special Scholarship Programs

Alexander J. Anderson Scholarships are merit-based scholarships awarded to entering students who have achieved high academic excellence in their college preparatory work. These awards for the current year are \$10,000, and are renewable for four years. Students who receive need-based financial aid will be awarded the Alexander J. Anderson Scholarship as part of their need-based financial aid package. Those students who do not demonstrate need will receive the Alexander J. Anderson Scholarship and any other merit-based scholarships for which they qualify. All applicants for admission are considered for the scholarship. The award is based upon a calculation of grade-point average, SAT or ACT scores, and subjective criteria.

Walter Brattain Scholarships are merit-based scholarships awarded to entering students who have achieved high academic excellence in their college preparatory work. These awards for the current year are \$12,000, and are renewable for four years. Students who receive need-based financial aid will be awarded the Walter Brattain Scholarship as part of their need-based financial aid package. Those students who do not demonstrate need will receive the Walter Brattain Scholarship and any other merit-based scholarships for which they qualify. All applicants for admission are considered for the scholarship. The award is based upon a calculation of grade-point average, SAT or ACT scores, and subjective criteria.

Campbell Music Scholarships are awarded to a select group of entering students in recognition of exceptional musical talent and achievement from the proceeds of the Agnes C. Steere Trust. The general purpose of this scholarship program is to recognize students who will contribute to the excellence of the Whitman music community. More specifically, the Campbell Music Scholars will contribute through the study of the instrument or voice on which they have successfully auditioned, and through performance in the appropriate college ensemble, chamber orchestra, choir, or band. The minimum scholarship award is \$500 annually; the maximum is \$2,000 annually.

Lomen-Douglas Scholarships are awarded to selected applicants from backgrounds that are under-represented at Whitman College. The scholarship (combined with other scholarship and grant aid) is in an amount designed to advantage the applicant.

Stephen B.L. Penrose Scholarships are merit-based scholarships awarded to entering students who have achieved high academic excellence in their college preparatory work. These awards for the current year are \$8,000, and are renewable for four years. Students who receive need-based financial aid will be awarded the Stephen B.L. Penrose Scholarship as part of their need-based financial aid package. Those students who do not demonstrate need will receive the Stephen B.L. Penrose Scholarship and any other merit-based scholarships for which they qualify. All applicants for admission are considered for the scholarship. The award is based upon a calculation of

grade-point average, SAT or ACT scores, and subjective criteria.

The **Paul Garrett Scholarships for Men** are supported by the \$3 million Paul Garrett Whitman College Trust, which also provides for admission recruitment in areas removed from Washington, for travel of scholarship candidates to the college, and for a senior-year trip for the Paul Garrett scholars to New York City to visit financial and business centers. Students who do not demonstrate need will receive a \$2,500 scholarship. Both the merit-based and need-based awards are renewable for a total of eight semesters, including semesters transferred from other colleges and universities. Students who have demonstrated need will receive 100 percent of their need in gift aid, which may include federal or state grants as well as the Paul Garrett Scholarship. Scholars are those “whose personal qualities and records of achievement hold promise that they will assume roles of constructive leadership in business and industry in their mature lives.” Awards are not limited to those ready to declare vocational aims, but it is hoped that there will be a significant number of Paul Garrett Scholars who will later emerge as responsible leaders of business and industry. Paul Garrett '13 was vice president and director of public relations for General Motors Corporation. The trust also helps the college compete in a national market for faculty by providing for several stipends to Paul Garrett Fellows at Whitman College, faculty members recognized for high professional qualities and teaching competence.

National Merit Scholarships are awarded to selected National Merit finalists with Whitman as the sponsoring organization. The college awards \$1,000, plus any merit-based scholarship the student is eligible for, to students who do not apply for, or who do not qualify for need-based scholarship. Students who demonstrate need will receive an additional \$2,000 in National Merit Scholarship.

President's Scholarships are awarded to entering students in recognition of exceptional talent. Students may qualify for a President's Scholarship in any of the following talent categories: academic, art, debate, or drama. Scholarships in the program meet all of the student's demonstrated need when combined with other scholarships or grants from any other sources and vary from \$2,500 to the amount of demonstrated need. President's Scholarships for students without need will be \$2,500.

The **Claire Sherwood Memorial Scholarships for Women** were established in the memory of Claire Sherwood by her parents, Donald and Virginia Sherwood. Recipients of these scholarships are outstanding women students who are both deserving and needy. Women students without demonstrated financial need will be awarded \$2,500. Students who have demonstrated need will receive 100 percent of their need in gift aid, which may include federal or state grants as well as the Claire Sherwood Memorial Scholarship. The scholarship is renewable for a total of eight semesters, including semesters transferred

from other colleges and universities. Claire Sherwood Scholars, like Paul Garrett Scholars, are sent to New York in their senior year for a career enrichment experience. Their expenses for the trip are paid by the scholarship program.

Awards

Abshire Research Scholar Award
 Bates Foundation Award – Wind Ensemble
 Sheila Berger Prize in 3-2 Engineering
 Borleske Athletic Trophy
 Mignon Borleske Athletic Trophy for Women
 J. Stanley Brode Memorial Biological Life Study Award
 David Campbell Award for Outstanding Senior Recitalist
 Connie Jill Carlstrom Endowed Award in Japanese Studies
 Cherry Production Awards
 Ely Chertok Endowed Award in Sociology
 Class of 1986 Minority Student Award
 Edith Blackman Merrell Davis Award
 Russell J. DeRemer Award for Outstanding Involvement in Student Services
 Dovell-Gose Speech Awards
 Adam Dublin Award for the Study of Global Multiculturalism
 Myron Eells Prize in Northwest History
 Executive Council Award for Outstanding Contribution to ASWC
 Robert Y. Fluno Award in Politics
 Jerry Fry Delta Gamma Award
 Robert W. Graham Award for Excellence in Student Leadership
 Gunsul Holmes One-Act Play
 Ivar Highberg Award – Physics
 Mary Highberg Award – Music
 Robert R. Hosokawa Awards for Journalism Excellence
 Bradley J. Hunt Memorial Award – Theatre
 Hurlow Family – Environmental Studies
 Paul J. Jackson Award for Excellence in Literary Study
 Joyce Cooper Johnston Theatre Award
 Norman Klockman Award
 Cynthia Ann Lechner Biology Prize
 Brandon Bruce Lee Drama Awards and Internships
 Dr. Albert Ripley Leeds Memorial Prize in Geology
 Eugene Marx Service Award
 Chester C. Maxey Prize in Politics
 Guthrie McClintic Drama Award
 McConn Awards – Theatre
 Jan Meyer Award for Best Essay in Environmental Studies
 David Nord Award in Gay and Lesbian Issues
 Robert Norton Science Research Awards
 Louis B. Perry Student Art Awards
 Louis B. Perry Summer Research Awards
 Laurie Pitts Stage Manager Award
 Genevieve Rasmussen Service Award
 Ronald V. Sires – Robert L. Whitner History Award

William W. Soper Prize in Philosophy
Jean Morgan Stone Award – Theatre
Wynn Vernazza Award – Music
Arthur Belden Watts – Student Research
Jonathan Woodward Work Memorial Award

The **Abshire Research Scholar Award** is awarded annually to professors and students having a need for assistance for research in their scholarly pursuits, selected by a committee consisting of the Dean of the Faculty and division chairs on the basis of merit.

The **Bates Foundation Award** was established in 2003 by Patricia Bates Mattingley '70 for the purpose of providing assistance to a senior Wind Ensemble member who displays strong leadership skills. A junior is selected yearly by the director of the Wind Ensemble to receive assistance for his or her senior year.

The **J. Stanley Brode Memorial Biological Life Study Award** was established by Mrs. J. Stanley Brode in memory of her husband. This fund aids a student for a summer scholarship in biology.

The **Connie Jill Carlstrom Endowed Award in Japanese Studies** is awarded to a promising student of Japanese language and culture with an interest in pursuing a career or graduate studies in some aspect of relations between Japan and the United States.

The **Ely Chertok Endowed Award in Sociology** was established in 1985 by friends and students of Professor Chertok. This award is made annually to a senior sociology major who has written a thesis which best demonstrates careful scholarship in pursuit of answers to general questions about the nature of man in society.

The **Class of 1986 Minority Student Award** is presented to an underclass minority student in the late fall on the basis of demonstrated leadership and active involvement at Whitman or in high school, and financial need.

The **Dovell-Gose Prizes**, established in memory of William Thomas Dovell, 1888, and Christopher Columbus Gose, 1886, shall be awarded upon the basis of persuasive speaking contests held once during the academic year.

The **Adam Dublin Award for the Study of Global Multiculturalism** provides research stipends to qualifying faculty and student teams doing scholarly or creative work on issues concerning multiculturalism in the United States or abroad. This endowment was established in 2003 by Trustee Kari Glover '72 and her husband Thaddas Alston in memory of Adam Dublin '96 and his commitment to raising awareness of diversity.

The **Robert Y. Fluno Award** is given annually to the author of the most outstanding student paper in the fields of political science and government. Endowment for this award was established by admiring former students of Professor Fluno.

The **Gunsul Holmes One-Act Play Endowment** provides support for the annual One-Act Play competition, including prize money to reward imagination and encourage creativity in the entries.

The **Robert R. Hosokawa Awards for Journalism Excellence** are given annually for distinguished student journalism in the *Pioneer*. Established by David and Beverly Hosokawa and the Hosokawa Family Foundation, this award honors Robert Hosokawa '40 who wrote for the *Pioneer* and *Clock Tower* and earned his tuition as director of the Whitman news bureau while at Whitman. Mr. Hosokawa went on to work as a reporter and editor on several papers in the Midwest and in New York.

The **Paul J. Jackson Award for Excellence in Literary Study** is made to the student who, during the course of the academic year, writes the best paper in a class given by any of the departments of literature and language.

The **Joyce Cooper Johnston Theatre Award** was established in 1987 by Stuart and Joyce Johnston, both members of the Class of 1960. The award is given annually to an outstanding sophomore or junior in recognition of significant contributions to theatre, Whitman College, and the community.

The **Cynthia Ann Lechner Biology Prize** is awarded to an outstanding senior biology major, as selected by the department of biology faculty, when it is deemed appropriate.

Brandon Bruce Lee Drama Awards and Internships provides financial assistance for outstanding students with a strong interest in drama at Whitman College. The Internship Award provides funds to grant stipends to students who otherwise would not be compensated for worthy drama internship experiences.

The **Dr. Albert Ripley Leeds Memorial Prize in Geology** is awarded each year to recognize one or more students with outstanding potential in the geological sciences. The prize was established by his daughter, Mrs. Warren Sheble, and other family members.

The **Chester C. Maxey Award** is presented to a worthy student who has attained distinction in the study of political science.

The **Guthrie McClintic Drama Award** is given each year to the male student in the college who has given the best dramatic performance of the year. Endowment for this award has been contributed by a number of persons, including such well-known theatrical personages as Karl Malden, Katherine Cornell, Lillian Gish, Eli Wallach, Cyril Ritchard, and Brian Aherne.

The **David Nord Award in Gay and Lesbian Issues** is awarded to a student, faculty member or student/faculty team to address contemporary issues facing the gay and lesbian community through a variety of creative and scholarly mediums.

The **Robert Norton Science Research Award** provides support for students working closely with faculty to conduct research in the sciences. Robert G. Norton '49, a chemical engineer who died in 2003, had arranged for the proceeds of a life insurance policy to come to Whitman in order to create this award.

The **Louis B. Perry Student Art Awards** present a first, second, and third prize to students entering work in the May Sheehan Gallery exhibit. A selection com-

mittee shall judge student artwork the last week prior to Commencement.

The **Louis B. Perry Summer Research Award** was established to honor Louis B. Perry, eighth President of Whitman College, for his continuing leadership in the Whitman community. The purpose of the award is to encourage faculty to recruit Whitman college students to join them as collaborators in their professional scholarship.

The **Sires-Whitner Prize in History** is awarded annually to the outstanding senior history major as chosen by the faculty of the department of history.

The **William W. Soper Prize in Philosophy** was established by friends and family of Professor Soper in 1987. This award is made annually to the most outstanding senior philosophy major, to be selected by the faculty in the department.

The **Arthur Belden Watts Student Research Fund** supports student research in biology or geology. Art Watts was a member of the Class of 1975 who made a career as a development and exploration geophysicist. His friends and family established this award in his memory.

The **Jonathan Woodward Work Memorial Endowment** is awarded to a student to support his/her activities in enhancing and furthering the preservation and restoration of natural habitats.

Directories

The faculty of each academic department may be found with each department's course offerings in the *Courses and Programs* section of the catalog. Administrative officers and staff personnel are listed in the back of this publication. This information was effective as of March 2008.

Presidents of the College

Alexander Jay Anderson, Ph.D., 1882-1891
 James Francis Eaton, D.D., 1891-1894
 Stephen Beasley Linnard Penrose, D.D.,
 Litt. D., LL.D., 1894-1934
 Rudolf Alexander Clemen, Ph.D., 1934-1936
 Walter Andrew Bratton, Sc.D., LL.D., 1936-1942
 Winslow Samuel Anderson, Sc.D., LL.D.,
 1942-1948
 Chester Collins Maxey, Ph.D., LL.D., L.H.D., 1948-
 1959
 Louis Barnes Perry, Ph.D., LL.D., L.H.D.,
 1959-1967
 Donald Henry Sheehan, Ph.D., Litt.D., 1968-1974
 Robert Allen Skotheim, Ph.D., LL.D., 1975-1988
 David Evans Maxwell, Ph.D., 1989-1993
 Thomas E. Cronin, Ph.D., LL.D., LL.D., L.H.D.,
 1993-2005
 George S. Bridges, Ph.D., 2005-Present

The Governing Boards

The two self-perpetuating governing boards of the college, the Board of Trustees and the Board of Overseers, are ultimately responsible for the governance of the college. Their central goal is to support and improve the means by which the college achieves its academic objectives.

The Board of Trustees

The corporate concerns of Whitman College are vested in the Board of Trustees, consisting of up to 18 members who hold office for four-year periods. The board is empowered by charter to hold all properties and to exercise all powers, but it may delegate to the Board of Overseers certain express powers. Dates in parentheses refer to the end date of each trustee's current term of office.

Officers

John W. Stanton '77, Bellevue, Wash., Chair (2008)
 Nancy Bell Evans '54, Seattle, Wash., Vice Chair
 (2008)
 George S. Bridges, President of the College
 Peter Harvey '84, Treasurer and Secretary
 to the Board of Trustees

Members

John C. Coleman '73, Napa, Calif. (2008)
 Lawrence L. Drake '65, New York, N.Y. (2011)
 Karen E. Glover '72, Seattle, Wash. (2009)
 James K. Hayner '72, Walla Walla, Wash. (2010)
 Anna Hernandez '82, San Francisco, Calif. (2010)
 Valerie Logan Hood '60, Seattle, Wash. (2008)
 Richard E. Hunter '65, San Marcos, Calif. (2009)
 Thomas McCracken '63, Seattle, Wash. (2010)
 Bradley M. McMurchie '84, Portland, Ore. (2011)
 Walter C. Minnick '64, Garden City, Idaho (2011)
 James L. Robart '69, Seattle, Wash. (2008)
 Peter van Oppen '74, Redmond, Wash. (2009)
 Elizabeth Welyt, Spokane, Wash. (2009)
 David W. Wyckoff '67, Prosser, Wash. (2010)

Trustees Emeriti

Charles E. Anderson '50, Avon, Conn.
 Robert S. Ball '64, Portland, Ore.
 Allison Stacey Cowles, New York, N.Y.
 John M. Davis, Mercer Island, Wash.
 James H. De Meules '67, Los Angeles, Calif.
 George M. "Jock" Edwards '66, Walla Walla, Wash.
 Don C. Frisbee, Portland, Ore.
 Jerome L. Hillis '61, Seattle, Wash.
 Max G. Johnson '59, Bellevue, Wash.
 John McGregor, Bainbridge Island, Wash.
 Edward R. McMillan '42, Poulsbo, Wash.
 Michael Murr, Rye, N.Y.
 Ashton J. O'Donnell '43, San Rafael, Calif.

Colleen Willoughby '55, Seattle, Wash.

Corporate Name

The corporate name of the institution is the Board of Trustees of Whitman College.

The Board of Overseers

The Board of Overseers consists of approximately 50 regularly elected members.

The Board of Overseers has the authority to exercise any power and perform functions delegated to it by the Board of Trustees, and to "take such measures as they shall deem necessary" for the development of the traditions and specific purposes of the college. The Board of Overseers has one annual meeting as well as smaller committee meetings each year.

Overseers

Sarah Swanson Michelson '82, Walla Walla, Wash.,
Chair

David M. Valdez '82, New York, N.Y., Vice Chair
Terry P. Abeyta '73, Yakima, Wash.

Nancy Bratton Anderson '86, Olympia, Wash.
Vojislav Andjelkovic '94, New York City, N.Y.

Darrell W. Baggs '67, Menlo Park, Calif.

Susan E. Baxton '85, Boise, Idaho

John D. Cadigan '62, Cashmere, Wash.

Ryan C. Crocker '71, Baghdad, Iraq

Joe C. Davis '80, Potomac, Md.

Julie E. Edsforth '88, Seattle, Wash.

Andrew U. Ferrari '68, Winchester, Va.

Julie A. Gaisford '65, Carnation, Wash.

Lewis J. Hale '70, Seattle, Wash.

Robert F. Hidaka '76, Glendale, Ariz.

Kay Tai Hodge '69, Boston, Mass.

Richard A. Johnsen '68, Issaquah, Wash.

Gordon H. Keane, Jr. '68, Portland, Ore.

Michelle N. Keith '85, Walla Walla, Wash.

Nola Schatzel Kulig '81, Longmeadow, Mass.

Sally Clarke Landauer '61, Portland, Ore.

Leigh Ann Lucero '91, Seattle, Wash.

Michael J. Mahoney '82, Hillsborough, Calif.

F. James McCarthy '63, Walla Walla, Wash.

Alexander C. McGregor '71, Pullman., Wash.

Mary V. Metastasio '73, Seattle, Wash.

Lynn Kamman Mickelson '75, Glen Allen, Va.

Esther Hook Milnes '73, Chatham, N.J.

Tricia Putnam Montgomery '90, Bellevue, Wash.

James R. Moore '66, Salt Lake City, Utah

Heather Myers '87, Bethlehem, Pa.

William R. Neff '67, Greenwood Village, Colo.

Dan Le Nguyen-Tan '96, San Francisco, Calif.

Dean A. Nichols '70, Woodway, Wash.

Michael W. Phillips '70, Rancho Santa Fe, Calif.

Marc Pitre '88, Los Angeles, Calif.

J. Benson Porter '87, Bellevue, Wash.

Wilber E. Pribilsky '55, Walla Walla, Wash.

Jerry Purcell '60, Long Beach, Calif.

J. Michael Rona '73, Mercer Island, Wash.

Rand L. Rosenberg '75, San Francisco, Calif.

Charles W. Rosenberry II '81, Vashon, Wash.

Michelle Mathieu Rubesch '92, Seattle, Wash.

Stephen P. Sander '64, Seattle, Wash.

Denise Savoie '80, Palo Alto, Calif.

Jason P. Smith '97, Marysville, Wash.

E. Michael Stipe '69, Richland, Wash.

Lawrence B. Stone '77, Spokane, Wash.

Norman Swick '71, Seattle, Wash.

Denise Garvey Tabbutt '87, Seattle, Wash.

John R. Valaas '66, Medina, Wash.

Sarah O. Wang '89, Honolulu, Hawaii

William G. Way '80, Paradise Valley, Ariz.

Thomas O. Whittaker '66, Wilsonville, Ore.

Overseers Emeriti

John F. Alsip III '59

James K. Anderson '58

Helen Barron-Liebel '44.

Penny Penrose Bignold '56

Margie Boulé '73

Robert W. Bratton '53

Robert I. Brunton '57

Ernest A. Burgess '61

Nancy McKay Burton '53

Bruce Cadwell '62

Megan Ferguson Clubb '79

Margaret Copeland Corley '52

James S. Cottle '66

L. W. "Scotty" Cummins '38

Dennis E. Davin '56

Earl Dusenbery '40

Sherwood L. Fawcett

Barbara S. Feigin '59

Harriet Johnston Fix

John J. Flaherty '64

Douglas Flegel '62

Harold R. Frank '45

H. Graham Gaiser '58

Georgia-Mae Gallivan '37

John J. Gilmour '49

Phelps R. Gose '58

Warren H. Gross '62

Sigvard T. Hansen '57

Roy A. Henderson '64

John B. Henkels

Timothy H. Hill '58

George Holfield '59

Cora Dee Peterson Hunt '55

Fred J. Kimball

Stephen G. Kimball

Frank G. Lamb '62

Edward N. Lange '56

Henry G. Laun

Peter T. Lewis '81

Loren H. Lounsbury '56

Elizabeth Storie Mackin '37

Michael Malone '74

Elizabeth Kennedy McFarland '45

Carolyn Vester McMurchie '54

Harriet E. Miller '41
 G. Jeffrey Moore '61
 David J. Morris '67
 Margaret A. Murphy '62
 Randall C. Nelson '66
 D. Peter Newland '67
 Richard E. Odegard '62
 A. Daniel O'Neal, Jr. '58
 David L. Page '57
 Terrence R. Pancoast '65
 Norma J. Paulus
 Robert V. Pennington '54
 Louis B. Perry
 John A. Peterson '54
 Merlin Phillips '32
 Warren T. Raymond '47
 Gordon S. Riess '49
 Mary Jane Corliss Shea '71
 Morris G. Shore '60
 Grant J. Silvernale '50
 Robert A. Skotheim
 Mary Eby Tate '57
 Elizabeth Tersagian Taylor '44
 Richard C. Yancey '49
 Kinji Yasu '62
 Robert W. Young '55
 William H. Zavin II '65

Alumni Association

The Whitman College Alumni Association is the organized body of the alumni of the college, and all graduates of the college are members of the association. Upon request, all persons who have attended the college one term or more and whose entering class has graduated may be placed on record as members of the association. The college has more than 13,000 living alumni.

The association's activities are directed by a 14-member Board of Directors, elected regularly from among the alumni. Activities are coordinated through the college's Alumni Office, whose staff director is secretary-treasurer and executive director of the Alumni Association.

The association is active in the promotion of the customary alumni programs of reunions, area club events, continuing education, and travel programs. In addition, a large number of members are involved in programs that support the efforts of the Admission Office and Career Center. Fifty percent of alumni support the college financially.

Alumni Association Board of Directors

Dates in parentheses refer to the expiration of each director's term.

Linda King Brewer '66, San Francisco, Calif., Vice President (2009)
 Susan E. Buxton '85, Boise, Idaho (2008)
 Danielle Garbe '97, Arlington, Va. (2010)
 Cara Haskey '94, Seattle, Wash., President (2009)
 Robert Hinnen '91, Portland, Ore. (2008)
 Marcie Hutt '04, Tacoma, Wash., Young Alumni Representative (2008)
 Sara Lindsley '01, Eugene, Ore., (2008)
 Kottayam V. Natarajan, Jr. '89, Spokane, Wash. (2009)
 Andrew Noble '97, San Francisco, Calif. (2010)
 Thomas Oldfield '67, Tacoma, Wash. (2008)
 Sheila Bird Ralston '57, Kirkland, Wash. (2009)
 Robert Simison '95, Washington, D.C. (2009)
 Sarah Wang '89, Honolulu, Hawaii (2010)
 Cathy Highberg Williams '70, Auburn, Wash. (2010)

Ex Officio Members

President of the College
 President of the Associated Students of Whitman College
 Chair, Alumni Fund
 Director of Alumni Relations
 Immediate Past President of the Alumni Board

The Academic Council

The Academic Council is responsible for matters pertaining to educational policy, decisions pertaining to the administration of the legislation of the faculty, actions on student requests for modification and release from college regulations, matters involving the relationship of the faculty and its policies to the administration and to student affairs, and such matters of policy or operational procedure as may be presented to it by the president of the college and the chair of the council.

Voting members of the Academic Council are: three elected members of its subcommittee, the Board of Review; the three elected members of a second subcommittee, the Policy Committee; and the three division chairs. Ex officio members without vote are the President of the College, the Provost and Dean of the Faculty, the Associate Dean of the Faculty, the Dean of Students, and the Registrar. The chair of the faculty is ex officio chair of the Academic Council. He or she may vote in the case of a tie vote.

The Chair of the Faculty

Timothy V. Kaufman-Osborn

The Board of Review

Bruce A. Magnusson (term expires 2008)

Kendra J. Golden (term expires 2009)

Zahi Zalloua (term expires 2010)

The Policy Committee

Denise J. Hazlett (term expires 2008)

Mary Anne O'Neil (term expires 2009)

Christopher S. Wallace (term expires 2010)

The Division Chairs

Social Sciences and Education, William C. Bogard

Humanities and Arts, Jonathan S. Walters

Basic Sciences and Mathematics, Andrea K. Dobson

Ex Officio

The President of the College

The Provost and Dean of the Faculty

The Associate Dean of the Faculty

The Dean of Students

The Registrar

The Faculty

The general faculty consists of certain officers of the administration and all members of the active teaching staff. The teaching staff is organized as subfaculties called divisions (see *Courses of Instruction*). The function of the divisional faculties is the consideration of divisional policies and the administration of the divisional curricula. The chair of each divisional faculty is the executive officer of that division, and is elected by vote of the respective faculties for a three-year term.

The first date within parentheses is the date of initial appointment to Whitman College; the second is the date of initial appointment to the present rank. Ranks given are those obtained in early September 2008.

Faculty

Michelle Acuff (2007, 2007), Assistant Professor of Art. B.A., Augustana College; M.A., M.F.A., University of Iowa.

Sharon-Ruth Agnes Alker (2004, 2004), Assistant Professor of English and General Studies. B.A., M.A., Simon Fraser University; Ph.D., University of British Columbia.

Sebouh D. Aslanian (2007, 2007), Visiting Assistant Professor of History. B.A., McGill University; M.S., New School for Social Research; Ph.D., Columbia University.

Paul Apostolidis (1997, 2003), Associate Professor of Politics and Judge and Mrs. Timothy A. Paul Chair of Political Science. A.B., Princeton University;

M.A., Ph.D., Cornell University.

Nicholas E. Bader (2006, 2007), Visiting Assistant Professor of Geology. B.A., Earlham College; M.S., University of Arizona, Tucson; M.A., Ph.D., University of California.

Barry Allen Balof (2003, 2003), Assistant Professor of Mathematics. B.A., Colorado College; M.A., Ph.D., Dartmouth College.

Mark Beck (1996, 2002), Associate Professor of Physics and Garrett Fellow. B.S., Ph.D., University of Rochester.

Susanne N. Beechey (2008, 2008), Instructor of Politics. B.A., Macalester College; A.B.D., The George Washington University.

Halefom Belay (1996, 2002), Associate Professor of Economics. B.A., State University of New York at Cortland; M.A., Ph.D., State University of New York at Binghamton.

Jan M. Bestwick (2007, 2007), Visiting Instructor of Psychology. B.A., Whitman College; M.B.A., University of Washington; Ph.D., Fielding Graduate University.

Lori Bettison-Varga (2007, 2007), Provost and Dean of the Faculty (2007); Professor of Geology. B.A., University of California, Santa Barbara; M.S., Ph.D., University of California, Davis.

Shampa Biswas (1999, 2005), Associate Professor of Politics. B.A., M.A., University of Delhi; M.A., Syracuse University; Ph.D., University of Minnesota.

Amy Blau (2006, 2006), Visiting Assistant Professor of Foreign Languages and Literatures. B.A., Haverford College; Ph.D., University of Illinois at Urbana-Champaign.

Ben I. Bloch (2005, 2005), Visiting Assistant Professor of Art. B.A., Amherst College; M.A., M.F.A. (Fine Arts); M.F.A. (Creative Writing), University of Montana.

Mare K. Blocker (2006, 2006), Visiting Assistant Professor of Art. B.F.A., University of Washington; M.F.A., University of Idaho.

Petia N. Bobadova-Parvanova (2007, 2007), Visiting Assistant Professor of Chemistry. M.Sc., Ph.D., Sofia University.

Aaron Bobrow-Strain (2004, 2004), Assistant Professor of Politics. B.A., Macalester College; M.A., Stanford University; Ph.D., University of California, Berkeley.

Robert H. Bode (1986, 1999), Alma Meisnest Endowed Chair of the Humanities. B.A., M.M., University of Texas; D.M.A., University of Cincinnati.

William C. Bogard (1987, 2000), DeBurgh Professor of Social Sciences and Professor of Sociology. B.A., M.A., Ph.D., Colorado State University.

Philip D. Brick (1990, 2005), Miles C. Moore Professor of Politics. B.A., Lawrence University; M.A., Ph.D., University of California, Berkeley.

George S. Bridges (2005, 2005), President of the College and Professor of Sociology. B.A., University of Washington; M.A., Ph.D., University

of Pennsylvania.

- Juan R. Burciaga** (2006, 2006), Visiting Assistant Professor of Physics. B.S., M.A., University of Texas, Arlington; Ph.D., Texas A & M University, College Station.
- Dana L. Burgess** (1986, 2005), Professor of Classics. A.B., Bard College; M.A., Ph.D., Bryn Mawr College.
- Allison Anne Calhoun** (2002, 2007), Associate Professor of Chemistry. B.S., Ph.D., University of Georgia.
- Thomas A. Callister, Jr.** (1994, 2005). Associate Dean of the Faculty (2004); Professor of Education. A.B., University of Southern California; M.Ed., Ph.D., University of Utah.
- David H. Carey** (1989, 2004), Professor of Philosophy. B.A., St. John's College; S.T.B., M.A., Gregorian University; M.A., Ph.D., University of Pittsburgh.
- Robert James Carson** (1975, 1987), Grace Farnsworth Phillips Professor of Geology and Environmental Studies. A.B., Cornell University; M.S., Tulane University; Ph.D., University of Washington.
- Julie A. Charlip** (1993, 2008), Professor of History. B.A., Rider College; M.A., Ph.D., University of California, Los Angeles.
- Melissa W. Clearfield** (2001, 2007), Associate Professor of Psychology. B.A., Middlebury College; Ph.D., Indiana University.
- Charles Cleveland** (1985, 1994), Dean of Students (1994) and Instructor of Sociology. B.S., M.A., Arizona State University.
- Clark Andrews Colahan** (1983, 2000), Anderson Professor of Humanities and Professor of Foreign Languages and Literatures. B.A., Pomona College; M.A., California State University at Los Angeles; Ph.D., University of New Mexico.
- Jeanette M. Cooper** (2007, 2007), Visiting Assistant Professor of History. B.A., Humboldt State University; M.A., Ph.D., University of Buffalo.
- D. Dale Cosper** (1970, 1991), Professor of Foreign Languages and Literatures. B.A., M.A., Ph.D., University of Washington.
- John David Cotts** (2004, 2004), Assistant Professor of History. B.A., Oberlin College; M.A, Ph.D., University of California, Berkeley.
- Dennis Crockett** (1992, 1998), Associate Professor of Art History. B.A., University of South Florida; M.A., Queens College; Ph.D., City University of New York.
- Cynthia Croot** (2007, 2007), Assistant Professor of Theatre. B.A., Washington College; M.F.A., Columbia University.
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- Roberta Davidson** (1988, 2008), Professor of English. B.A., Sarah Lawrence College; Ph.D., Princeton University.

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- Theresa Maria DiPasquale** (1998, 2002), Associate Professor of English. B.A., University of Notre Dame; M.A., Ph.D., University of Virginia.
- Edward Ernest Dixon** (1990, 1994), Associate Professor of Music. B.M., M.M., University of Southern California; D.M.A., University of Cincinnati.
- Andrea K. Dobson** (1989, 1998), Associate Professor of Astronomy and General Studies. B.A., Whitman College; M.S., Ph.D., New Mexico State University.
- Heidi E. M. Dobson** (1992, 2007), Professor of Biology. B.S., B.A., Ph.D., University of California, Berkeley; M.S., University of California, Davis.
- Brian R. Dott** (2002, 2006), Associate Professor of History. B.A., University of Minnesota; M.A., University of Michigan; Ph.D., University of Pittsburgh.
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- J. Kay Fenimore-Smith** (1994, 2008), Associate Professor of Education. B.A., University of Nebraska; M.A., Washington State University; Ph.D., University of Idaho.
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- Rebecca Roman Hanrahan** (2003, 2003), Assistant Professor of Philosophy. A.B., Smith College; M.A., Ph.D., University of North Carolina at Chapel Hill.
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- Thomas G. Hines** (1994, 2000), Associate Professor of Theatre. B.S., M.A., Northern Illinois University; M.F.A., University of Washington.
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- Douglas Henry Juers** (2003, 2003), Assistant Professor of Physics. A.B., Cornell University; Ph.D., University of Oregon.
- Timothy V. Kaufman-Osborn** (1982, 1992), Interim Dean of the Faculty (2006-2007); Chair of the Faculty; Baker Ferguson Chair of Politics and Leadership. B.A., Oberlin College; M.A., University of Wisconsin-Madison; M.A., Ph.D., Princeton University.
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- Jean Carwile Masteller** (1978, 1994), Professor of English. B.A., Lynchburg College; M.A., University of Virginia; Ph.D., University of Minnesota.
- Richard N. Masteller** (1978, 1994), Professor of English. B.A., University of Rochester; M.A., University of Virginia; Ph.D., University of Minnesota.
- Charles Fremont McKhann** (1990, 2006), Professor of Anthropology. B.A., Whitman College; M.A., Ph.D., University of Chicago.
- Gilbert Felipe Mireles, Jr.** (2003, 2007), Assistant Professor of Sociology. B.A., Swarthmore College; M.A., M. Phil., Ph.D., Yale University.
- Ray Skip Molitor** (1994, 1999), Associate Professor of Sport Studies; Head Men's Basketball Coach. B.A., M.A., Gonzaga University.
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- Jeanne Marie Morefield** (2000, 2006), Associate Professor of Politics. B.A., Oberlin College; M.A., Ph.D., Cornell University.
- Robert G. Morrison** (2001, 2007), Associate Professor of Religion. A.M., A.B., Harvard University; Ph.D., Columbia University.
- Kirsten P. Nicolaysen** (2006, 2006) Assistant Professor of Geology. B.A., Colorado College; M.S., University of Wyoming; Ph.D., Massachusetts Institute of Technology.
- Kari Marie Norgaard** (2005, 2005), Assistant Professor of Sociology and Environmental Studies. B.S., Humboldt State University; M.A., Washington State University; Ph.D., University of Oregon.
- Jeff W. Northam** (1997, 2004), Associate Professor of Sport Studies; Director of Tennis. B.A., Whitman College; M.S., Boise State University.
- Glenn A. Odom** (2007, 2007), Visiting Assistant Professor of English. B.A., Vanderbilt University; M.Ed., Vanderbilt University; M.A., University of California, Irvine; Ph.D., University of California, Irvine.
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- Robert J. Parcels** (1982, 1988), Associate Professor of Economics. B.S., B.A., Boise State University; M.A., Ph.D., State University of New York at Binghamton.
- Timothy H. Parker** (2006, 2007), Assistant Professor of Biology. B.A., Clark University; M.S., Kansas State University; Ph.D., University of New Mexico.
- Christopher Petit** (2005, 2005), Assistant Professor of Theatre. B.F.A., Rutgers University; M.F.A., Columbia University.
- Susan E. Pickett** (1981, 1996), Catharine Gould Chism Endowed Chair of Music. A.B., Occidental College; M.M., Indiana University; Ph.D., Texas Tech University.
- Kevin R. Pogue** (1990, 2005), Professor of Geology. B.S., University of Kentucky; M.S., Idaho State University; Ph.D., Oregon State University.
- Jason C. Pribilsky** (2003, 2003), Assistant Professor of Anthropology. B.A., Whitman College; M.A., Reed College; Ph.D., Syracuse University.
- Matthew William Prull** (1999, 2005), Associate Professor of Psychology. B.A., San Jose State University; M.A., Ph.D., Claremont Graduate University.
- Katrina C. Roberts** (1998, 2002), Mina Schwabacher Associate Professor of English/Creative Writing and Humanities, and Garrett Fellow. A.B., Harvard University; M.F.A., Iowa Writer's Workshop.
- Gary O. Rollefson** (2005, 2005), Associate Professor of Anthropology. B.A., University of California, Berkeley; M.A., Ph.D., University of Arizona, Tucson.
- Stephen Rubin** (1971, 1990), Professor of Psychology. B.A., M.S., Brooklyn College; Ph.D., Purdue University.
- James E. Russo** (1989, 1995), Associate Professor of Chemistry. B.A., Illinois Wesleyan University; Ph.D., The Johns Hopkins University.
- David F. Schmitz** (1985, 1997), Robert Allen Skotheim Chair of History. B.A., SUNY at Plattsburgh; M.A., SUNY at Stony Brook; Ph.D., Rutgers University.
- Albert W. Schueller** (1996, 2002), Associate Professor of Mathematics. B.S., Pennsylvania State University; M.A., Ph.D., University of Kentucky.
- Laura M. Schueller** (1996, 2002), Associate Professor of Mathematics. B.S., Pennsylvania State University; M.A., Ph.D., University of Kentucky.
- Vivian Elyse Semerdjian** (2003, 2003), Assistant Professor of History. B.A., Albion College; M.A., University of Michigan; Ph.D., Georgetown University.
- Lynn L. Sharp** (1999, 2005), Associate Professor of History. B.A., University of Colorado; M.A., Ph.D., University of California, Irvine.
- Scott Shields** (1997, 2004), Associate Professor of

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- Robert Charles Sickels** (1999, 2004), Associate Professor of Rhetoric and Film Studies. B.A., M.A., California State University, Chico; Ph.D., University of Nevada, Reno.
- Nicole Simek** (2005, 2005), Assistant Professor of Foreign Languages and Literatures and General Studies. B.A., M.A., Case Western Reserve University; Ph.D., Princeton University.
- Nancy Lynn Simon** (1967, 1985), Garrett Professor of Dramatic Arts and Professor of Theatre. B.A., Whitman College; M.A., Tufts University; Ph.D., University of Washington.
- Dayle Marie Anderson Smith** (2003, 2003), Assistant Professor of Physics. B.S., The Evergreen State College; Ph.D., University of Arizona.
- Dean C. Snider** (1996, 2002), Associate Professor of Sport Studies; Athletics Director. B.A., Trinity Western University; M.Ed., Western Washington University.
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- J. Charles Templeton** (1970, 1986), Professor of Chemistry. B.A., College of Wooster; M.A., Wesleyan University; Ph.D., University of Colorado.
- Parke Thomas** (2007, 2007), Visiting Instructor of Theatre.
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- Charles Robert Timm-Ballard** (2002, 2006), Associate Professor of Art. B.F.A., University of Wisconsin-Milwaukee; M.F.A., University of Nebraska-Lincoln.
- Robert D. Tobin** (1989, 2002), Cushing Eells Professor of Humanities. A.B., Harvard University; M.A., Ph.D., Princeton University.
- Elizabeth Vandiver** (2004, 2008), Clement Penrose Associate Professor of Latin. B.A., Shimer College; M.A., Ph.D., University of Texas at Austin.
- Tommaso A. Vannelli** (2006, 2006), Visiting Assistant Professor of Chemistry. B.S., Tufts University; M.S., Ph.D., University of California, San Diego.
- Robert J. Varga** (2008, 2008), Professor of Geology. B.S., M.S., University of Arizona, Tucson; Ph.D., University of California, Davis.
- Daniel M. Vernon** (1995, 2001), Associate Professor of Biology. B.A., Oberlin College; Ph.D., University of Arizona.
- Samantha Brooke Vick** (2006, 2006), Assistant Professor of Psychology. B.A., Colorado College; M.A., Ph.D., University of California, Santa Barbara.
- Matthew J. Voorhees** (2005, 2008), Visiting Assistant Professor of Politics. B.A., Whitman College; Ph.D., Rutgers University.
- Leroy Grover Wade, Jr.** (1989, 1989), Professor of Chemistry. B.A., Rice University; A.M., Ph.D., Harvard University.
- Christopher S. Wallace** (2000, 2007), Dr. Robert F. Welty Associate Professor of Biology. B.A., B.S., Ph.D., University of Illinois, Urbana-Champaign.
- Jonathan S. Walters** (1992, 2007), Professor of Religion. B.A., Bowdoin College; A.M., Ph.D., University of Chicago Divinity School.
- Shu-chu Wei-Peng** (1985, 2006), John and Jean Henkels Endowed Chair of Chinese Languages and Literatures. B.A., Tunghai University, Taiwan; M.A., University of Hawaii, University of Massachusetts; Ph.D., University of Massachusetts.
- Celia Richmond Weller** (1969, 1988), Professor of Foreign Languages and Literatures. B.A., Drury College; A.M., Ph.D., University of Kansas.
- Carmen Wickramagamage** (2007, 2007), O'Donnell Visiting Educator. B.A., University of Peradeniya (Sri Lanka); Ph.D., University of Hawaii-Manoa.
- Deborah L. Wiese** (2004, 2005), Assistant Professor of Psychology. B.A., St. Olaf College; M.S., Indiana University; Ph.D., University of Wisconsin.
- Melissa M. Wilcox** (2003, 2005), Assistant Professor of Religion. B.S., Stanford University; M.A., Claremont Graduate School; Ph.D., University of California, Santa Barbara.
- Deborah DuNann Winter** (1974, 1990), Professor of Psychology. B.A., Grinnell College; M.A., Ph.D., University of New Hampshire.
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- Karen Jane Winzowski** (2007, 2007), Visiting Assistant Professor of Politics. B.A., M.A., University of Calgary; Ph.D., University of British Columbia.
- Ginger S. Withers** (2001, 2007), Dr. Robert F. Welty Associate Professor of Biology. B.A., Muskingum College; A.M., Ph.D., University of Illinois, Champaign.
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- Jacqueline Woodfork** (2006, 2006), Assistant Profes-

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Mitchell S. Clearfield, Adjunct Instructor of Philosophy. B.A., University of Pennsylvania; M.A., University of Notre Dame.

James W. Cotts, Adjunct Instructor of Mathematics. A.B., Hope College; M.S., New Mexico State University.

Peter Crawford, Senior Lecturer of Music. B.S., Valley City State University; M.M., University of Idaho.

Laura Cummings, Adjunct Instructor of Sport Studies. B.A., B.M., University of Washington.

Julia Davis, Adjunct Assistant Professor of Philosophy and General Studies. B.A., Whitman College; M.A., Ph.D., DePaul University.

Amy Dodds, Adjunct Assistant Professor of Music. B.A., Walla Walla College; M.A., D.M.A., Claremont Graduate University.

Malcolm R. Dunn, Adjunct Instructor of Sport Studies

and Head Cross-Country Running Coach. B.A., Carleton College; M.S., University of Nevada; M.S., Smith College.

John David Earnest, Adjunct Assistant Professor of Music. B.M., M.M., University of Texas at Austin.

Elisabeth Entrena, Adjunct Instructor of Foreign Languages and Literatures. B.A., University of Zaragoza (Spain); M.A., Universidad de Salamanca (Spain).

Dawn W. Forbes, Adjunct Assistant Professor of Art. B.A., Whitman College; M.F.A., Vermont College of Union Institute and University.

Jean-Paul Grimaud, Adjunct Instructor of Foreign Languages and Literatures. B.A., M.A., University of Strasbourg; M.S., University of Grenoble.

Michelle Hanford, Adjunct Instructor of Sport Studies.

Machelle Hartman, Adjunct Instructor of Chemistry. B.A., Walla Walla College; M.A., Antioch, Seattle.

Ida Lee Hutson-Fish, Adjunct Instructor of Dance.

Hitomi Johnson, Adjunct Instructor of Foreign Languages and Literatures. B.S., Walla Walla College.

Jennifer M. Karson, Adjunct Instructor of Anthropology. B.A., University of California, Santa Barbara; M.A., Claremont Graduate University.

Brooke Kennedy, Adjunct Instructor of Sport Studies and Athletic Trainer. B.A., Whitworth College.

John Kerwin, Adjunct Instructor of Sport Studies. B.A., Rider University; M.A., Washington State University.

Kristy M. King, Adjunct Instructor of Politics. B.A., University of Massachusetts.

Adam Kirtley, Adjunct Instructor of General Studies. B.A., Wabash College; M.Div., Emory University.

Alyssa Latham, Adjunct Instructor of Sport Studies, Strength and Conditioning Intern. B.A., Albertson College of Idaho; M.A., Walla Walla University.

Edith Liebrand, Adjunct Instructor of Foreign Languages and Literatures. B.A., M.A., Purdue University.

Vicki Lloid, Adjunct Instructor of Dance.

Katherine Maestretti, Adjunct Instructor of Foreign Languages and Literatures. A.B., Mount Holyoke College; M.S., University of Washington.

Jay Peter McClure, Head Golf Coach. B.A., Whitman College.

Rogers B. Miles, Adjunct Assistant Professor of Religion and General Studies. B.A., Bowdoin College; Ph.D., Princeton University.

Amy Molitor, Adjunct Assistant Professor of Environmental Studies and Sport Studies and Academic Assistant for Environmental Studies. B.S., University of Idaho; M.S., Ph.D., University of Montana.

Suzanne E. Morrissey, Adjunct Assistant Professor of Anthropology. B.A., State University of New York; M.A., Ph.D., Syracuse University.

Jennifer Hess Mouat, Adjunct Assistant Professor of General Studies. B.A., Willamette University; M.A., University of Wales; Ph.D. University of St. Andrews.

Sam Norgaard-Stroich, Adjunct Instructor of Sport Studies. B.A., University of California, Santa Barbara.

Thomas G. Olson, Adjunct Instructor of Sport Studies and Head Alpine Ski Coach. B.A., M.S., Alfred University.

Carolyn Papineau, Adjunct Instructor of Sport Studies and Head Women's Volleyball Coach. B.A., University of Washington; M.S. Bastyr University.

Casey T. Powell, Adjunct Instructor of Sport Studies and Head Baseball Coach. B.A., Linfield College; M.S. University States Sports Academy.

Calisa M. Schouweiler, Adjunct Instructor of Sport Studies and Head Nordic Ski Coach. B.A., M.S., Saint Cloud State University.

Margo Scribner, Adjunct Assistant Professor of English and General Studies. B.A., Brigham Young University; M.A., York University, Toronto, Canada; Ph.D., University of Arizona.

Brien R. Sheedy, Adjunct Instructor of Sport Studies. B.S., State University of New York, Syracuse; M.A., University of Texas, Austin.

Rebecca T. Sickels, Adjunct Instructor of Sport Studies. B.A., Gonzaga University; M.A., University of Nevada.

Deborah M. Simon, Senior Lecturer of Chemistry. B.A., Whitman College.

Robin Waytenick Smasne, Adjunct Assistant Professor of Theatre. B.S., Oregon State University; M.F.A., University of Arizona.

Donald Snow, Senior Lecturer of Environmental Humanities and General Studies. B.A., Colorado State University; M.S., University of Montana.

Hannah E. Swee, Adjunct Instructor of Sport Studies and Interim Women's Tennis Coach.

Jenna Terry, Adjunct Assistant Professor of English. B.A., Wesleyan University; M.F.A., University of Houston.

Christopher A. Thoms, Adjunct Assistant Professor of Environmental Studies and Sociology and Research Associate. B.S., University of Wisconsin-Stevens Point; M.S., Colorado State University-Fort Collins; Ph.D., University of Michigan-Ann Arbor.

Kari L. Tupper, Adjunct Assistant Professor of General Studies. B.A., M.A., Ph.D., University of Washington.

Claire Valente, Adjunct Assistant Professor of General Studies. A.B., A.M., Ph.D., Harvard University; M. St., Oxford University.

Michael Washington, Adjunct Instructor of Sport Studies; Head Men's Soccer Coach.

C. Susan Weiler, Research Associate of Biology. B.A., Ph.D., University of California, San Diego.

Jackie Wood, Senior Lecturer of Music. B.A., Whitman College; M.A., Washington State

University.

Wencui Zhao, Adjunct Instructor of Foreign Languages and Literatures. B.A., Peking University; M.A. Yunnan University.

Karen Zizzi, Lecturer of Music. B.M., Peabody Institute of the Johns Hopkins University; M.M., Cincinnati College Conservatory of Music.

Music Assistants

Genevieve Baglio

William Berry

David Bjur

Ron Coleman

Laura Curtis

Amy Dodds

John David Earnest

Jon Klein

Melissa Loehning

Phil Lynch

Spencer Martin

Robyn Newton

Lori Parnicky

Leo Potts

Jean Sands

Kraig Scott

Jon St. Hilaire

Maya Takemoto

Kristin Vining-Stauffner

Faculty and Staff Emeriti

Larry Ray Anderson (1968, 2008), Professor of Mathematics, Emeritus. B.S., Lewis and Clark College; A.M., Ph.D., Case Western Reserve University.

George Hudson Ball (1960, 1980), Weyerhaeuser Professor of Biblical Literature, Emeritus, and Stuart Religious Counselor. A.B., L.L.B., Cornell University; B.D., S.T.M., Ph.D., Yale University.

Robert A. Blumenthal (1963, 2002), Professor of Physics, Emeritus. A.B., University of California, Berkeley; A.M., University of Oregon.

Katherine Bracher (1967, 2003), Professor of Astronomy, Emeritus. A.B., Mount Holyoke College; A.M., Ph.D., Indiana University.

Frederick Joseph Breit (1967, 2003), Professor of History, Emeritus. B.A., Roosevelt University; A.M., Ph.D., Duke University.

George Pierre Castile (1971, 2006), Professor of Anthropology, Emeritus. B.A., University of Kansas; M.A., Ph.D., University of Arizona.

Lee Coleman (1980, 1997), Professor of Physical Education, Emeritus. B.S., Wittenberg University; M.S., University of Kansas.

Thomas E. Cronin (1993-2005) President Emeritus. A.B., Holy Cross College; Summer Fellowship, University of Michigan; M.A., M.A., Ph.D., Stanford University.

John Francis Desmond (1975, 2006), Mary A. Denny Professor of English, Emeritus. Ph.B., University of Detroit; M.A., Ph.D., University of Oklahoma.

Lawrence L. Dodd (1969, 2004), Archivist, Emeritus. B.A., Washington State College.

Charles Martin Drabek (1975, 2007), Arthur G. Rempel Professor of Biology, Emeritus. B.S., University of Denver; M.S., Ph.D., University of Arizona.

- Joseph Drazan** (1972, 2005), Librarian, Emeritus. B.A., Eastern Washington University; M.L.S., University of Hawaii.
- Jay N. Eacker** (1965, 2004), Professor of Psychology, Emeritus. B.A., University of Idaho; M.S., Ph.D., Washington State University.
- Glenn Thomas Edwards** (1964, 1998), William Kirkman Professor of History, Emeritus. B.A., Willamette University; M.A., Ph.D., University of Oregon.
- Edward E. Foster** (1979, 2007), Mina Schwabacher Professor of English and the Humanities, Emeritus. A.B., St. Peter's College; Ph.D., University of Rochester.
- David Lee Frasco** (1958, 1996), Professor of Chemistry, Emeritus. A.B., Colorado State College; M.S., Ph.D., Washington State University.
- John Raymond Freimann** (1962, 1992), Professor of Theatre, Emeritus. B.S., New York University; M.F.A., Fordham University.
- Craig J. W. Gunsul** (1969, 2004), Professor of Physics, Emeritus. B.A., Reed College; M.S., Ph.D., University of Delaware.
- Mary T. Hanna** (1983, 2000), Miles C. Moore Professor of Politics, Emeritus. A.B., M.A., Syracuse University; M.A., Ph.D., Cornell University.
- William Henry Harbold** (1969, 1982), Professor of Political Science, Emeritus. A.B., Pennsylvania State College; A.M., Ph.D., Harvard University.
- Patrick Gerard Henry** (1969-70, 1976, 2006), Cushing Eells Professor of Philosophy and Literature and Foreign Languages and Literatures, Emeritus. B.A., St. John's University; M.A., Ph.D., Rice University.
- Roy William Hoover** (1967, 1999), Weyerhaeuser Professor of Religion, Emeritus. B.A., Pasadena College; Th.D., Harvard University.
- Louis Philip Howland** (1965, 1997), Benjamin H. Brown Professor of Physics, Emeritus. B.E.P., Cornell University; Ph.D., Massachusetts Institute of Technology.
- Edward Evert Humpherys** (1973, 2002), Professor of Art, Emeritus. B.A., M.A., California State University, Chico; M.F.A., Brigham Young University.
- Victor Hugo Keiser, Jr.** (1966, 1992), Professor of Mathematics, Emeritus. A.B., Lawrence College; A.M., Ph.D., University of Colorado.
- Donald Paul King** (1966, 1997), Professor of History, Emeritus. A.B., A.M., Ph.D., Indiana University; L.Th., Seabury Western Theological Seminary.
- Kenyon A. Knopf** (1967, 1989), Hollon Parker Professor of Economics and Business, Emeritus. Kenyon College; A.M., Ph.D., Harvard University.
- John Joseph Maier** (1967, 2002), Professor of Philosophy, Emeritus. A.B., Boston University; B.D., Tufts University.
- James F. Maxfield** (1966, 2002), Professor of English, Emeritus. B.A., Knox College; M.A., Ph.D., University of Iowa.
- William John Metzger** (1969, 2002), Professor of Psychology, Emeritus. A.B., Wabash; M.S., Ph.D., Colorado State University.
- David Ray Norsworthy** (1968, 1997), Professor of Sociology, Emeritus. B.S., Louisiana State University; A.M., Ph.D., University of North Carolina.
- James Gordon Pengra** (1962, 1996), Nathaniel Shipman Professor of Physics, Emeritus. B.S., M.S., Ph.D., University of Oregon.
- Louis Barnes Perry** (1959-1967) President Emeritus. B.A., M.A., Ph.D., UCLA; L.L.D., Pacific University; D.P.S., Willamette University.
- Hollibert E. Phillips** (1988, 2006), Professor of Philosophy, Emeritus. B.A., Hons., University of London; M.A., Andrews University; D.Ed., Boston University.
- Gordon Philpot** (1969, 1996), Roger and Davis Clapp Professor of Economic Thought, Emeritus. A.B., University of California, A.M., Ph.D., University of Wisconsin.
- Robert Polzin** (1964, 1997), Registrar, Emeritus. B.S., Wisconsin State University.
- James F. Shepherd** (1971, 2006), Hollon Parker Professor of Economics, Emeritus. A.B., Stanford University; M.A., Ph.D., University of Washington.
- Robert Allen Skotheim** (1975-1988) President Emeritus. B.A., M.A., Ph.D., University of Washington.
- Edwin Stein, Jr.** (1979, 1997), Professor of English, Emeritus. B.A., Yale University, Cambridge University; M.A. Cambridge University; M.D., Case Western Reserve University; Ph.D., Yale University.
- Richard Kenneth Stuart** (1960, 1981), Hollon Parker Professor of Economics and Business, Emeritus. M.S., University of Rhode Island; Ph.D., University of Pennsylvania.
- Richard Raymond Thomassen** (1967, 1996), Professor of Mathematics and Computer Science, Emeritus. B.S., M.S., University of Colorado; Ph.D., Washington State University.
- Robert Ronald Thomsen** (1952, 1979), Professor of Physical Education, Emeritus. B.S., University of North Dakota; A.M., Ed.D., University of Wyoming.
- James S. Todd** (1961, 1997), Professor of Chemistry, Emeritus. B.A., Pomona College; Ph.D., University of Rochester.
- J. Patrick Tyson** (1965, 2002), Mary A. Denny Professor of English, Emeritus. B.A., Texas Technological College; M.A., Texas Christian University; Ph.D., Tulane University.
- Douglas Haines Underwood** (1958, 2002), Alexander Jay Anderson Professor of Mathematics and Computer Science, Emeritus. B.S., Case Western Reserve University; M.A., University of California; Ph.D., University of Wisconsin.
- James Walter Weingart** (1967, 2005), Professor of History, Emeritus. B.S., Washington and Lee University; LL.B., Columbia University; A.M., Rutgers University; Ph.D., Northwestern University.
- Henry Yaple** (1987, 2005), Library Director, Emeritus. B.A., Kalamazoo College; M.A., University of Idaho; M.S.L., Western Michigan University.

Endowed Chairs

The following fully endowed chairs have been established by the Board of Trustees.

The **Charles E. and Margery B. Anderson Chair of Humanities** was established in 1997 by the Board of Trustees to recognize Mr. and Mrs. Anderson's leadership, dedication, and philanthropy to Whitman College. Major gifts came from the Andersons and the National Endowment for the Humanities. Mr. Anderson served as a trustee from 1990 to 2002.

The **Catharine Gould Chism Chair of Music** was established in 1980 by the Board of Trustees from the bequest of Catharine Gould Chism, a patron of the arts.

The **Roger and Davis Clapp Chair of Economic Thought** was founded in 1966 by James H. Clapp of Seattle as a memorial to his brothers. The professorship was given "to further understanding of 1) the development of economic thought through the ages; 2) the development and continuing values in the Western free enterprise system; and 3) how those values, developed in the past, have continuing application in today's complex society."

The **Raymond and Elsie Gipson DeBurgh Chair in the Social Sciences** was established with the proceeds of a unitrust established by the DeBurghs in 1979, which matured in 2002. This endowment funds a position to teach courses in the social sciences.

The **Baker Ferguson Chair of Politics and Leadership** was established in 1996 in honor of Baker Ferguson, Whitman alumnus, Trustee Emeritus, and consistent supporter of Whitman College.

The **Ludwig Gaiser Chair of Art History** was established in 1982 by the Gaiser family to honor this eminent clergyman of the Northwest whose nine children all attended the college.

The **John and Jean Henkels Chair of Chinese Languages and Literatures** was established in 1987. The Henkels are parents of three Whitman alumni, and John Henkels served on the college Board of Overseers from 1986 to 2001.

The **Herbert and Pearl Ladley Chair of Cognitive Science** was established in 2004 by Frankie Ladley Wakefield '27 in memory of her parents, who made it possible for her to pursue a liberal arts education at Whitman College. The endowment funds a position in the interdisciplinary field combining psychology and biology.

The **Alma Meisnest Endowed Chair in the Humanities** was established in 1999 with proceeds from the estate of Alma Meisnest, a friend of the college.

The **Judge and Mrs. Timothy A. Paul Chair of Political Science** was established by George N. Paul '35 with a bequest in memory of his parents. Timothy A. Paul was a Superior Court Judge in Walla Walla County during the 1930s and 1940s.

The **Carl E. Peterson Chair of Science** was

established in 1997 in memory of Carl E. Peterson. Mr. Peterson, Class of 1933, was an Overseer and longtime member and Chairman of the Whitman College Farm Committee (1970-1989).

The **Laura and Carl Peterson Chair of Social Sciences** was established in 1997 with a bequest from the Carl Peterson estate. Laura Crump Peterson, a 1936 alumna and volunteer who devoted many hours to the Delta Gamma active chapter, joined her husband in financial support of the college.

The **Robert Allen Skotheim Chair of History** was established in 1994 in honor of Whitman's 10th president by a gift from Dr. Elizabeth Main Welty, long-time college Trustee, and a bequest from the estate of Dr. Robert Ford Welty '35.

Endowed Professorships

The following professorships have been established by the Board of Trustees, and are endowed wholly or in part.

The **Alexander Jay Anderson Professorship of Mathematics** was founded in 1914 in memory of Alexander Jay Anderson, Ph.D., first president of the College.

The **Spencer F. Baird Professorship of Biology** was founded in 1898 in memory of Spencer Fullerton Baird, Ph.D., the eminent scientist who was for many years Secretary of the Smithsonian Institute.

The **Benjamin H. Brown Professorship of Physics** was founded in 1957 by alumni and friends to enhance the teaching of physics at Whitman College in the tradition set by Benjamin H. Brown, eminent member of the Whitman faculty for 32 years.

The **Gregory W. Cowan Professorship in English Language and Literature** was created with the proceeds of a trust of local farm property gifted by Pearl Ramsay Cowan. This professorship is named for her son Gregory, Whitman Class of 1957 and associate professor of English at Texas A & M University, who died in 1979.

The **Mary A. Denny Professorship of English** was founded in 1909 by Margaretta L. Denny of Seattle in honor of her mother, one of the earliest and most honored pioneers of the Puget Sound region.

The **Cushing Eells Professorship of Philosophy and Literature**, established in 1896 in memory of Reverend Cushing Eells, D.D., the founder of the college, was endowed by the gifts of many friends in New England.

The **Paul Garrett Professorships of Anthropology, Drama, and Political Science** were established in 1980 by the Board of Trustees with a bequest from the Paul Garrett '13, estate. Mr. Garrett was an Overseer of the college and was awarded an honorary Doctor of Laws in 1947.

The **William Kirkman Professorship of History**

was founded in 1919 in memory of William Kirkman of Walla Walla, a trustee and lifelong friend of the college.

The **Miles C. Moore Professorship of Political Science** was founded in 1919 in memory of Miles Conway Moore of Walla Walla, who left a bequest to establish a professorship.

The **Hollon Parker Professorship of Economics and Business** was founded in 1913 by Hollon Parker of Portland, Ore.

The **Clement Biddle Penrose Professorship of Latin** was founded in 1914 in memory of Judge Penrose of Philadelphia, Penn.

The **Grace Farnsworth Phillips Professorship of Geology** was established in 1983 by the Board of Trustees with a bequest from Mrs. Phillips' estate. Mrs. Phillips was a 1913 alumna and generous supporter of Whitman College.

The **Arthur G. Rempel Professorship of Biology** was founded in 1981 by former students in honor of Biology Professor Arthur G. Rempel, Ph.D., and his accomplishment as a distinguished teacher, scholar, and professor at Whitman College.

The **Ralph C. Rittenour Jr. Professorship in Economics** was established by friends, family, and fellow trustees in memory of Ralph Rittenour, a longtime member of the Board of Trustees Investment Committee. The endowment supports a teacher/scholar in the economics department.

The **Mina Schwabacher Professorships of Math/Computer Science and English** were established in 1979 by a bequest from Ms. Schwabacher's estate. Ms. Schwabacher was a generous and longtime friend of the college who lived to the age of 104.

The **Nathaniel Shipman Professorship of Physics** was founded in 1914 in memory of Judge Shipman of Hartford, Conn.

The **Dr. Robert F. Welty Professorship of Biology** was established in 2002 by the Board of Trustees in honor of the late Dr. Welty '35, with the assistance of his wife, Dr. Elizabeth Main Welty, longtime Trustee and friend of the college.

The **Weyerhaeuser Professorship of Biblical Literature** was founded in 1921 by the seven children of Frederick and Elizabeth Sarah Weyerhaeuser as a memorial to their parents.

Endowed Visiting Professorships and Educators

The **Ashton J. and Virginia Graham O'Donnell Chair in Global Studies** was established by Ashton and Virginia O'Donnell, both Class of 1943. During Ash's domestic and international career as a physicist, the O'Donnells noted the importance of a diverse education in the liberal arts in preparing for careers in an international workplace. They created this chair to bring practitioners who have made significant con-

tributions to global issues to Whitman for the purpose of enhancing exposure to these issues and giving Whitman graduates an advantage in understanding our global society.

The **Edward F. Arnold Visiting Professorship** was established in 1968 with a bequest from Mr. Arnold to bring to Whitman College and the Walla Walla Valley a distinguished teacher or authority.

The **John Freimann Visiting Artist in Drama** was established to honor John "Jack" Freimann, Professor of Theatre at Whitman from 1962 to 1992. This endowment is used to bring visiting directors, guest artists, and guest instructors to Whitman in order to provide theatre students with as broad an experience in the theatre arts as possible by introducing them to veterans of the theatre.

The **Johnston Visiting Artist Fund** was established in 1988 by the Johnston Foundation of Spokane for the purpose of sponsoring visiting art lecturers in a specialty or technique not offered by Whitman's regular studio art faculty.

The **Eric and Ina Johnston Visiting Professorship** was established in 1969 by the Johnston Foundation of Spokane for the purpose of sponsoring visiting lecturers in the arts and humanities at Whitman College. Both Mr. and Mrs. Johnston served on the Whitman College Board of Overseers.

The **Elbridge and Mary Stuart Religious Counselor Fund** was established in 1940 by Elbridge A. Stuart as a memorial to his wife, Mary Horner Stuart.

Endowed Lectureships

The **William M. Allen - Boeing Lectureship and Student Investment Endowment** was funded by gifts from Grant and Nancy Silvernale, '50 and '56, and Dorothy and N.S. Penrose, Jr. '55. Nancy and Dorothy's father, William Allen, was president of Boeing Company from 1945 to 1968. This endowment provides funding for seminars and presentations with professionals distinguished in the business field, as well as providing support for the Whitman Student Investment Committee.

The **Sava and Danica Andjelkovic Endowed Lectureship** was established by Vojislav Andjelkovic '94, in honor of his parents, Sava and Danica Andjelkovic. An international student from Belgrade, Voja earned his baccalaureate degree in economics and went on to a career in investment banking. The Sava and Danica Andjelkovic Endowed Fund annually provides funding to bring to campus alumni, parents of current students or graduates, and others associated with the college to speak to current students about their careers.

The **Virgil Robert and Mary L. Bierman Endowment** was established with a bequest from Mary L. Bierman. Income from this endowment is to be used for lectures and conferences on the history of the American West

or related projects on Western history.

The **Walter Houser Brattain Lectureship in Science** was established by his wife, Emma Jane Kirsch Brattain. This fund brings a distinguished lecturer in science to the campus to honor Nobel Laureate Walter H. Brattain '24.

The **Howard S. Brode Memorial Fund** was established by his three sons, each of whom attained eminence in science after their graduation from Whitman. Howard S. Brode served for 36 years as professor of biology at Whitman. The income from this fund is to be used to bring to Whitman College visiting lecturers in the fields of biology, chemistry, and physics.

The **Virginia Penrose Cagley Lectureship in Foreign Languages and Literatures** was established from her estate by her sisters, Mary Penrose Copeland and Frances Penrose Owen. The income from this endowment shall support a distinguished visiting lecturer or lecturers in foreign languages and literature.

The **Classical Liberalism Speakers Fund** supports outside speakers who address topics from the classic liberal tradition. It was established by Stephen Soske '82, Bill Montgomery '61, John A. Peterson '54, and an alumna from the Class of 1944, among others.

The **Robert and Mabel Groseclose Endowed Lectures** were established with funds from the estate of Robert and Mabel Groseclose, friends of Whitman College who owned a mortuary in Walla Walla. The lectureship is designed to bring notable and interesting speakers and artists to Whitman College and to provide the people of Walla Walla and Whitman students a wider perspective of the outside world. In addition to supporting the Visiting Educators program and general studies speakers, the fund has co-sponsored the **Walt Whitman Lecture**, the **William O. Douglas Lecture**, Outdoor Program speakers, music department guest artists, and the **Visiting Writers Reading Series**.

The **Robert R. Hosokawa Endowment** was established by David and Beverly Hosokawa in honor of David's father, Robert Hosokawa '40, who worked as a newspaper reporter and editor on several papers in Missouri, New York, Iowa, and Minnesota. This endowment provides funds for a distinguished journalist to come to Whitman each year to give lectures and workshops for students interested in journalism careers, and also gives cash awards for distinguished student journalism.

The **Henry M. Jackson Endowed Lectureship in International Relations** was established to honor the memory and work of the late senior senator from the state of Washington, Henry M. Jackson. The Jackson Lectureship in International Relations brings speakers to the campus for the purpose of perpetuating discussion in the area of the senator's own great influence.

The **Judd D. Kimball Lectureship Endowment in the Classics** was established by Ruth Baker Kimball, in memory of her husband, Judd Kimball. Mr. Kimball

was a member of the Class of 1929 who served as a member of the Board of Overseers and was a civic leader in the Walla Walla community.

The **Vern Kinsinger Memorial Lectureship** was established to honor the memory of Vern Kinsinger. The income from this fund shall support a distinguished student-oriented visiting lecturer each year.

The **Governor Arthur B. Langlie Fund for Northwest History, Politics, and Public Service** provides funds to bring influential lecturers in these areas to campus. The endowment was established in honor of Governor Langlie by his grandchildren, Whitman graduates Karin Langlie Glass '78 and Arthur K. Langlie '89.

The **Charles E. Lewis Lectureship in Political Science**.

The **David and Madeleine Maxwell Lectureship in Multicultural Issues** recognizes the contributions of the 11th president of Whitman and his wife to the college.

The **Genevieve Patterson Perry Endowment for the Study of Economics** was established by Louis B. Perry to honor his wife, Genevieve Patterson Perry, who was educated as an economist at UCLA and who served Whitman College admirably as a leadership partner during the 1959-1967 presidency of her husband. This endowment provides for one or more distinguished visiting speakers in the general areas of economic policy and business ethics to give public lectures and visit classes during the college year.

The **Arthur G. Rempel Lectureship in Biology** was founded by former students in honor of Arthur G. Rempel, Ph.D., and his accomplishments as a distinguished teacher, scholar, and professor at Whitman College.

The **Sivert O. and Marjorie Allen Skotheim Endowment for Historical Studies** was established by Robert Allen and Nadine Skotheim. Income from this fund is used annually to bring a distinguished lecturer in historical studies to Whitman College.

The **Cecile E. Steele Lectureship** was established by the Sigma Chi fraternity to honor Cecile E. Steele on the occasion of her 20th anniversary as house mother for the Sigma Chi chapter at Whitman College.

The **Frances Penrose Owen/Colleen Willoughby Women's Leadership Endowment** was established by the Board of Trustees in honor of Frances Penrose Owen '19 (the daughter of the third president of Whitman College, Stephen B. L. Penrose), and Trustee Emeritus Colleen Willoughby '55. This endowment supports lectures, seminars, events, or other opportunities to highlight women in leadership or to inspire young women to become involved in their communities and effect social change — causes that Frances Penrose Owen and Colleen Willoughby worked for individually and together for many years.

Faculty and Staff Awards

The **Janice Abraham Award** recognizes outstanding service to Whitman by a staff member. It honors former Treasurer and Chief Financial Officer Janice Abraham.

The **George Ball Award for Excellence in Advising** was established in 1995 by donations from the Whitman College Parent's Association. The award is given to a continuing Whitman faculty member who has demonstrated excellence in advising Whitman students.

The **G. Thomas Edwards Award for Excellence in the Integration of Teaching and Scholarship** was established in 1998 with gifts from Whitman College alumni, former students, and friends of Tom Edwards and the college. This is an annual award for a Whitman College faculty member who is both an excellent teacher and excellent scholar.

The **Robert Y. Fluno Award for Distinguished Teaching in Social Sciences and Education** was established in 1994 by donations from the Whitman College Parent's Association. The award is given without regard to academic rank or degree attainment to continuing Whitman faculty who have demonstrated excellence in teaching.

The **Paul Garrett Fellows** at Whitman College receive a stipend provided by the Paul Garrett Whitman College Trust, established by Paul Garrett '13, of New York City. Recognizing faculty "who combine the best of professional training and scholarly qualifications with a deep interest in teaching," designation as a Garrett Fellow is made from the assistant professor and associate professor ranks of the Whitman College faculty.

The **Thomas D. Howells Award for Distinguished Teaching in Humanities and Arts** was established in 1994 by donations from the Whitman College Parent's Association. The award is given without regard to academic rank or degree attainment to continuing Whitman faculty who have demonstrated excellence in teaching.

The **A. E. Lange Award for Distinguished Science Teaching** was founded in 1981. The award is given to a teacher of natural and physical sciences at Whitman College who has demonstrated skill and excellence in teaching and inspiring students in his or her discipline. The award is given without regard to academic rank or degree attainment to continuing Whitman faculty who have demonstrated excellence in teaching.

The **Suzanne L. Martin Award for Excellence in Mentoring** was established in 2006 in memory of Martin and her exceptional mentoring ability and dedication to the Whitman College community. The award recognizes a staff or faculty member who has helped students get the most out of their time at Whitman.

Administrative Offices

President's Office

George S. Bridges, President of the College, 304 Memorial Building,
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