
WHITMAN COLLEGE

The Catalog *2006-2007*

Mailing address: 345 Boyer Avenue
Walla Walla, Washington 99362-2083

Telephone numbers:

General Information:	509-527-5111
Office of the President:	509-527-5132
Admission:	509-527-5176
Financial Aid Services:	509-527-5178
Registrar's Office:	509-527-5983
Communications:	509-527-5768
Development:	509-527-5165
TDD:	509-522-4415

E-mail addresses:

General Information:	whitman@whitman.edu
Admission:	admission@whitman.edu

Web site: www.whitman.edu

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 2006-2007 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, 2006

August 23, Wednesday	Residence halls open at 2 p.m. for new students. Orientation for new students.
August 26, Saturday	Residence halls open at 9 a.m. for all students.
August 29, Tuesday	Fall semester classes begin.
September 11, Monday	Last day to add classes.
October 9-10	Mid-semester break; no classes.
October 11, Wednesday	Last day to withdraw from classes or the college without record.
October 20-22	Family Weekend.
November 3, Friday	Final day to withdraw from classes or the college with W grades. Close of P-D-F registration period.
November 6-10	Spring semester registration period.
November 17, Friday	Thanksgiving vacation begins at 6 p.m., Friday and ends at 8 a.m., Monday, November 27. All residence halls remain open.
December 8, Friday	Last day of classes, fall semester.
December 11-15	Final examination period.
December 15, Friday	Fall semester ends. All residence halls close at noon Saturday, December 16.

Spring Semester, 2007

January 12, Friday	Orientation for new students and parents begins.
January 14, Sunday	Residence halls open at 9 a.m. for returning students.
January 15, Monday	Martin Luther King, Jr. Day; no classes.
January 16, Tuesday	Spring semester classes begin.
January 26, Friday	Last day to add classes.
February 19, Monday	Presidents' Day; no classes.
February 23, Friday	Last day to withdraw from classes or the college without record.
March 9, Friday	Spring vacation begins at 6 p.m., Friday (all residence halls close at 9 a.m., Saturday, March 10) and ends at 8 a.m., Monday, March 26 (all residence halls open at 9 a.m., Sunday, March 25).
April 6, Friday	Final day to withdraw from classes or the college with W grades. Close of P-D-F registration period.
April 10, Tuesday	Whitman Undergraduate Conference; no classes.
April 16-20	Registration period for the fall semester 2007-08.
May 8, Tuesday	Last day of classes, spring semester.
May 9, Wednesday	Reading day; no classes.
May 10-16	Final examination period.
May 20, Sunday	Commencement. Residence halls close at 6 p.m.

Academic Calendar	/	2	History	/	99
The College	/	4	Interdisciplinary Studies	/	112
Academics	/	6	Japanese	/	112
Special Programs	/	21	Latin American and Caribbean		
Careers and Professions	/	28	Literature	/	114
Courses and Programs	/	34	Latin American Studies	/	114
General Studies and Distribution	/	35	Library	/	115
Anthropology	/	37	Mathematics and Computer Science	/	115
Art	/	41	Music	/	120
Art History and Visual Culture Studies	/	45	Philosophy	/	124
Asian Studies	/	48	Physics	/	128
Astronomy	/	50	Politics	/	131
Biochemistry, Biophysics, and Molecular Biology	/	52	Psychology	/	140
Biology	/	53	Race and Ethnic Studies	/	143
Chemistry	/	58	Religion	/	146
Chinese	/	62	Rhetoric and Film Studies	/	151
Classics	/	63	Science	/	154
Dance	/	66	Sociology	/	154
Economics	/	68	Spanish	/	160
Education	/	72	Sport Studies, Recreation and Athletics	/	163
English	/	74	Theatre	/	167
Environmental Studies	/	80	World Literature	/	170
Foreign Languages and Literatures	/	87	Student Life	/	172
French	/	88	Admission	/	180
Gender Studies	/	90	Charges	/	183
Geology	/	92	Financial Aid	/	188
German Studies	/	96	Governing Boards	/	196
			The Faculty	/	199
			Index	/	211

The information in this catalog was as accurate as possible at the time of publication. Periodic revisions are made to the online version of the catalog, at <http://www.whitman.edu/registrar/catalog/catalog.pdf>.

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's students acquire the knowledge and talents to succeed in whatever career 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 closely-knit community of dedicated teachers and students working together to achieve lives of 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 thirteenth 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 United States Supreme Court Justice; 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.

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 non-recyclable 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 120. 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 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

After missionaries Marcus and Narcissa Whitman were killed by a small group of individuals from the local Cayuse tribe in 1847, Cushing Eells resolved to establish a school in the Whitmans' memory.

From its beginning in 1883, Whitman College has been independent of church and political control. In 1914, Whitman became the first college or university in the nation to require undergraduate students to pass comprehensive examinations (now called senior assessments) in their major fields. The installation of a Phi Beta Kappa chapter in 1920, the second at any Northwest college, marked Whitman's growing reputation.

The campus's most recognizable landmark is the clock tower atop Memorial Building, which was constructed in 1899. Among recent construction projects are renovation of the Hunter Conservatory, renovation and expansion of Penrose Library, completion of the new Reid Campus Center, and construction of a new science building, fitness center and health center.

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 over 16,000 journals and houses more than 480,000 catalogued volumes. In addition, the Orbis Cascade Alliance, via the Summit online catalog, gives students and faculty prompt access to over 26 million volumes from over 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 3500 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 exceeds \$300 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.

Whitman College 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 College 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 pre-major 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 pre-major 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.

Student academic advisers (SAs) live and work in the first-year residence hall sections.

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 way of ensuring that student programs have overall coherence and take advantage of the wide range of the college's intellectual resources, without enforcing lockstep 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 program 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 pre-major 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
- 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 individually 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 grade point average of at least 2.000 in each subject area of the major. A student with an individually planned major must maintain a grade point average 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.

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 sixteen 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 twelve 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 sixteen 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 twelve semester credits for a major requiring thirty-six semester credits. Some departments have set a more restrictive limitation; 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 thirty 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 man-

datory 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 towards the 124 credit degree requirement, 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
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 in both) Microeconomics Macroeconomics	4	Economics 107
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	4	German 205
score of 5	8	German 205, 206
Government & Politics American	4	None
Comparative	4	None
History (score of 5) American	6	History 105, 106
European	3	History 179
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 Theory	3 2	Music 150 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.

<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 (score of 6, 7)	4	Econ 107
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 179
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 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 twelve and no more than eighteen 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 8 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.

Non-degree-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. Non-degree-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 non-degree-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. Non-degree-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. Non degree-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 tenth 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 incurred.

Withdrawals. If a student withdraws from a course or from the college after the sixth week but prior to the end of the tenth 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

The P-D-F option enables students to enter areas of study comparatively unfamiliar to them without the potential of lowering their overall 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 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 tenth week of the semester, students may, after consultation with their advisers, change their registration for selected classes to a P-D-F basis. Students who register for a course on a P-D-F basis will be assigned a grade of P if they earn a grade of not less than C-. If a D or F grade is earned, those grades will be recorded as for any graded course and used in the computation of the grade-point average.

A student must complete a special form, have it signed by his or her adviser, and file it with the Registrar during the tenth 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 tenth 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 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:

Book Arts, ArtS 140, 240, 340	\$85
Ceramics, ArtS 130, 230, 330	\$100
Drawing, ArtS 115	\$25
Drawing, ArtS 215, 315	\$40
Digital Media, ArtS 180, 280, 380	\$150
Introduction to Studio and Design, ArtS 127	\$50
Painting, ArtS 167, 267, 367	\$85
Photography, ArtS 123, 223, 323	\$150

Printmaking, ArtS 170, 270, 370	\$95
Sculpture, ArtS 160, 260, 350	\$125
Senior Studio Art Seminar, ArtS 480	\$40
Honors Thesis, ArtS 498 applicable fee for the area of the honors thesis (studio) work (e.g., honors thesis in print- making = \$95)	
Thesis in Studio Art, ArtS 491, 492 applicable fee for the area of the thesis work (e.g., thesis in ceramics = \$100)	
Special Projects, ArtS 101, 10, 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.	
Art History 257-260,	variable
Asian Studies 201-204,	variable
Individual Projects, ArtS 421, 422 see Special Projects fees in course description	
Biology 279, minimum	\$150
Chemistry 140	\$25
Chemistry: a glassware/equipment breakage fee will be charged at the end of each semester for each semester laboratory course, if a stud- ent has broken more than \$10 worth of mate- rial.	
Dance 101, per semester	\$110
Environmental Studies 260, per semester	variable
Geology 158, 240, 358, per semester	variable
Music 241, 242	\$20
Music 480	\$280
Music 163, 164, 263, 264, 363, 364, 463, 464 (see	<i>Applied Music Fees</i>)
Sport Studies, Recreation and Athletics 242, per semester	\$500
Sport Studies, Recreation and Athletics 226, per semester	\$275
Sport Studies, Recreation and Athletics 387, per semester	\$250
Sport Studies, Recreation and Athletics 112, 113, 114, 115, 212, 214, 312, 314, per semester	\$225
Sport Studies, Recreation and Athletics 116, 240, 380, per semester	\$175
Sport Studies, Recreation and Athletics 139, 140, per semester	\$150
Sport Studies, Recreation and Athletics 138/238, per semester	\$115
Sport Studies, Recreation and Athletics 117, 217, per semester	\$80
Sport Studies, Recreation and Athletics 118, 218, per semester	\$75

Sport Studies, Recreation and Athletics 308, per semester	\$45
Sport Studies, Recreation and Athletics 395, per semester	\$30
Sport Studies, Recreation and Athletics 127, 390, per semester	\$25
Sport Studies, Recreation and Athletics 119, per semester	\$20
Sport Studies, Recreation and Athletics 200, per semester	\$15

Applied Music Fees

One lesson a week in voice, piano, organ, stringed instrument, or wind instrument is \$280 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.

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 sixty 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 grade-point average of 2.000 during the second semester of the first year and subsequently.
3. Subsequent to the first year earn a minimum of twenty-four 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 twenty-four 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 fifty-seven degree credits, whichever occurs first.
5. Maintain a minimum cumulative grade-point average 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 grade average of 2.000 in each subject area of the major.

Transfer students, to be in good standing, must meet the minimum grade point average 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.

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 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 the parents or any information contained therein; confidential letters and statements of recommendation which were placed in the education record prior to January 1, 1975, if such letters or statements are not used for purposes other than those for which they were specifically intended; and in situations where the student has signed a waiver of right to access to confidential recommendations respecting admission to the college, application for employment, and the 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, 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 twelve 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 grade-point average of at least 3.650 in not fewer than thirty credits of which twenty-four 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 grade-point average of 3.900 with no course grades of failure; *magna cum laude* to students who have achieved a grade-point average of at least 3.800 and no course grades of failure; *cum laude* to students who have achieved a grade-point average 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 sixty 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 eighty-seven 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 grade-point average of at least 3.300 on all credits earned at Whitman and a grade-point average 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 an acceptable copy of this thesis or report in the college library not later than two weeks prior to the beginning of final examination 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 ten 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.

Special Programs

Center for Teaching and Learning

Director: Keith Farrington

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 (http://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

Adviser: Susan Holme Brick

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 Brick, Director of International Programs, or the appropriate 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 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 8 (for fall and full year programs), April 10 (for summer programs) and September 12 (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 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 financial aid that they receive through Whitman College to the fees of affiliated study abroad programs.

Associated Kyoto Program

Adviser: Akira Takemoto

Whitman College, along with fourteen 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 pre-modern Japanese art, history, or literature. The application deadline for 2007-08 is January 24, 2007.

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 fall semester 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.

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 and taking courses related to Botswana and Africa as a whole.

The School for Field Studies

Adviser: Robert Carson

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 Management in Australia; Marine Mammal Conservation and Coastal Ecosystems in Mexico; Sustaining Tropical Ecosystems in Costa Rica; and Wildlife Management in Kenya.

School for International Training in India

Whitman College is affiliated with the SIT program in Jaipur, India, located in the northern state of Rajasthan. Through SIT students study Hindi, Indian 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 AsnS 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 2008.

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.

CET Harbin

The CET Harbin program offers an intensive Chinese language program for advanced students of Mandarin at Harbin Institute of Technology located in northeastern China. Each student enrolls in a one-on-one tutorial with a Chinese scholar that is custom designed around a topic of interest to each individual student.

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

Through CIEE, Whitman students interested in Chinese language and area studies may study at the National Chengchi University in Taipei, Taiwan. In addition to intensive Chinese language, students may enroll in elective courses taught in English.

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.

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.

Middlebury in Spain

Through Middlebury College qualified Whitman students may attend one of three universities in Spain: La Universidad Internacional SEK in Segovia; La Universidad de la Rioja in Logrono; or the Universidad Carlos III in Getafe. Students may also attend Middlebury's School in Spain designed for U.S. undergraduates who wish to study together in Madrid and live with Spanish hosts.

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 non-affiliated 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

Adviser and Chairperson: Michelle Janning; Domestic Off-Campus Study Committee Members: Keith Farrington, Nina Lerman, R. Pete Parcells, Scott Shields; Ex Officio Members: Susan Buchanan, Robert Tobin, Ron Urban

Approximately one semester of academic credit is awarded for completion of any of three programs of off-campus study and internship.

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: IT-Telecom Policy, Gender and Politics, International Business and Trade, Security vs. Liberty, Transforming Communities, American Politics, Public Law, Foreign Policy, Economic Policy, Justice, The Arts, Peace and Conflict Resolution, and International Environment and Development. Each of these programs consists of seminars, an internship, and a research project.

The Chicago Urban Studies Program 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 an internship with professionals in a supervised placement.

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: Shu-chu Wei-Peng

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 will also be provided. No Whitman College credit is granted for participation in this program. A minimum of one year of study in the Chinese language is strongly recommended.

Combined Plans

Engineering and Computer Science

Adviser: Robert Fontenot

Whitman College is associated with the California Institute of Technology, the Columbia University School of Engineering and Applied Science, Washington University in St. Louis, Duke University School of Engineering, and the University of Washington in combined programs for liberal education in engineering and computer science.

The plans require five years of study. The first three years are spent at Whitman College and the last two years at the engineering school, where the student completes courses in engineering or computer science. 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 the successful completion of the program: the degree of Bachelor of Arts by Whitman College and the degree of Bachelor of Science by the engineering school.

For admission consideration, the five schools require a recommendation by Whitman College at the end of the student's three years here. To obtain a recommendation from Whitman College to one of the engineering schools, a student must satisfy the following requirements during his or her three years at Whitman College.

- (a) Earn at least 93 credits and spend three years at Whitman (62 credits and two years for transfer students) with a Whitman GPA of at least 3.0.
- (b) Complete the Core, required of all first-year students.
- (c) Complete the General Studies Distribution Requirements at Whitman College. Students should consult Professor Fontenot because several of the engineering schools have distribution requirements that are more restrictive than those at Whitman. In particular, it is strongly recommended that students without equivalent AP credit take English 110 or 210.
- (d) Complete certain math/science courses, including those listed below, with a cumulative GPA at Whitman in these courses of at least 3.0 and no grade below C (2.0).

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

Students must declare a 3-2 mathematics-physics major, a 3-2 mathematics-computer science major, a 3-2 BBMB major, or a 3-2 chemistry major before the end of their fourth semester in residence at Whitman in order to be eligible to transfer to one of the Combined Plan schools the following academic year (transfer students must declare their 3-2 major before the end of their second semester in residence at Whitman). Students interested

in aspects of bioengineering or biomedical engineering closely related to biochemistry or molecular biology should declare a 3-2 BBMB major. Students interested in chemical engineering should declare a 3-2 chemistry major. Students interested in computer science or computer engineering normally declare a 3-2 mathematics-computer science major. Other 3-2 students should declare a 3-2 mathematics-physics major. Students in the 3-2 program have Mr. Fontenot as major adviser and, if appropriate, a second major adviser in a science department.

Required Mathematics and Science Courses

- (1) All 3/2 Engineering and Computer Science Program students must take Chemistry 140 (or 125, 126, 135, 136); Mathematics 167, 225, 244; and Physics 155, 156. Students interested in Caltech should take, in addition, Physics 245, 246, 255, and 256.
- (2) Students who wish to complete the 3/2 Chemistry major must complete a degree in chemical engineering. They take the courses listed in (1); Chemistry 240, 245, 246, 250, 345, and 346; and Mathematics 235, 236, 300. In addition, Chemistry 320 is recommended.
- (3) Students who wish to complete the 3/2 BBMB major must complete a degree in biomedical engineering or bioengineering. They must take the courses listed in (1); Biology 111, 205; Chemistry 245, 246, and 250; and BBMB 325, 326, 335 and 336. In addition, Mathematics 300 is strongly recommended.
- (4) Students who wish to complete the 3/2 Mathematics-Computer Science major must complete a degree in computer science or computer engineering. They must take the courses listed in (1); Mathematics 235, 236, 270, 300; and either Mathematics 358 (this is the recommended choice) or Mathematics 467.
- (5) Students who wish to complete the 3/2 Mathematics-Physics major must complete a degree in a physical branch of engineering; or in computer science, industrial engineering, operations research, or a closely related field. They must take the courses listed in (1); Mathematics 235, 236, 300; and Physics 245, 246, 255, 256. It is strongly recommended that students interested in electrical engineering also take Physics 335. Students who wish to major

in civil or mechanical engineering at the University of Washington or at Washington University in St. Louis should also take Physics 347 and, if possible, statics and mechanics of materials at another college or university, perhaps in summer school or in Washington University's January Intensive Courses Program.

Law

Advisers: Jan Crouter (Economics); Patrick Frierson (Philosophy)

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 pre-law 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 Inter-disciplinary Legal Education* early in the first semester of their junior year by notifying the pre-law 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 of Duke University, Durham, North Carolina.

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 Adminis-

tration (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 7 additional credits in courses above the 200 level; Chemistry 125, 126, 135, 136, or 140; Economics 107 or 109; 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 107 or 109; 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

Advisory Committee: The Domestic Off-Campus Programs Committee

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 GPA 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 8 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 GPA 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, 310, and 488. A year of physics (eight semester credits) is also required, which may be satisfied with Whitman's Physics 155, 156, 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, 156 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 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. See education department faculty for details.

Malheur Field Station

Advisers: Robert Carson, Charles Drabek

The Malheur Field Station is located on the Malheur National Wildlife Refuge south of Burns, Oregon. 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 1 to 4 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. Much

depends on a leadership that has “learned how to learn,” so that there is someone to meet the challenge of occupations and careers that are perhaps yet to be invented.

Whitman cannot and does not promise that its graduates will “begin at the top.” Some may undertake career apprenticeships or menial (hopefully not mundane) tasks after graduation. But 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, 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. 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 107, 227, 268, and 327

Mathematics 125, 126

Major study in politics, economics, or sciences

Dentistry

Charles Drabek (Biology)

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 *Admission Requirements of American Dental Schools*, a copy of which is in the office of the pre-dental adviser. 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 <http://www.adea.org>. It has links to dental schools. The site of the American Dental Association is <http://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, 250 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 (Oregon) require biochemistry (BBMB 325).

Physics 135, 136, 155, 156

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

Jan Crouter (Economics)

Patrick Frierson (Philosophy)

Whitman does not have and does not recommend a formal pre-law 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 Pre-Law 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 pre-law 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

Barbaraella Frazier (Library)

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 librarians listed above are available to discuss graduate school preparation and career possibilities with interested students.

Medicine

Jean Carwile Masteller (English)

James Russo (Chemistry)

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 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). One year organic chemistry with two credits of laboratory (Chemistry 245, 246 and Chemistry 250)

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

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 (Biology 309 may serve as a substitute).

Since writing ability is assessed as one of the four major Medical College Admission Test (MCAT) areas, and Verbal Reasoning is also 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 should be followed in preparation for the application to medical schools:

1. After the opening week orientation meeting, contact a member of the advisory committee and see that person at least once a semester through the sophomore year.
2. Early in the Spring semester of the junior year, make an appointment with the chair of the committee; set up a candidate file and establish a sequence of meetings to complete your file and prepare for the advisory committee interview.
3. Prepare to take the MCAT in April or August during the junior or senior year, depending upon when you plan to enter medical school.
4. Obtain evaluation forms from the committee chair during the spring semester 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 (www.aamc.org/students/amcas/start.htm).
6. Contact the chair between July 1- Sept 1 to set up an interview time. An interview with the advisory committee is required for the college to provide the composite letter requested by the medical schools. Interviews are held between the first day of Fall classes and Nov. 15. The committee cannot guarantee an interview if you do not schedule a time before Sept. 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.

- At the time of the interview, provide the chair of the committee with a list of schools (with complete addresses) to which you are applying.

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

Lee D. Thompson (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 non-majors alike. More than sixty 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 107, 268
 Environmental Studies 120
 History 297
 Mathematics 128
 Politics 118, 179, 219, 309, 313, 317
 Sociology 110, 207, 208

Social Work and Human Services

Keith Farrington (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 107
 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 (Interim 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 well prepared for graduate studies in sport studies or for a career.

Sport studies theory courses at Whitman offer introductions to the scientific, philosophical, administrative, and methodological foundations of physical education and sport. Practicums allow students to design and pursue supervised teaching, coaching and other sport leadership experiences. Certification courses assure that students meet common requirements in the field.

Suggested Courses:

Biology 120
 Sport Studies, Recreation and Athletics 200, 308, 325, 327, 335, 340, 380, 390, 397, 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

Tom Hines, 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

Charles Drabek (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 homepage at <http://aavmc.org>. The site of the American Veterinary Association is <http://www.avma.org>.

Pre-veterinary students should contact the adviser early in their first year of study and learn the pre-veterinary 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, 250, BBMB 325**

Mathematics 125*, 126*, 128*

Physics 135*, 136, 155*, 156

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

**Washington State University requires only one semester of physics and allows biochemistry to be taken on its campus the summer before enrolling.

+

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.
Timothy V. Kaufman-Osborn, 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.
Robert D. Tobin, 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 the Catalog.

Students registering for courses in the 2006-2007 academic year should read the appropriate 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 year-long courses in which the first semester is not a prerequisite for the second; numbers ending in 5, 6 indicate year-long 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 Whitman homepage.

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, Education 248, English (except 150, 250, 251, 310, 320, 321, 322), Environmental Studies 247, 340, 347, 349, 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, EnvS 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, 245, 246, 385, 386; Psychology 210; Sociology 208.

6. Two courses designated as fulfilling the requirement in Alternative Voices. These courses include: General Studies 245; Anthropology 219, 231, 233, 238, 250, 257, 258, 259, 358; Art History 208, 240, 243, 246, 247, 248, 329, 340; Asian Studies—all courses; Chinese—all courses; Classics 140; French—courses numbered above 206; Gender Studies 100; German—courses numbered above 206; Greek 391, 392; History 109, 110, 114, 127, 128, 188, 210, 212, 223, 226, 241, 247, 248, 268, 272, 283, 287, 300, 301, 310, 322, 323, 325, 344, 346, 347, 349, 370, 371, 377, 381, 382, 383, 384, 387, 389, 393, 488, 490, 494, 495; Japanese—all courses; Latin 391, 392; Music 160, 310, 354; Philosophy 225, 235; Politics 157, 242, 258, 259, 268, 300, 313, 328, 335, 338, 348, 359, 367, 458; Psychology 239, 335; Race and Ethnic Studies 301; Religion 207, 209, 217, 221, 222, 250, 251, 337, 343, 347, 349, 358; Rhetoric 240, 340; Sociology 258, 267, 271; Spanish—courses numbered above 206; World Literature 227, 309, 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 Office, the Office of Domestic Off-Campus Programs 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 ArH 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.

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 year-long 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: J. Davis, Hanrahan, Kim, Walters** **Spring: Biswas, Clearfield, Kim**

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 “non-western,” 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

Jason Pribilsky, *Chair*

Charles F. McKhann

(on Sabbatical, Fall 2006

Leave of Absence, Spring 2007)

Gary Rollefson

Known as the “holistic science to humankind,” 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 thirty-six 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 thirty-six credits in anthropology to include Anthropology 101, 102, 318, 490, 491 and 492 (or 498); plus twenty additional credits including at least one course from two of the following clusters: (219, 257, 258), (250, 259), and (233, 239, 240, and 249). 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 Pribilsky

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 2006-07

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
x, 4 Rollefson

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
4, x 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, x Rollefson

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; not offered 2006-07

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.

248 Native Cultures of North America
4, x Karson

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: social science or alternative voices.

249 Prehistoric Background to Western Civilization
x, 4 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.

250 Las Américas: Contemporary Latin American Anthropology

x, 4

Pribilsky

This course will explore what has been the described as the “hallmark of Latin American modernity”: an interweaving of indigenous traditions, Catholic colonial Hispanic traditions, and the modern nation-state. Using ethnographies, novels, and films, topics covered will be those that have been of long standing interest to anthropologists working in the region, including peasant society and rural transformations, urbanization, religious syncretism, race/ethnicity, and gender, combined with contemporary issues currently shaping the region: migration and transnationalism, social movements (indigenous, environmental, human rights), and Latin America’s positionality in the global economy. Emphasis will be placed on Hispanic Latin America, excluding the Caribbean and Brazil. Distribution area: social science or alternative voices.

257 Chinese Society and Culture

4; not offered 2006-07

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: social science or alternative voices.

258 Peoples of the Tibeto-Burman Highlands

4; not offered 2006-07

An introduction to the society and culture of the Tibetan, Yi, Naxi, Jingpo, and other peoples living in the region of southwest China, northern Mianmar (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: social science or 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

4; not offered 2006-07

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 2006-07

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; not offered 2006-07

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

Pribilsky

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 2006-07

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

4; not offered 2006-07

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 Culture, Health, and Healing: Medical Anthropology

4; not offered 2006-07

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 will 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, students will assess the usefulness of applying the perspectives and methods of medical anthropology to the concerns of public and international health.

337 Doing Ethnographic Fieldwork: Researching and Writing Culture

4; not offered 2006-07

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 of about a group of people or cultural phenomena. Methods will include: mapping, linguistic 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.

347 Special Topics in Anthropology

1-4

347 Special Topics: The Anthropology of Food and Nutrition

4, x

Pribilsky

Through a combination of lectures and seminar discussions, this course explores the importance of food and foodways in an anthropological perspective. Using a variety of approaches (including biocultural analyses, symbolic anthropology, and political economy) and a variety of case studies, we will address

complex relationships between food and culture in the past and in the contemporary world. Topics may include: nutrition and human evolution, hunger, the effects of dietary change on health, globalization, obesity, breastfeeding, eating disorders, fasting and food abstinence, health food movements and alternative consumption regimes, food insecurity and famine, food-as-medicine, food and identity, and body image and the symbolism of human fat. Attention will also be paid to the work of applied anthropology and the research methods anthropologists commonly employ in the study of food and foodways.

347B ST: Museums and Monuments: Representation in the 21st Century

x, 4

Karson

This course explores the contemporary museum and commemorative space as places of reckoning, examining the historical legacies and forms of representation that created the museum trope. Seen largely as repositories for art and artifacts, museums and cultural centers have come to mean and interpret multiple facets of society. Resistance to that trope has allowed for new forms of museum space to be developed and reproduced, while remaining social and political nodes of contact. Students will examine these forms of representation while seeking connective ties within anthropology. Particular attention will be paid to the growth of the tribal museum in Native American homelands today.

358 Sex and Gender in Anthropological Perspective

4; not offered 2006-07

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.

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

1, x

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 to 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 2006*

(on *Sabbatical, Spring 2007*)

Ben Bloch

Charly Bloomquist

Keiko Hara, *Chair, Spring 2007*

Kevin Johnson

Courses provide the background for the practicing artist, for the teacher of studio art, and for leisure uses of art. A student may select an emphasis in studio art in the major or minor study programs.

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

The major: A minimum of thirty-seven credits including: ArtH 103, ArtH 229 and one course dealing with non-modern art history

(e.g. Asian Art, Renaissance Art, Greek and Roman Art, Aesthetics). ArtS 115, 127; 130 or 160; one other beginning level ArtS class, one intermediated level ArtS class, one advanced level ArtS class in the area of your concentration, ArtS 480, 491, 492. The completion of an advanced level class and ArtH 229 are *prerequisites* for 480, 491 and 492. During the fall semester of the junior year, students will be required to present for evaluation, a portfolio of art work that was completed while taking the studio foundation classes. The portfolio is a *prerequisite* for taking ArtS 491, 492.

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

The minor: A minimum of twenty-one credits including: ArtH 103, ArtS 115, 127, plus nine credits from beginning level ArtS 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 course.

For the art major with an art history and visual culture studies 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 department.

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

101, 102 Special Projects

2 or 3, 2 or 3

Staff

Projects for the beginning student in art to work in a group in a specific field. *Fee required* for book arts (\$60, \$80), ceramics (\$70, \$100), painting (\$60, \$85), photography (\$150, \$150), printmaking (\$65, \$95), or sculpture (\$85, \$125).

115 Beginning Drawing

3, 3

Fall: Johnson, Staff; Spring: 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:* \$25.

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

Provides a working knowledge of the mechanics of the camera and the basic skills necessary to develop black-and-white film and print photographs. Weekly lectures and assignments will consider and experiment with various issues in photography such as composition, point of view, documentation, and the relationship of subject and viewer. In addition to weekly assignments, students will participate in a group show of their works. *Prerequisite:* consent of instructor. *Fee:* \$150.

127 Introduction to Studio and Design**3, 3****Fall: Bloch, Staff; Spring: Bloch**

An exploration of the basic qualities of two- and three-dimensional design. Emphasis on activities that focus on the making and criticism of visually oriented works in response to specific assignments. Students will use a variety of media, techniques and concepts that may include drawing, painting, printmaking, sculpture, and book arts. There will be lectures, demonstrations, slide presentations, and field trips as needed. This course is open only to first and second year students, or by consent of the instructor. *Fee:* \$50.

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 Book Arts Immersion**3, 3****Staff**

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:* \$85.

160 Beginning Sculpture**3, 3****Johnson**

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****Fall: Johnson, Hara;****Spring: Johnson, Staff**

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****Staff**

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:* \$95.

180 Beginning Digital and Time-Based Media**3, 3****Bloch**

This course provides a general introduction to the skills and techniques necessary to create digital artwork. Lectures and demonstrations will give a contemporary context for digital art. Students will complete outside projects and participate in classroom critiques of their work. Two two-hour sessions per week. *Prerequisite:* none. *Fee:* \$150.

201, 202 Special Projects**2 or 3, 2 or 3****Staff**

Projects for the intermediate student in art to work in a group in a specific field. *Fee required* for book arts (\$60, \$85), ceramics (\$70, \$100), painting (\$60, \$85), photography (\$150, \$150), printmaking (\$65, \$95), or sculpture (\$85, \$125).

205 Special Topics in Studio Art**1-4, 1-4****Staff**

This course will explore selected topics in Studio Art at the intermediate level.

205 Special Topics: A New Genre Art from 1960's to Present**3, x****Bloch**

This special topics course would serve as a comprehensive survey of performance, time-based, and digital art, from the 1960's to present, with a focus on innovations and new directions in art over the past two decades. The course would make concentrated use of Linda Weintraub's textbook, "In The Making: Creative Options for Contemporary Artists," and would also include a minimized studio element. A short list of artists and artist's collectives that would be covered (both in and outside of the Weintraub book) are: Charles Ray, Gillian Wearing, Mathew Barney, Bill Viola, Isaac Julien, Thomas Kinkade, Pippilotti Rist, Alix Lambert, Marcia Lyons, William Kentridge, Chris Burden, Daniel Joseph Martinez, Spike Jonze, Christian Marclay, Paul McCarthy, Xu Bing, Critical Art Ensemble, Gelatin, Marin, Abramovic, David Hammonds, and others.

215 Intermediate Drawing**3, 3****Hara**

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:* ArtS 115 or consent of instructor.

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

Designed for students with the basic skills necessary to process and print black and white images. Various film format sizes and image-making processes will be introduced. Students will be expected to experiment with alternative methods of photographic image gathering. Students will participate in a group show and prepare a slide portfolio of their work. *Prerequisite:* ArtS 123 or consent of instructor. *Fee:* \$150.

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:* ArtS 130 or consent of instructor. *Fee:* \$100.

240 Intermediate Book Arts**3, 3****Staff**

The course focuses on various binding and typography for the student who desires to develop further experience in Book Arts. Course will contain multi-leveled individualized attention. *Fee:* \$85. *Prerequisite:* ArtS 140 or consent of the instructor.

260 Intermediate Sculpture**3, 3****Johnson**

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:* ArtS 160 or consent of instructor. *Fee:* \$125.

267 Intermediate Painting**3, 3****Hara**

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:* ArtS 167 or consent of instructor. *Fee:* \$85.

270 Intermediate Printmaking**3, 3****Staff**

This course will explore intermediate level skills and techniques of printmaking as a vehicle for visual expression including non-traditional approaches. Various processes will be covered and include intaglio, relief, lithography, and/or serigraphy. Two two-hour studio sessions per week. *Fee:* \$95. *Prerequisite:* ArtS 170 or consent of instructor.

280 Intermediate Digital and Time-Based Media**x, 3****Bloch**

This course will explore the skills and techniques necessary to create digital artwork at an intermediate level. Lectures and demonstrations will give a contemporary context for digital art. Students will complete outside projects and participate in classroom critiques of their work. Two two-hour sessions per week. *Prerequisites:* ArtS 180 or consent of instructor. *Fee:* \$150.

301, 302 Special Projects**2 or 3, 2 or 3****Staff**

Projects for the advanced student in art who will work in a group in a specific field of book arts, ceramics, drawing, painting, photography, printmaking, or sculpture, under supervision of the particular teacher concerned. *Fee required* for book arts (\$60, \$85), ceramics (\$70, \$100), painting (\$60, \$85), photography (\$150, \$150), printmaking (\$65, \$95), or sculpture (\$85, \$125). *Prerequisites:* none.

305 Special Topics in Studio Art**1-4, 1-4****Staff**

This course will explore selected topics in Studio Art at the advanced level.

315 Advanced Drawing**3, x****Hara**

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:* ArtS 215 or consent of instructor.

323 Advanced Photography**3, 3****Bloomquist**

Designed for the advanced student with a working knowledge of the fundamentals of photographic image making. Various photographic films and emulsions will be used to produce non-traditional images. Students will participate in a group show and submit a slide portfolio. ArtS 323 may be repeated for credit. *Prerequisite:* ArtS 223 or consent of the instructor. *Fee:* \$150.

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. ArtS 330 may be repeated for credit. *Prerequisite:* ArtS 230 or consent of instructor. *Fee:* \$100.

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

Further development and exploration in the use of various traditional and non-traditional book arts methods. The student's individual interests and directions will be taken into account. ArtS 340 may be repeated for credit. *Prerequisite:* ArtS 240 or consent of instructor. *Fee:* \$85.

350 Advanced Sculpture**3, 3** Johnson

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. ArtS 350 may be repeated for credit. *Prerequisite:* ArtS 260 or consent of instructor. *Fee:* \$125.

367 Advanced Painting**3, 3** Hara

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. ArtS 367 may be repeated for credit. *Prerequisite:* ArtS 267. *Fee:* \$85.

370 Advanced Printmaking**3, 3** Staff

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. ArtS 370 may be repeated for credit. *Prerequisite:* ArtS 270 or consent of the instructor. *Fee:* \$95.

380 Advanced Digital and Time-Based Media**x, 3** Bloch

This course will explore the skills and techniques necessary to create digital art work at an advanced level. Lectures and demonstrations will give a contemporary context for digital art. Students will complete outside projects and participate in classroom critiques of their work. Two two-hour sessions per week. *Prerequisites:* ArtS 280 or consent of instructor. *Fee:* \$150.

421, 422 Individual Projects**2 or 3, 2 or 3** Staff

Projects for the advanced student in art in the fields of book arts, ceramics, drawing, painting, photography, printmaking, or sculpture, or other art media at the advanced level, under supervision of

the particular teacher concerned. *Fee required* for book arts (\$60, \$85), ceramics (\$70, \$100), painting (\$60, \$85), photography (\$150, \$150), printmaking (\$65, \$95), or sculpture (\$85, \$125). *Prerequisites for studio projects:* ArtS 115, 127, or 215 and at least the beginning and intermediate classes in the studio area that the individual projects will explore. *Consent* of the supervising instructor.

480 Senior Studio Art Seminar**2, x** Staff

Preparation for the thesis show and defense. Contemporary art issues explored through readings and visual assignments. In addition, the seminar will explore the workings of the art world. Among the practical concerns to be addressed will be setting up a studio; writing resumes, letters, and grant applications; and finding internships, graduate programs, and artists colonies. *Fee:* \$40.

491, 492 Thesis in Studio Art**3, 3** Fall: Timm-Ballard and Hara
Spring: Hara and Staff

Required of, and open only to, senior art studio majors. ArtS 498 may be substituted for the second semester of the sequence. Taken during the fall and spring semesters of the senior year. Devoted to the preparation of a body of work in the student's area of concentration. Regular meetings, critiques, participation in a senior thesis exhibition, and an oral defense are required. *Prerequisites:* ArtH 229, ArtS 115, 127, and completion of an advanced-level class in the area of concentration. *Fee required* matches fees associated with advanced class in area of concentration.

498 Honors Thesis**3, 3** Staff

Designed to further independent investigation leading to the preparation of a written thesis or research project in art history or the studio arts. *Required of* and limited to senior honors candidates in art. *Prerequisites:* admission as honors candidate in Studio Art plus ArtH 229, ArtS 115, 127, 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*

Marie Clifford (*on Sabbatical, Fall 2006*)

Roslyn Hammers (*on Sabbatical, Spring 2007*)

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 thirty-six 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 thirty-six credits, including ArtH 103, 490, at least one 300-level course and one non-Western 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 eighteen credits, including ArtH 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

x, 4

Clifford

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

4; not offered 2006-07

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 nineteenth- and twentieth-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 2006-07**

A study of the emergence and development of American visual culture from the colonial era to the end of the nineteenth 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 2006-07**

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
x, 4**

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 will also 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, x**

Crockett

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 ArtH 103.

**228 Modern Art: 1874-1924
4, 4**

Staff

Issues of modern visual culture in Europe and the USA 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*: ArtH 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*: ArtH 103 or consent of instructor.

**240 Introduction to East Asian Art
4, x**

Hammers

A survey of art production in various media in China and Japan. This course will investigate the intersections between art and society, specifically considering the roles of politics and patronage. The course will cover the time period from Neolithic to the twentieth century. Designed for first- and second-year students. Two exams, and several written assignments required. Distribution area: fine arts or alternative voices.

**241 Environmental Aesthetics
4; not offered 2006-07**

Beginning with an examination of the relation between the concepts of "beauty" and the "sublime" in Edmund Burke, Kant, Emerson, Thoreau, and Heidegger, we will explore the work of art as constituting an interface between nature and culture. We will then move on to the work of specific artists that articulate this interface, including the "land art" movement and Maya Lin. We will conclude by exploring how a garden can be a work of art. The final project will be designing your own garden. May be elected as Philosophy 241.

**243 The Book in Asia
4; not offered 2006-07**

A study of the development of illustrated books and manuscripts in the Indic subcontinent and China. This course will examine the relationship between text and image in both printed and painted media as well as the historical circumstances for the transmission of knowledge in writing and in the display of visual materials. A research paper, two presentations, exams and class participation are required. Distribution area: fine arts or alternative voices.

246 Introduction to South and Southeast Asian Art

4; not offered 2006-07

A survey of the developments in the architecture, sculpture, and painting of India, Pakistan, Nepal, Cambodia, Vietnam, Thailand, Burma, and Indonesia. This course will examine the effects of religion and social structures on art production. Designed for first- and second-year students. Two exams, and several written assignments required. Distribution area: fine arts or alternative voices.

247 Asian Architecture

4; not offered 2006-07

A study of the methods of formal and historical analysis as applied to Asian architecture. This course is devoted to the variety and complexity of architectural traditions in Asia in an effort to understand their structure and function within specific cultural contexts. Two exams, one paper, and a presentation are required. Distribution area: fine arts or alternative voices.

248 Ways of Seeing: An Introduction to Japanese Art and Aesthetics

x, 4 Takemoto

The literary, visual, and performing arts of Japan. As we survey the traditional arts of Japan from prehistoric 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 2006-07

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

4

329 Gender in Contemporary Visual Culture

x, 4 Clifford

This course examines how concepts of masculinity and femininity are produced and defined visually. We will examine how artists of the late twentieth 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.

340 Modernity and Nationalism in Asian Art

4, x Hammers

This course is designed to challenge students to regard the nature of modern art as a dialogue between the West and Asia, as a type of art production that is not the exclusive property of post-industrial countries. We will begin by examining the Western modern artists' adaptations of non-Western art forms as a means to register criticism of their own culture. We will then consider the art production and theory of post-colonialist Asia, its critical relationship to indigenous traditions, modernity and post-modernity. Two presentations and a paper are required. *Prerequisite:* AsnS 160, ArtH 246, or consent of instructor. Distribution area: fine arts or alternative voices.

355 German Visual Culture: 1871-1937

4; not offered 2006-07

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:* ArtH 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.

421, 422 Individual Projects

2 or 3, 2 or 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

Hammers

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 ArtH 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

Akira R. Takemoto, *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 GPA 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 fine arts, humanities, social science and alternative voices (selected courses) distribution areas.

In addition, Asian Studies majors must complete at least twenty-eight credits, of which sixteen 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):

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

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

- 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.

- Anth 219 *Chinese Religion* (2, d)
 Anth 233 *Archaeology of East Asia* (1, 2, d)
 Anth 257 *Chinese Society and Culture* (2, d)
 Anth 258 *Peoples of the Tibeto-Burman Highlands* (2, 4, d)
 ArtH 240 *Introduction to East Asian Art* (1, 2, b)
 ArtH 243 *The Book in Asia* (2, 3, b)
 ArtH 246 *Introduction to South and Southeast Asian Art* (3, b)
 ArtH 247 *Asian Architecture* (1, 2, 3, b)
 ArtH 248 *Ways of Seeing: An Introduction to Japanese Art and Aesthetics* (1, b)
 ArtH 340 *Modernity and Nationalism in Asian Art* (1, 2, 3, b)
 ArtS 301, 302 *Special Projects in Asian Art* (b)
 AsnS 200 *Summer Seminar in Chinese Studies* (2)
 Chin 210 *Conversational Chinese II* (summer) (2, a)
 Chin 250 *Chinese Poetry* (2, b)

- Chin 391, 392 *Independent Study in Chinese Language* (2, a)
- Hist 109 *East Asian History to 1600* (1, 2, c)
- Hist 110 *East Asian History 1600 to the Present* (1, 2, c)
- Hist 127 *Islamic Civilization I: The Early and Medieval Islamic World* (4, c)
- Hist 128 *Islamic Civilization II: The Modern Islamic World: The Ottomans to Arafat* (4, c)
- Hist 241 *Early Japanese History* (1, c)
- Hist 247 *Early Chinese History* (2, c)
- Hist 248 *Topics in Asian History* (4, c)
- Hist 300 *Gender in Chinese History* (2, c, d)
- Hist 301 *East Asian Popular Religion* (3, 4, c)
- Hist 325 *Women and Islam* (4, c)
- Hist 343 *Traditional Chinese History* (2, c)
- Hist 344 *Modern Chinese History* (2, c)
- Hist 346 *Modern Japanese History* (1, c)
- Hist 349 *Topics in Asian History* (c)
- Hist 490 *Seminar in Asian History* (1, 2, c)
- Jpns 305, 306 *Third Year Japanese* (1, a)
- Jpns 391, 392 *Independent Study in Japanese Language* (1, a)
- Pol 267 *Issues in Asian Politics* (1, 2, 3, 4, d)
- Pol 268 *South Asian Diasporas: Migration, Culture and Transnational Politics* (3, d)
- Pol 359 *Gender and International Hierarchy* (2, 3, 4, d)
- Rel 207 *Introduction to Islam* (4, c)
- Rel 217 *(Qur'an* (4, c)
- Rel 221 *South Asian Religions I: The Formative Period* (3, b, c)
- Rel 222 *South Asian Religions II: The Classical Period* (3, b, c)
- Rel 250 *Buddhist Civilizations in Asia I: South and Southeast Asia* (3, b, c)
- Rel 251 *Buddhist Civilizations in Asia II: Central and East Asia* (1, 2, 4, b, c)
- Rel 343 *Islam's Intellectual Encounter with the West* (4, c)
- Rel 347 *The Buddha* (2, 3, b, c)
- Rel 367 (cross listed as Classics 367): *Comparative Indo-European Epic* (3, b, c)
- Rel 389 *Special Topics: Esoteric Currents in Islam* (4, c)
- WLit 227 *Chinese Folk Literature* (2, b)
- WLit 317 *Classical Chinese Drama* (2, b)
- WLit 318 *Modern Chinese Literature* (2, b)
- WLit 327 *Classical Japanese Literature* (1, b)
- WLit 328 *Modern Japanese Literature* (1, b)
- WLit 388 *Special Topics: The Samurai* (1, b, c)

160 Introduction to Asian Studies

x, 4

Walters

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 disciplin-

ary 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; not offered 2006-07

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 2006-07

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

401 Special Topics: Advanced Level 4; not offered 2006-07

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.

490 Senior Seminar x, 1

Dott

Taught by an Asian Studies faculty member with guest participation by others, this course is a forum where students and faculty can read and critique each other's work. Each week one or two individuals (faculty or students) will present their thesis or other ongoing research for discussion and critique by their peers. It is hoped that this process will foster an attitude of cooperation in scholarly research, as well as result in more comprehensive and thoughtful argumentation in student and faculty writings.

491 Thesis Research 2, x

Takemoto

With the guidance of their adviser, senior majors undertake basic bibliographic research leading to the completion of a thesis in the spring semester. Required during the fall semester are a research plan, a detailed outline, a bibliography of relevant works, and a rough draft of the thesis.

492 Thesis x, 2

Staff

Senior majors record in a thesis a substantial original research project based on the previous semester's plan, outline, bibliography, and rough draft.

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*

Andrea K. Dobson, *Chair, Division III*

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 380, 391, 392, and at least four credits from 490, 498; Physics 155, 156, 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 thirty-two credits in astronomy, sixteen credits in physics, and eleven credits in mathematics. Courses completed in this major apply to the science and quantitative analysis distribution areas.

The Astronomy-Geology combined major: Astronomy 177, 178, 179, two credits of

490, one of the following: 310, 320, 330, 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 twenty credits in astronomy, twenty-three to twenty-four 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, 380, 391, 392 or 490; Physics 155, 156, 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 and 300 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 twenty-two credits in astronomy, twenty-four credits in physics, and fourteen 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 eighteen 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.

100 Fundamentals of Astronomy 4; not offered 2006-07

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 lectures and one evening lab session per week. *Not open* to physical science majors.

110 Principles of Astronomy 4, 4

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 x, 2

Sofia

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 2006-07

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 4, x

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 x, 4

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 2006-07

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 consent of instructor. *Recommended:* Physics 245. *Offered* in alternate years with Astronomy 320.

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 consent of instructor. *Offered* in alternate years with Astronomy 310.

330 Cosmology 4; not offered 2006-07

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.

380 Special Topics in Astronomy

4

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.

380 Special Topics: The Interstellar Medium

x, 4

Sofia

The topic for Spring 2007 will be: The Interstellar Medium.

391, 392 Independent Study

1-2, 1-2

A. Dobson and Sofia

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

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

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, 250; Physics 155, 156; 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.

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, 156; 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 mechanism of DNA replication, transcription and translation, the control of gene expression in procaryotes and eucaryotes, 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 including absorption spectroscopy, fluorescence spectroscopy, nuclear magnetic resonance, crystallization and x-ray diffraction. Mathematical modeling and simulation of small molecules, macromolecules, genetic networks and fluctuations in biological systems. *Co-requisite*: 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; *Co-requisite*: 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- to four-hour laboratory per week. *Prerequisite*: BBMB 335; *Co-requisite*: BBMB 326.

400 BBMB Senior Seminar x, 2

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. The epidemiology and etiology of disease, cellular targets of microbial infection, immune responses, design and mechanisms of action of antibiotic drugs, drug resistance, and the development of vaccines for disease prevention. 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.

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.

Biology

Daniel M. Vernon, *Chair*

Heidi E. M. Dobson

Ginger S. Withers

Charles M. Drabek

(on Sabbatical,

Delbert W. Hutchison

2006-07)

Kendra J. Golden

Paul H. Yancey

Christopher S. Wallace

(on Sabbatical, 2006-07)

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/Departments/Biology/Biol_HomePage.html.)

A student who enters Whitman without any prior college-level preparation in biology will have to complete fifty-two 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 thirty-five credits in biology, including Biology 111, 112, 205, 206; 215 or 277; 309, 310, 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*; and 310 *Physiology*. 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 (note: Biology 309 is recommended prior to 310), 488, and at least four additional credits in biology numbered above 200; Geology 110, 120, or 210; 320, 345, 346, 350, 360, 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 listing

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 2006-07

This is a course on bird ecology and identification designed for the non-science 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: Staff; Spring: Staff

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, non-major 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. *Co-requisites:* Chemistry 126 and 136 (unless Chemistry 140 previously completed); or consent of instructor.

112 The Biological World

4, 4

H. Dobson and Drabek

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.

120 Human Anatomy and Physiology

x, 4

Yancey

Designed for the non-biology 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 laboratory hour per week. May not be taken for credit by those who have completed Biology 310.

122 Plant Biology**x, 3****Dobson**

A field-oriented course, designed for the non-major, 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 USA. 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**x, 2****Vernon**

Designed for the non-biology 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. Several short laboratory exercises may be incorporated into classes, to help illustrate aspects of genetics and gene manipulation.

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 non-biology 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 non-science majors with special applicability for environmental studies majors.

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

Lectures (possibly with laboratories) on topics in biology not generally covered by other non-major 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 non-science majors is offered.

171A Special Topics: Sex and Evolution**4, x****Parker**

This non-majors class will approach the study of sex and sexual characteristics from an evolutionary perspective. Lectures and weekly laboratories will explore this fascinating realm of biology, while also including general lessons on evolution, the workings of science, and interpretation of scientific results. We will cover such topics as hypotheses for the evolutionary value of sexual reproduction, why two sexes (not more) are the typical number for a species, the role of sexual selection in both plants and animals, and what we can and cannot conclude about the role of sexual selection in humans. Distribution area: science with lab.

172A Special Topics: Animal Behavior**x, 4****Parker**

Intended for non-biology majors, this introduction to animal behavior will include lessons about evolution, the workings of science in general, and the interpretation of scientific results. Topics such as mate choice, migration, foraging, and offspring care will be covered in lectures and weekly laboratories.

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, 126.

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.

215 Plant Ecology**4; not offered 2006-07**

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

x, 3

Hutchison

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 and consent of the instructor. May not be offered every year. Distribution area: science or quantitative analysis.

259 Vertebrate Structure and Function

x, 4

Drabek

The comparison of structure of vertebrate systems with an emphasis on their evolution, embryology, and structural design for functional adaptations. Topics include aspects of locomotor mechanisms. The laboratories consist of dissections of organ systems of various adult vertebrates. Three lectures and one three-hour laboratory per week. *Prerequisites:* Biology 111, 112. *Offered* in alternate years.

270 Vertebrate Biology

4; not offered 2006-07

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

Drabek

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. Three lectures and one three-hour laboratory per week. Laboratory investigations utilize various field and lab techniques for data collection and written scientific reports on reduced data are required. *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. *Co-requisite:* Biol 279 Marine Biology Lab, or 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 \$150 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. *Prerequisite* or *co-requisite:* Biol 278 Marine Biology.

288 Plants and Peoples

4, x

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.

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

Yancey

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 are recommended.

320 Neurobiology

4, x

Staff

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 are recommended.

329 Developmental Biology

x, 4

Staff

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 BBMB 325 are 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, 3

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 per week. *Prerequisites:* Biology 111, 205. Biology 112 and 277 or 215 are recommended.

401, 402 Seminar

1-3, 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.

401 Seminar: Bioethics

1, x

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, *An Introduction to Bioethics* (T. Shannon, Paulist Press, 1997), and other recent sources. Students will lead most of the discussion sessions. *Prerequisite:* Biology 205.

402 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, 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, entomology, and immunology. The topic and course credit will be designated prior to registration for the semester in which a special topic is offered.

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 prospective biology-major sophomores who will 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 initial meetings (one per week) to discuss requirements of the senior year including the 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

Frank M. Dunnivant, *Chair*

Allison Calhoun

James E Russo

(*on Sabbatical,*

Ruth N. Russo

2006-07)

Deberah M. Simon

Joseph D. Geiser

Tomasso Vannelli

Timothy Machonkin

Leroy G. Wade

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 non-major may be obtained by taking Chemistry 245, 246 *Organic Chemistry*, Chemistry 345 *Physical Chemistry* 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, mass and ultraviolet spectrophotometry, 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 thirty-five 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) distribution areas.

The Chemistry major: A minimum of thirty-five credits in chemistry including:

Either Chemistry 125, 126, 135, 136, or Chemistry 140; and Chemistry 240, 245, 246, 250, 320, 345, 346, 360, 361, 362, and at least three credits of Chemistry 490 or 498.

The following non-chemistry courses are also required: Mathematics 225 and Physics 155, 156. 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: In the final semester of the senior year the student majoring in Chemistry must pass a senior assessment consisting of a two-hour oral exam on material covered in Chemistry courses required for the major and on the student's senior research project. The examining committee will consist of three faculty members from the Chemistry Department.

Certification by the American Chemical Society is optional for chemistry majors. Certified majors must meet the minimum standards for preprofessional training by completing BBMB 325 in addition to the requirements for the chemistry major.

The Chemistry minor: A minimum of nineteen credits in Chemistry, involving either of the following sequences: (1) 125, 126, 135, 136, 245, 246, 250; at least one of the following:

240, 345, 388, BBMB 325; or (2) 140, 245, 246, 250; 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, 156. 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 listing 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 non-science 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 bookbinding. 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. Offered in alternate years. 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; chemical 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. *Co-requisite:* 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; *Co-requisite:* Chemistry 126.

140 Advanced General Chemistry I 4, x

Geiser

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:* \$25.

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

Wade

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

Wade

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.

250 Organic Laboratory Techniques x, 2

Wade

Laboratory exercises covering the full range of material in the yearlong organic chemistry sequence. Topics include recrystallization, distillation, chromatography, simple and multistep synthesis, mechanisms, and spectroscopy. Two three-hour laboratories per week. *Prerequisite:* Chemistry 245; *Co-requisite:* Chemistry 246.

320 Instrumental Methods of Analysis**3, x****Dunnivant**

Designed to familiarize students with the theories and methods in instrumental procedures and significant developments in modern chemical analysis and separation techniques. Work in various spectrophotometric and chromatographic methods of analysis and separation in aqueous and nonaqueous systems. Three lectures per week. *Prerequisites:* Chemistry 240 and 250. *Pre- or co-requisite:* Chemistry 345.

345 Physical Chemistry I**3, x****Geiser**

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, and Mathematics 126 or equivalent. Mathematics 255 is recommended.

346 Physical Chemistry II**x, 3****Geiser**

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, 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 non-aqueous 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 co-requisites:* Chemistry 346.

361 Integrated Advanced Laboratory I**2, x****Wade, Dunnivant**

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, 250. *Pre- or co-requisite:* Chemistry 320.

362 Integrated Advanced Laboratory II**x, 2****Machonkin, Geiser**

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. *Co-requisite:* 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 250 or consent of instructor. *Offered* in alternate years. There is a mandatory overnight field trip at the end of the semester.

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 beginning 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 2006-07**

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 2006-07**

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 co-requisite:* Chemistry 345. *Offered* in alternate years.

**481, 482 Advanced Topics in Chemistry
1-3, 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, in appropriate scientific style, 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

Akira R. Takemoto, *Chair, Fall 2006,*
Foreign Languages and Literatures
Mary Anne O'Neil, *Chair, Spring 2007,*
Foreign Languages and Literatures
(on Sabbatical, Fall 2006)

Chinese

Shu-chu Wei-Peng

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: 205, 206 (or equivalent) plus a minimum of twelve credits 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 Elementary Chinese
4, 4****Wei-Peng, Staff**

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; not offered 2006-07**

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 Intermediate Chinese

4, 4

Wei-Peng

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; not offered 2006-07

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 2006-07

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 Advanced Chinese

4, 4

Staff

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.

391, 392 Independent Study

1-4, 1-4

Wei-Peng

For students who have completed two years or more of college level Chinese 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 206 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 2006-07

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

x, 4

Wei-Peng

Classical Chinese drama from the thirteenth 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 2006-07

Chinese poetry, drama, and fiction since the beginning of the twentieth century. Studying writings from both mainland China and Taiwan. Knowledge of pre-modern Chinese literature is not required.

Classics

Dana Burgess, *Chair*

Elizabeth Vandiver

Melinda Burgess

(*on Sabbatical,*

Bernard Fenik

Fall 2006)

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 program in classics draws on the offerings of the departments of classics, history, philosophy, politics, and rhetoric.

A student who enters Whitman without any prior college-level preparation in classics will have to complete fifty-four credits to fulfill the requirements for the classics major. Courses taken for the classics major 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 thirty-six credits as follows:

- a) Latin 205, 206 (or equivalent) **and** Greek 205, 206 (or equivalent);
- b) Classics 390 *Advanced Seminar in Classical Languages*;
- c) four credits from among the following courses: Classics 130 *Ancient Mythology*, Classics 140 *Women in Antiquity*, Classics 200 *Topics in Classical Studies*, Classics 209 *Classical Archaeology*, Classics 221 *Ancient and Medieval European Political Theory*, Classics 224 *Greek and Roman Art*;
- d) eight credits from among the following courses: Classics 201 *Ancient Philosophy*, Classics 371 *Rhetoric in Early Western Culture*, Classics 377 *Ancient Theatre*, Greek 391, 392 *Independent Study in Greek* Latin 391, 392 *Independent Study in Latin*;
- e) four credits from among the following courses: History 326 *The Hellenistic World and the Roman Empire*, History 327 *The History of Ancient Greece*;
- f) 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 Classics minor: Either Latin 205, 206 (or equivalent) or Greek 205, 206 (or equivalent) plus a minimum of twelve 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 twelve additional credits may be drawn from

the following courses: Classics 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 thirty-six credit requirement for the history major and the classics 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

130 Ancient Mythology

4, x

Fenik

Through analysis of primary literary sources students will study the structures and functions of myth in ancient cultures, Greek, Roman and Mesopotamian. Modern theories of myth will also be examined critically, 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 2006-07

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 Achilles in the Trenches: The Classical Tradition and the First World War

x, 4

Vandiver

This course examines the importance of classical literature for the British "Trench Poets" of 1914-1918. We will begin by reading key classical texts, especially The Iliad, which gave the classically-educated young Britons their primary paradigm of war. We will then move on to the British war poets themselves, and will examine both their debt and response to classical models. Finally, we will turn back to classical literature to examine the reworking of the Homeric ideal of the warrior in the plays of Euripides, and will consider

the degree to which the British view of “classics” was itself a culturally-determined construction which had changed during the war.

201 Ancient Philosophy

4, x

T. Davis

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

Morefield

This course introduces students to the history of European political theory through an investigation of classical Greek and pre-modern 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

x, 4

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 will also investigate the cultural contexts from which the art forms arise. May be elected as ArTH 224. *Open* to all students. *Offered* in alternate years.

371 Rhetoric in Early Western Culture

4; not offered 2006-07

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

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

4, x

Burgess

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. Of the

three meetings per week, one concentrates in Greek, one in Latin, and one in matters 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 the class meeting which would be inappropriate to their preparation. *Prerequisite*: either Greek 206 or Latin 206 or the equivalent of either.

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

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 2006-07

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, 4

M. Burgess

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.

205, 206 Intermediate Latin
4, 4 **Fall: Fenik; Spring: Vandiver**

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.

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 2006-07

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
4; not offered 2006-07

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'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; not offered 2006-07

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 Victor Trejo
 Vicki Lloyd

Dance is an activity category under the current activity credit limitations. Students may earn a maximum of twelve credits in dance within the sixteen 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.

101 Beginning Latin American Dance
1, 1 **Trejo**

Three different categories of Latin American Dance: salsa, merengue and cumbia. Two 50-minute classes per week. Graded credit/no credit. *Open* to all students. *Fee:* \$110.

115, 116 Beginning Modern Dance
1, 1 **Lloyd**

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.

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.

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.

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, 1 **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

Jan P. Crouter, *Chair* R. Pete Parcells
 Halefom Belay Karl H. Storchmann
 Denise Hazlett
(on Sabbatical, Spring 2007)

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 thirty-five 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 107 or 109, 227 or Mathematics 128 or Mathematics 338, Economics 307 and 308; additional work in economics to make a total of thirty-five credits; a minimum of sixteen 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 thirty-five 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 107 or 109, Economics 227 or Mathematics 128 or Mathematics 338, Economics 307, 308, 477 plus two additional courses in Economics, at least one of which is numbered 310 through 490; additional environmental studies-related courses described in the Environmental Studies listing 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 107 or 109; 307, 308, 327, 428 plus two additional courses in economics, at least one of which is numbered 310 through 490; Mathematics 167, 225, 235, 236, 244, (250 or 339), 300, 338, and three additional credits chosen from mathematics courses numbered above 200. For economics-mathematics majors, Economics 107 or 109, 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 nineteen credits to include: Economics 107 or 109, 307, 308 and two additional courses in economics including one advanced course 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 both the Principles of Microeconomics and Principles of Macroeconomics Advanced Placement tests are considered to have completed the equivalent of Economics 107, and will receive four credits in economics.

107 Principles of Economics

4, 4

Staff

This introductory course provides basic theoretical tools to enable students to analyze contemporary economic society. Topics include: production, distribution, and pricing of goods and services; determination of the level of national income; monetary and fiscal policies.

109 Principles of Economics and the Environment

x, 4

Crouter

This introductory economics course provides the same coverage of topics as Econ 107, Principles of Economics, 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 107 cannot receive credit for this course.

114 Financial Accounting

4; not offered 2006-07

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.

218 American Economic History

4; not offered 2006-07

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 107 or 109, college-level algebra.

268 Government and the Economy

4, x

Crouter

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 107 or 109.

277 Global Environmental and Resource Issues

4; not offered 2006-07

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:* Econ 107 or 109.

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 107 or 109.

294 ST: Economics of 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 and crime control. Topics include: economic costs of crime, models of criminal choice, cost-benefit analysis of allocating criminal justice resources to control criminal behavior (including discussion of privatization of the criminal justice system), the underground economy, costs and benefits of drug laws, and policies for crime prevention. Some of the current issues to be addressed may include: prison privatization, the death penalty, gun control, three strikes and you're out laws, and the legalization of criminal activities such as drug use, prostitution and gambling. Basic economic tools will be used and they will be developed as needed. One or two field trips during the semester. *Prerequisite:* Economics 107 or 109, or consent of the instructor.

294B St: Global Collective Action
x, 4 **Mascarenhas**

This course covers the principles that underlie collective action amongst nations in this era of rapid globalization. These principles are applied to diverse topics including market failures, international public goods, inequity amongst nations, global health, foreign aid, transnational terrorism, atmospheric pollution, the architecture of economic institutions, intergenerational choices and so on. Tools from the introductory economics course along with some basic game theory will be employed to analyze these issues. *Prerequisites:* Economics 107 or 109.

307 Intermediate Microeconomics
4, 4 **Fall: Storchmann; Spring: Crouter**

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 107 or 109; 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 107 or 109; 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 or Mathematics 128 or Mathematics 338, 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
4; not offered 2006-07

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 107 or 109, and a semester of calculus.

347 Transportation and the Environment
x, 4 **Storchmann**

This course examines the factors behind the extraordinary growth of transportation in the last fifty 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 discussed by means of concrete examples. *Prerequisite:* Economics 307.

349 Wine Economics
x, 4 **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.

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
x, 4 **Belay**

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.

393A Special Topics: Development Economics

4, x

Mascarenhas

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:* social science.

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

4, x

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 U.S. 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 4; not offered 2006-07

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

Staff

Global economics is broadly defined to cover international trade, international finance, development economics and international political economy. The traditional analysis of economic activity based on considerations of trade, commercial policy, international finance and their corresponding quantitative descriptions sheds only partial light on the actual structures of the international economy. Classical and modern international economic theories and policy prescriptions for economic development will be examined and an empirical research paper focusing on a global economic issue will be required. *Prerequisites:* Economics 227 or Mathematics 128 or Mathematics 338, Economics 307 and 308.

448 Open-Economy Macroeconomics 4; not offered 2006-07

Consideration of recent developments in international finance and open-economy macroeconomics, 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

x, 4

Crouter

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, x

Parcels

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

x, 4

Parcels

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, (Math 128 or 338, while not ideal, would be an acceptable substitute), Economics 307; or consent of the instructor.

493, 494 Directed Reading

2-4, 2-4

Staff

Independent reading reports, and tutorials in areas chosen by students. Graded P-D-F. *Prerequisite:* consent of instructor.

495 Seminar in Economic Problems

4; not offered 2006-07

A seminar in the economic and technological history of agriculture in the Columbia Plateau region of the Pacific Northwest. Coverage will include an examination of the region's natural endowments and human settlement, the problem of transportation, mechanization and other changes in agricultural technology, the development of trade and markets, reclamation and irrigation, cyclical patterns of economic activity, problems of conservation, and post-World War II developments. The class will be organized as a seminar with class participation and discussion, various written assignments, and a major research paper required. *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

Thomas A. Callister, Jr., *Chair*

Bill Eyestone

Kay Fenimore-Smith

Michelle Shaul

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 plays 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 twenty 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.

217 School and Society

4, 4

Eyestone

This course provides students with an overview of the institution of schooling in the United States. Topics include an examination of the roles and responsibilities of teachers, principals, and support staff; issues of school law and student/teacher rights; contemporary issues such as school financing, choice, vouchers, private schools vs. public schools, etc.; the societal functions of schooling; the problems confronting education in an increasingly pluralistic society; educational history; and several philosophical perspectives on the needs and purposes of schooling.

248 Survey and Analysis of Children's Literature

4, x

Shaul

A survey of children's literature from historical and contemporary perspectives. Major historical developments in children's literature are examined. Classical and contemporary children's literature are critiqued as reflections of social values and for developmental appropriateness. Controversial issues and trends in publishing as well as the process of book creation will be discussed. Several genres of literature, including picture books, traditional books, poetry, contemporary realistic fiction, historical fiction, non-sexist books, biography, and multicultural texts, will be read. Assignments include ongoing reader response journals, critical reviews and uses of children's texts, class activities, field work in schools and community, and literature projects. There will be a midterm exam and final project. *Prerequisite:* consent of instructor. Distribution area: humanities.

267 Classroom Field Experiences

x, 2

Fenimore-Smith

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 in 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 will also be required. This course will be graded credit/no credit and does not count towards fulfilling the requirements for the minor. *Prerequisite:* at least two education courses, which may be taken concurrently. Instructor consent required. Distribution area: none.

278 Strategies for Teaching Linguistically and Culturally Diverse Students

x, 4

Fenimore-Smith

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.

320 Intellectual and Cultural Foundations of Education

4, x

Callister

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, x

Fenimore-Smith

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

x, 4

Callister

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.

368 Information Technology in Education: Risks and Promises

4; not offered 2006-07

This course will explore the promises and possible dangers that information technologies such as the In-

ternet 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, x Fenimore-Smith

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.

380 Curriculum, Instruction, and Assessment
x, 4 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
4; not offered 2006-07

Seminars that examine special topics in education not regularly covered in other education courses.

485 Elementary Student Teaching Practicum
10, x Eyestone

Practicum in teaching in elementary or middle schools, with regular conferences of the student teacher, cooperating teacher, and college supervisor. Graded credit/no credit. *Prerequisites:* minor in education; elementary sequence, including satisfactory

completion of Education 325, 326, 327, and 330; and the consent of the department.

486 Secondary Student Teaching Practicum
10, x Eyestone

Practicum in teaching in middle or secondary schools, with regular conferences of the student teacher, cooperating teacher and college supervisor. Graded credit/no credit. *Prerequisites:* minor in education; secondary sequence, including satisfactory completion of Education 365, and 366; and the consent of the department.

490 Seminar: Essential Readings in Education
1-4; not offered 2006-07

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

Roberta Davidson, *Chair*

Sharon Alker	Irvin Hashimoto
<i>(on Sabbatical,</i>	Gaurav Majumdar
<i>Spring 2007)</i>	Jean Carwile Masteller
Theresa DiPasquale	Richard N. Masteller
Scott Elliott	Andrew Osborn
<i>(on Sabbatical,</i>	Katrina Roberts
<i>Fall 2006)</i>	

Adjunct Faculty:

Margo Scribner	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 thirty-six 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 writer from English 350, 351, 352, 357.

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.)

The English department strongly recommends at least two years of a foreign language, especially for students planning to attend graduate school.

Courses taken P-D-F may not be used to satisfy course and credit requirements for the major. No more than twelve transfer credits 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.

The English minor: A minimum of twenty 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 writer from English 350, 351, 352, 357.

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.

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: Elliott, 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: Roberts, Staff
Spring: Elliott, Roberts, Staff

The writing of poetry, fiction, and creative non-fiction. 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

R. Masteller

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: Scribner
Spring: Osborn, 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, Bellows, Gallagher, Paley, and Barth may be included.

179 Introduction to Drama

4; not offered 2006-07

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, 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 Coming of Age in the Modern Age

4, x

Osborn

The transition from youth to maturity is one of the classic subjects of the novel. In this course, we will explore the notion of coming of age as it has been represented in the twentieth century by American, Irish, English, and South African writers. Topics to be considered include the shifting boundaries between childhood, adolescence, and adulthood; the role of the adolescent within the family; the impact of education; and sociopolitical constraints upon identity development. Authors are likely to include Joyce, Wharton, Fitzgerald, Salinger, Baldwin, Robinson, Coetzee, Gordimer, and Ishiguro.

181B African-New World Shakespeare

4, x

DiPasquale

This course is designed to familiarize students with several plays by William Shakespeare and with responses to those plays by important African-American and Afro-Caribbean writers. We will study works of fiction, poetry, and drama that adapt, rework, or are inspired by Shakespeare's plots, themes, language, and characters. The course will explore both how Shake-

speare has influenced 20th- and 21st-century authors of African descent and how those authors (such as Toni Morrison and Kamau Brathwaite) have changed the way the world reads Shakespeare. Students need no previous coursework in Shakespeare or African-New World literature in order to take this class. Distribution area: humanities or alternative voices.

182A Narratives of Masculinity

x, 4

Davidson

An examination of the representation of maleness in literature and film. The course will explore early-period literature's attempts to essentialize masculinity and will compare earlier roles and ideals with those found in contemporary fictional texts and films, and in modern popular culture's attempts to redefine maleness. The works of several authors will be studied, including those of Sir Thomas Malory, Shakespeare, Fielding, Byron, Tennyson, Owen, Fowles, and contemporary filmmakers.

182B Award-Winning Novels

x, 4

J. C. Masteller

From our early encounter with the Caldecott and Newberry Awards recognizing excellence in illustration and writing of children's books to the annual fascination with the winner of the Nobel Prize for Literature, we are surrounded by awards for the "best" in various literary categories. This course will examine exceptional novels recognized by an array of awards, ranging from international awards (Nobel), American awards (Pulitzer, National Book Award, various regional and book-of-the-year awards), and British and Commonwealth awards (Booker and Whitbread). What criteria distinguish winning novels? What qualities, both literary and cultural, make such novels stand out from the crowd? How do we evaluate the winners? Authors may include Faulkner, Rushdie, Morrison, Coetzee, Atwood, Gordimer, Naipaul, Jones, and Momaday.

210 Expository Writing

4, 4

Hashimoto, Scribner

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

Staff

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, Alker
Spring: Majumdar, Osborn**

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–Non-Fiction 4; not offered 2006-07

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.

332 History of the English Language 4; not offered 2006-07

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 states of the language will be considered primarily as they clarify the main characteristics of present-day English. *Offered* in alternate years.

336 English Medieval Literature 4, x Davidson

Reading and discussion of literature from the Anglo-Saxon beginnings to the fifteenth century. While the course will focus on English works—such as those by the Gawain poet, Chaucer, and Malory—some Continental literature may be read in translation.

337 English Renaissance Literature x, 4 DiPasquale

A study of major English literary works from the period 1485-1660, including poetry, drama, and prose by writers such as Donne, Lanyer, Jonson, Webster, Herbert, Marvell, and Milton.

338 Restoration and Eighteenth-Century British Literature

4, x Alker

A study of British literature between 1660 and 1789, as it responds to increasing class fluidity and the emergence of empire. Some topics of discussion will be: the tension between aristocratic wit and middle-class virtue; the coexistence of satire and sentimentality; fascination with the criminal; and the emergence of new genres, such as the gothic novel and the mock epic. Authors will likely include Behn, Defoe, Centlivre, Fielding, Cavendish, and Pope.

339 British Literature of the Romantic Period 4, x Alker

A study of British literature of the Romantic period. Exploring the reconstruction of poetic genres by the major Romantic poets (Wordsworth, Blake, Coleridge, Shelley, Keats, Byron) in response to literary, cultural, and political revolutions. The class will read their poetry alongside a variety of genres, including the novel, short stories, slave narratives, drama, and cultural documents.

340 English Literature of the Victorian Period 4; not offered 2006-07

Reading and discussion of major works of English literature from the Victorian period. Likely to include works by Dickens, the Brownings, the Brontës, Tennyson, George Eliot, and Arnold.

341 British Literature, 1900 to the Present x, 4 Majumdar

A study of major literary figures writing since 1900. Writers may include Conrad, Shaw, Yeats, Joyce, Lawrence, Thomas, as well as post-World War II writers often not studied in other courses.

347 American Literature to 1865 4, x J. C. Masteller

A study of the major authors in the American literary tradition from the Colonial period to the Civil War, with emphasis on the writers of the American Renaissance. Authors covered may include Jonathan Edwards, James Fenimore Cooper, Benjamin Franklin, Edgar Allan Poe, Margaret Fuller, Nathaniel Hawthorne, Herman Melville, Ralph Waldo Emerson, Henry David Thoreau, Frederick Douglass, and Walt Whitman.

348 American Literature, 1865 to 1914 x, 4 J. C. Masteller

A study of the major authors in the American literary tradition from the Civil War to World War I. Authors covered may include Emily Dickinson, Mark Twain, Henry James, William Dean Howells, Sarah Orne Jewett, Stephen Crane, Theodore Dreiser, Kate Chopin, Robert Frost, and T. S. Eliot.

349 American Literature, 1914 to the Present x, 4 R. Masteller

A study of the major authors in the American literary tradition from World War I to the present. Authors covered may include Wallace Stevens, T. S. Eliot, F. Scott Fitzgerald, Ernest Hemingway, John Steinbeck, William Faulkner, Theodore Roethke, Robert Lowell, Saul Bellow, Eudora Welty, and other contemporary writers.

350 Chaucer 4; not offered 2006-07

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*, *1 & 2*, *Henry IV*, *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: John Donne

x, 4

DiPasquale

"If you would teach a scholar in the highest form how to read," Coleridge advised, "take Donne." This is a course on the poetry and prose of John Donne (1572-1631), a writer deeply rooted in the culture of antiquity, but grappling with and helping to shape the culture of modernity. His works challenge readers to negotiate the dynamic and sometimes uneasy ways in which he unites intellectual depth and psychological intensity, wisdom and wit, craftsmanship and inspiration, passionate engagement and ironic detachment, deep faith and radical uncertainty. We will read Donne's works in a wide range of genres, including epigram, satire, prose paradox, erotic elegy, love lyric, epithalamion, verse epistle, mock epic, meditation, sonnet, hymn, and sermon.

371 Dramatic Literature: Medieval through Eighteenth Century

4; not offered 2006-07

A course in the history and development of Western drama from the Middle Ages through the eighteenth 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 2006-07

A study of the directions modern drama has taken from the nineteenth 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.

387-389 Special Studies

4, 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 Questions of Poetic Influence: Moore, Stevens, Bishop, Ashbery

4, x

Osborn

What do we mean when we say that one poet's work is *like* another's, or that a poem has *influenced* another? Elizabeth Bishop and John Ashbery are widely regarded as the post-war poetic heirs of the American modernists Marianne Moore and Wallace Stevens. Each coeval pair was also mutually admiring, so this quartet offers us many vectors of potential influence to investigate. We will seek to distinguish each poet's idiosyncrasies from shared aspects of style; then, having reviewed competing theories, we will explore the scope and validity of claims regarding influence. Readings will include poems representing each poet's range as well as selected juvenilia, draft materials, alternative versions, extrapoetic writings (letters, essays, lectures, fiction, art criticism, travel literature), and recent scholarship.

387B Special Studies in Craft: Memoir, Art of Truth and Lies

4, x

Roberts

A craft seminar/workshop for experienced writers, exploring the nature of contemporary memoirs. We'll contemplate the complex mechanism of memory, notions of "truth," and the way writers choose to construct particular slices of life on the page. Students will have the chance to write bits of their own memoirs, focusing on elements of craft such as the use of details, dialogue, and scenes, as well as issues of voice. As we dismantle published essays, we'll consider various uses of verb tense, chronologies and organic logic, and ideas about displacement. Writers may include Lauren Slater, Mark Doty, Mary Karr, James Frey, and Annie Dillard. Students will read closely and extensively, and should expect to offer and receive rigorous feedback on weekly critical and creative writing exercises. Final Portfolios. *Prerequisite*: Consent of instructor and an intermediate writing course or equivalent.

387C African American Women Writers

4, x

J.C. Masteller

From recently reprinted nineteenth-century texts to contemporary poetry and fiction, African American women writers explore the experience of being both female and black. This course investigates the visions and revisions of African American experience as depicted by both contemporary writers (including, for example, Morrison, Walker, Angelou, Naylor, Brooks, and Dove) and such predecessors as Phillis Wheatley, Harriet Jacobs, Frances Harper, Nella Larsen, and Zora Neale Hurston. Distribution area: humanities or alternative voices.

388A Special Studies in Craft: A Feast of Narrative Forms

x, 4

Elliott

A course in a wide variety of forms available to fiction writers. We'll begin with some consideration of the novel, novella, and short story, then widen our scope to include subsets within these prose genres

as well as prose forms borrowed from poetry, and anomalous and hybrid forms that frustrate easy categorization. Forms considered will include flash fiction, the epistolary, the parable, the word loop, the list story, the symmetrina, the haibun, the prose sestina, and more. Along the way, we'll discuss the nature, utility, and limitations (positive and negative) of form, its marriage with content, and the qualities, best uses, shortcomings, and benefits of traditional and abstruse forms. All participants will complete a portfolio that will include an analytical discussion of many of the forms in addition to their own original specimens, including at least one form of their own invention. *Prerequisite:* Consent of instructor and an intermediate writing course or equivalent.

388B The Sixties

x, 4

R. Masteller

How did 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? How do their themes and stylistic experiments reflect the turmoil, hope, and despair of the decade? Readings will include fiction, poetry, and essays, with some attention to related visual art. Authors may include, among others, Donald Barthelme, Joseph Heller, Denise Levertov, Robert Lowell, Norman Mailer, Adrienne Rich, Kurt Vonnegut, Jr., Alice Walker, and Tom Wolfe.

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, x

Seminars require a substantial amount of writing, a major written project of at least fifteen 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 The Magician as Creative Artist

4, x

Davidson

An examination of the magician as an authorial figure in texts from the Middle Ages to the present. Class discussions will explore the importance of genre, gender, and changing literary attitudes toward creati-

ty and power. Texts will include both literary and cinematic representations of Merlin and Prospero, as well as contemporary magician figures as found in the works of John Fowles, Gloria Naylor, and Robertson Davies, among others.

491B Women Writers of Seventeenth-Century England

4, x

DiPasquale

The 17th century was a time of intellectual and cultural ferment; women writers made a significant contribution to the literature of the period, writing in many different genres on subjects both sacred and secular, and grappling with Early Modern ideas of gender. We will study works of poetry, drama, and prose by writers including Elizabeth Cary, Aemilia Lanyer, Rachel Speght, Mary Wroth, Margaret Cavendish, and Aphra Behn.

491C Inside/Outside: Literary Cosmopolitanism in Britain

4, x

Majumdar

This course will examine three crucial moments of literary cosmopolitanism as practiced in modern Britain and as staged in the texts of Oscar Wilde, Virginia Woolf, and Salman Rushdie. While discussing various forms of aesthetic, cultural, and political suture in these writings, we will interrogate common critical views about an ironic detachment in the work of Wilde, inclusion and simultaneous elitism in Woolf's texts, and a radical celebration of difference and mixture in Rushdie's writing. We will also explore the concepts of a national culture, patriotism, and "rootedness," as well as idiosyncratic techniques and narrative modes which themselves might reflect cosmopolitanism. Alongside theoretical works on cosmopolitanism, we will read excerpts from texts by other modern writers, tracing a historical trajectory of cosmopolitan literature from colonial tensions in the late nineteenth century to the opportunities and pressures of globalization in the late twentieth century.

497 Thesis

4,4

Staff

Designed to further independent research projects leading to the preparation of an undergraduate thesis. 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.

498 Honors Thesis

4, 4

Staff

Designed to further independent research projects leading to the preparation of an undergraduate thesis. *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.

Environmental Studies

Philip D. Brick, *Co-Director*
(*Semester in the West, Fall 2006*)

Robert J. Carson, *Co-Director*

Amy Molitor, *Internships*

Kari Norgaard

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 multi-causal 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: ENVS 120 *Introduction to Environmental Studies*; ENVS 220 *Internship*; ENVS 479 *Environmental Citizenship and Leadership*; ENVS 486 *Senior Project Preparation*; ENVS 488 *Senior Project* or 498 *Honors Project*.

The credits for ENVS 488 or 498 will be adjusted to make the total credits for research courses equal 3 to 6, depending on the discipline, and whether or not the thesis is for honors.

Humanities courses: Take a minimum of 2 of the following: ENVS 247 *The Literature of Nature*; ENVS 340 *Environmental Radicals in Literature*; ENVS 347 *The Nature Essay*; ENVS 349 *Regional Literatures of Place: The West and the South*; PHIL 241 *Environmental Aesthetics*; PHIL 250 *Environmental Thinking*; PHIL 255 *Environmental Ethics*; PHIL 345 *Animals and Philosophy*.

Natural/Physical Science courses: Take a minimum of 3 of the following courses from 3 different departments, including 2 with a laboratory: BIOL 130 *Conservation Biology* (or BIOL 111 or 112); CHEM 100 *Introduction to Environmental Chemistry* (most science majors substitute CHEM 125 or 126; or 140); GEOL 210 *Environmental Geology* (or GEOL 110 or 120); PHYS 105 *Energy and the Environment* (or PHYS 155 or 156).

Social Science courses: Take a minimum of 2 of the following courses from 2 different departments: ECON 109 *Principles of Economics and the Environment* (or ECON 107); POL 124 *Introduction to Politics and the Environment* (or POL 287, 309 or 339); SOC 309 *Environmental Sociology* (or SOC 349 or 353).

Environmental Humanities

Thomas A. Davis, *Associate Professor of Philosophy*

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 Environ-

mental 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.

Environmental Humanities major requirements:

A. Take 2 foundation courses from the following list (courses satisfying this requirement cannot also satisfy the elective requirement): ENGL 347 *American Literature to 1865*; ENVS 247 *The Literature of Nature*; ENVS 349 *Regional Literatures of Place: The West and the South*; PHIL 250 *Environmental Thinking*; PHIL 408A *Studies in American Philosophy: Emerson*; PHIL 408B *Studies in American Philosophy: Thoreau*.

B. To fulfill the writing requirement take ENVS 347: *The Nature Essay*.

C. To fulfill the critical thinking requirement take 1 course from: PHIL 107 *Critical Reasoning*; PHIL 117 *Problems in Philosophy*; PHIL 119 *The Examined Life*; PHIL 127 *Ethics*; PHIL 128 *Social and Political Philosophy*; PHIL 210 *Epistemology*; PHIL 230 *History and Philosophy of Science*; PHIL 270 *Metaphysics*.

D. Take 3 elective courses, 2 of which must be 300 or above, from: ARTH/PHIL 241 *Environmental Aesthetics*; ARTH 248 *Ways of Seeing: An Introduction to Japanese Art and Aesthetics*; ENGL 347 *American Literature to 1865*; ENVS 247 *The Literature of Nature*; PHIL 250 *Environmental Thinking*; PHIL 255 *Environmental Ethics*; ENVS 349 *Regional Literatures of Place: The West and the South*; ENVS 340 *Environmental Radicals in Literature*; PHIL 345 *Animals and Philosophy*; PHIL 408A *Studies in American Philosophy: Emerson*; PHIL 408B *Studies in American Philosophy: Thoreau*; SPAN 432 *The Challenges of Nature and Society in Spanish-American Literature*.

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*

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.

Biology-Environmental Studies:

BIOL 111 *Biological Principles*; BIOL 112 *The Biological World*; BIOL 205 *Genetics*; BIOL 215 *Plant Ecology* or BIOL 277 *Ecology*; BIOL 309 *Cell Biology*; BIOL 310 *Physiology*; BIOL 350 *Evolutionary Biology*; BIOL 488 *Research Preparation*; BIOL 489 *Senior Research*; BIOL 490 *Senior Research* or BIOL 498 *Honors Thesis*; CHEM 125, 126, 135, 136, (or 140), 245; MATH 125 or higher calculus course, or MATH 128 or higher statistics course. Courses in physics are recommended.

Chemistry-Environmental Studies:

CHEM 125, 126 *General Chemistry*; CHEM 135, 136 *General Chemistry Lab I, II* (Note: CHEM 140 is equivalent to CHEM 125, 126, 135 and 136); CHEM 240 *Quantitative Analysis and Chemical Equilibrium*; CHEM 245 *Organic Chemistry I*; CHEM 246 *Organic Chemistry II*; CHEM 250 *Organic Laboratory Techniques*; and CHEM 345 *Physical Chemistry*; CHEM 388 *Environmental Chemistry* or CHEM 320 *Instrumental Methods of Analysis*. Also required are MATH 125, 126, and PHYS 155, 156.

Geology-Environmental Studies:

GEOL 210 *Environmental Geology* (or GEOL 110 *The Physical Earth*, or GEOL 120 *Geologic History of the Pacific Northwest*); GEOL 220, *History of the Earth*; GEOL 358 *Field Geology*

of the Northwest; GEOL 320 *Sedimentology and Stratigraphy*; GEOL 345 *Mineralogy*; GEOL 346 *Igneous and Metamorphic Petrology*; GEOL 350 *Geomorphology*; GEOL 420 *Structural Geology*; GEOL 470 *Senior Seminar*. Also required are CHEM 125, 126, 135. Strongly recommended are courses in meteorology, physics, calculus, and statistics, and additional courses in biology and chemistry.

Physics-Environmental Studies:

PHYS 155, 156 *General Physics I, II*; PHYS 245, 246 *Twentieth-Century Physics*; PHYS 255, 256 *Twentieth-Century Physics Laboratory*; PHYS 335, 336 *Advanced Laboratory*; PHYS 357 *Thermal Physics*. Also required are MATH 125, 126, 225, 235, 236, and 244.

Environmental Social Sciences

Philip D. Brick, *Professor of Politics*
Jan P. Crouter, *Associate Professor of Economics*
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.

Economics-Environmental Studies:

ECON 109 *Principles of Economics and the Environment* (or ECON 107 *Principles of Economics*); ECON 227 *Statistics for Economics* (or MATH 128 *Elementary Statistics* or MATH 338 *Probability and Statistics*); ECON 307 *Intermediate Microeconomics*; ECON 308 *Intermediate Macroeconomics*; ECON 477 *Environmental and Natural Resource Economics*; and two additional courses in economics, at least one of which is numbered

ECON 310 through ECON 490. A minimum requirement of 'C' (2.0) is required in ECON 307 and 308.

Politics-Environmental Studies:

one of the following: POL 124 *Introduction to Politics and the Environment*; POL 287 *Natural Resource Policy and Management*; POL 309 *Environment and Politics in the "New West"*; and POL 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:

SOC 117 *Principles of Sociology*; SOC 207 *Social Research Methods*; SOC 309 *Environmental Sociology*; SOC 367 *History of Sociological Theory*; one course chosen from either SOC 307 *Human Communities*, or SOC 317 *Population*, or SOC 348 *Technology and Society*, or SOC 349 *Environmental Social Movements*, or SOC 350 *Sociology of Hazards and Disasters*, or SOC 353 *Environmental Justice*; one course selected from SOC 257 *Sociology of the Family*, SOC 347 *Complex Organizations*, or SOC 369 *Class, Status, and Power*; SOC 490 *Current Issues in Sociology*; and SOC 492 *Directed Research*, or SOC 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 Carson and Norgaard

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 will also be required to enroll in Environmental Studies Excursions (EnvS 120). 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.

260N Norway

x, 1

Carson

A seminar on and field trip to the Norwegian fjords and Svalbard. Focus on natural history, resources, tourism, and environmental issues. What are the impacts of tourism, whaling (past) and fishing (present), and energy production (coal on Spitzbergen and petroleum in the North Sea)? Two-week field trip along the west coast of Norway and to the Svalbard archipelago (77-80° north latitude) in July-August 2007. *Co-requisite:* Geology 158N. *Fee.*

260W Northwestern Wyoming

1; not offered 2006-07

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.

340 Environmental Radicals in Literature

4; not offered 2006-07

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 non-fiction 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.

349 Regional Literatures of Place: The West and the South

4; not offered 2006-07

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 De Voto, 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.

367, 368 Special Topics

1-4, 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.

367 Special Topics: Introduction to Geographic Information Systems

3, 3

Molitor

An introductory course to provide 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 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. *Prerequisite*: consent of instructor.

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.

401 Water Resources

3; not offered 2006-07

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*: consent of instructor. *Recommended prerequisite*: Environmental Studies 120. Distribution area: science. *Offered* in alternate years.

479 Environmental Citizenship and Leadership

2, x

Snow and Norgaard

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 envi-

ronmental 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.

486 Senior Project Preparation

1, x

Staff

This required course prepares environmental studies majors for their senior project. Students are expected to develop research proposals and to present their work to others for discussion and refinement. Must be taken in the fall of the senior year.

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 111 Biological Principles

4

An examination of biology from the molecular and cellular perspective. The accompanying lab will illustrate major features of biology common to all life.

Biology 112 The Biological World

4

The six biological kingdoms: Archaeobacteria, Eubacteria, Protista, Fungi, Plantae, and Animalia. 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.

Biology 122 Plant Biology

3

A predominantly field-oriented course for the non-major 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 non-majors, 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.
- 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 125 General Chemistry I** 3
First semester of the year-long course in introductory chemistry for science majors. Atomic and molecular structure, bonding, physical states of matter, stoichiometry, aqueous chemistry and introductory organic and biochemistry.
- Chemistry 126 General Chemistry II** 3
Second semester of the year-long course in introductory chemistry for science majors. Thermodynamics, equilibria, kinetics, oxidation-reduction, elemental properties, nuclear chemistry.
- Chemistry 135 General Chemistry Lab I** 1
Qualitative, gravimetric and volumetric analyses, molecular structure, synthesis, acids and bases, and thermochemistry.
- Chemistry 136 General Chemistry Lab II** 1
Kinetics, synthesis, analysis, spectrophotometry and discovery-based experiments.
- 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 107 Principles of Economics** 4
An introductory course providing basic theoretical tools to enable students to analyze contemporary economics society. Topics include production, distribution and pricing of goods and services; determination of the level of national income; monetary and fiscal policies; and international trade and finance.
- Economics 109 Principles of Economics and the Environment** 4
This introductory economics course provides the same coverage of topics as Economics 107, but with a special emphasis on applying concepts to environmental and natural resource issues. Topics include production, distribution, and pricing of goods and services; determination of the level of national income; government monetary and fiscal policies; and international trade.
- 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 fifty 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. Three lectures per week. Field trip required.
- 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 450 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?
- 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 twentieth 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 US 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 300 The Politics of Development 4

The purpose of this course is to critically analyze the dominant conceptualizations of third world development, as well as development policy-making.

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.

Politics 377 Environmental Politics 4

A seminar exploring the relation between politics and the environment and the politics of the American environmental movement.

Religion 227 Christian Ethics 4

This course explores the nature of Christian ethical judgement (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 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.

Foreign Languages and Literatures

Akira R. Takemoto, *Chair, Fall 2006,*

Foreign Languages and Literatures

Mary Anne O'Neil, *Chair, Spring 2007,*

Foreign Languages and Literatures

(on Sabbatical, Fall 2006)

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.

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 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, 2-4

Occasional offering of courses in foreign languages not regularly taught at Whitman. Distribution area: none.

French

Akira R. Takemoto, *Chair, Fall 2006*,
Foreign Languages and Literatures
 Mary Anne O'Neil, *Chair, Spring 2007*,
Foreign Languages and Literatures
(on Sabbatical, Fall 2006)

French

Sarah Hurlburt (*on Sabbatical, Spring 2007*)
 John Iverson (*on Sabbatical, Spring 2007*)
 Mary Anne O'Neil (*on Sabbatical, Fall 2006*)
 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.

The courses in foreign literatures in translation (listed in the World Literature section), by examining the interrelationships of various 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 Foreign Languages and Literatures/French major: Twenty-eight credits in French language and literature, beyond the intermediate level (205/206 or equivalent); two courses in world literature stressing foreign literature in translation, or one course in world literature plus an English or American literature course numbered above 300, or a literature course in a second foreign language. Students majoring in French and another language may elect to replace two of the four world literature courses required for those majors with additional courses in the literatures of their major languages.

Senior assessment in the French major: In the final semester of the senior year, the student must pass a senior assessment consisting of six hours of written examinations, in French, over French literature from the middle ages through the twentieth century. The written examinations

are followed by a one-hour oral examination over the same literature.

The Foreign Languages and Literatures/French minor: A minimum of eighteen credits beyond the intermediate level (French 205/206 or equivalent). Those eighteen credits must include French 315 and at least one 400-level (or equivalent) literature course in French.

Note: At least twelve of the eighteen 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

Staff; Zalloua

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 departmental placement examination for entrance.

205, 206 Intermediate French

4, 4

Fall: Hurlburt; Spring: Simek, Staff

A year-long 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.

305, 306 Advanced French

4, 4

Fall: Simek; Spring: O'Neil

This course will expand and improve the student's ability to function accurately and appropriately in oral and written French. Grammatical work will take place within the context of communicative function, through planned discussions and frequent compositions. Students will explore a broad range of primary sources, including both literary and popular texts, print and electronic media, and will do self-correcting exercises and listening comprehension work in preparation for each class. Strongly recommended for French majors. *Prerequisites:* French 206 or placement exam.

315 Introduction to French Literature**4, x****Iverson**

This course provides an introduction to the major historical periods and literary authors of French civilization from medieval times through the mid-twentieth 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 consent of instructor.

316 Contemporary France and the Francophone World**x, 4****Simek**

An introduction to the society and culture of France and the Francophone world from the early twentieth 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 consent of instructor.

427 Survey of the Literature of the Middle**Ages****4; not offered 2006-07**

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; not offered 2006-07**

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, x****Iverson**

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, LaRochefoucauld, 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****Zalloua**

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.

437 Nineteenth-Century Novel**4; not offered 2006-07**

A selection of novels, principally from the works of Chateaubriand, Hugo, Balzac, Stendhal, and Zola. These novels will be reviewed against their social, political, and aesthetic background and influences. Conducted in French. *Prerequisites:* at least two 300-level French classes or consent of instructor. Three periods per week. *Offered* in alternate years with French 439.

438 Nineteenth-Century Lyric and Dramatic Literature**4; not offered 2006-07**

Poetry representative of the Romantic, Parnassian, and Symbolist movements. A portion of the semester will be devoted to the analysis of a group of plays that will show the evolution of French dramatic art from the Romantic to the Symbolist schools. 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 440.

439 Contemporary French Literature: The Novel**4, x****Simek**

Reading and analysis of selected works by twentieth century French novelists. Among others, Gide, Proust, Alain-Fournier, Radiguet, Colette, Mauriac, Malraux, Sartre, Camus, and Sarraute will be studied. Oral reports, examinations, and papers will be required. 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 437.

440 Contemporary French Literature: Theater and Poetry**x, 4****Simek**

The works of twentieth-century playwrights and important modern poets will be read and studied. Oral reports, an examination, and papers will be required. 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 438.

488 Special Studies**4; not offered 2006-07**

A senior seminar on topics and works selected to complete or complement, but not substitute for, the regular period offerings of the French program. Con-

tent will vary according to student needs. Conducted in French.

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*

(*on Sabbatical, Fall 2006*)

Robert Tobin (*Chair, Division II*)

(*Interim Director, Fall 2006*)

Andrea Dobson (*Chair, Division III*)

Suzanne Morrissey

Elyse Semerdjian

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 and lesbian studies.

The Gender Studies major: All Gender Studies majors must take *Introduction to Gender Studies* (GndS 100), *Senior Seminar and Thesis Preparation* (GndS 490), and *Thesis* (GndS 497 or 498). Gender Studies majors must complete at least twenty-eight additional credits; at least twelve 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., Pol 157, Pol 328, Phil 235), history (e.g., Hist 300, Hist 325, Clas 140), social sciences (e.g., Anth 358, Pol 357, Psyc 239, Soc 258), humanities (e.g., ArtH 329, Rel 358, RFS 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., Biol 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 twelve 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 thirty-eight credits to fulfill the requirements for the Gender Studies major.

The Gender Studies minor: A minimum of twenty 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 2006-07)
- Art History 329 (Hu), *Gender in Contemporary Visual Culture* (Spring 2007)
- Classics 140 (Hi), *Women in Antiquity* (Not offered 2006-07)
- Education 360/Sociology 370 (SS), *Issues of Educational Equality* (Spring 2007)
- English 182 (Hu), *Narratives of Masculinity* (Spring 2007)
- English 387B (Hu), *African American Women Writers* (Fall 2006)
- English 491C (Hu), *Gendered Modernisms* (Not offered 2006-07)
- History 259 (Hi), *The Social History of Stuff: The United States from Industrialization to the Internet* (Not offered 2006-07)
- History 300 (Hi), *Gender in Chinese History* (Not offered 2006-07)
- History 310 (Hi) ST: *Women in Africa* (Fall 2006)
- History 325 (Hi), *Women in Islam* (Fall 2006)
- History 370 (Hi), *Interrogating Sisterhood: Women and Gender in the United States* (Not offered 2006-07)
- History 377 (Hi), *Masculine/Feminine: Gendered Europe* (Spring 2007)
- History 383 (Hi), *Women in Latin America* (Not offered 2006-07)
- History 393 (Hi), *Constructions of Gender in the Middle Ages* (Not offered 2006-07)
- Music 354 (Hu), *Women as Composers* (Not offered 2006-07)
- Philosophy 235 (Hu), *Philosophy of Feminism* (Spring 2007)
- Philosophy 410 (Hu), *The Hermeneutics of the Subject: The Late Foucault* (Not offered 2006-07)
- Politics 157 (Th), *Foundations of Feminist Political Thought* (Not offered 2006-07)
- Politics 307 (Th), *The Severed Hand: Political Theory and the Body Politic* (Not offered 2006-07)
- Politics 328 (Th), *Contemporary Feminist Theories* (Fall 2006)

- Politics 359 (SS), *Gender and International Hierarchy* (Spring 2007)
- Psychology 239 (SS), *Psychology of Women and Gender* (Not offered 2006-07)
- Religion 287 (Hu), *Queer Religiosities* (Spring 2007)
- Religion 358 (Hu), *Feminist and Liberation Theologies* (Spring 2007)
- Religion 359 (Hu), *Gender, Body, and Religion* (Spring 2007)
- Rhetoric and Film Studies 240 (Hu), *Rhetorical Explorations: Race, Class and Gender* (Fall 2006)
- Sociology 258 (SS), *Gender and Society* (Fall 2006)
- Sociology 287 (SS), *Sociology of the Body* (Spring 2007)
- Sociology 294A (SS), *Sociology of the Home* (Not offered 2006-07)
- Spanish 422 (Hu), *Women of the Spanish Renaissance* (Not offered 2006-07)
- Spanish 434 (Hu), *Gender, Family and Race in Spanish American Literature* (Not offered 2006-07)
- Spanish 441 (Hu), *The Theatre and Poetry of Federico Garcia Lorca* (Not offered 2006-07)
- World Literature 309/Politics 319 (Th), *Sexuality and Textuality* (Spring 2007)
- World Literature 387 (Hu), *The German Discovery of Sex* (Not offered 2006-07)
- World Literature 388 (Hu), *Introduction to Contemporary Literary Theory* (Fall 2006)

Please check the Gender Studies Web page for updates to this list and for information about Gender Studies courses offered in alternate years: http://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 thirty-eight 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.

490 Senior Seminar

4, x

Tobin

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, 2

Staff

Completion of a thesis based on the previous semester's plan.

498 Honors Thesis

x, 2

Staff

Completion of an honors thesis. *Required of* and limited to senior honors candidates in Gender Studies. *Prerequisite*: admission to honors candidacy.

Geology

John DuNann Winter, *Chair, Fall 2006*

Kevin R. Pogue, *Chair, Spring 2007*

(on *Sabbatical, Fall 2006*)

Robert J. Carson

Kirsten Nicolaysen

Patrick K. Spencer

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 fifty credits (thirty-six 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 thirty-six 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.

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 sixteen credits.

The Astronomy-Geology combined major: Astronomy 177, 178, 179, two credits of 490, one of the following: 310, 320, 330, 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 twenty credits in astronomy, twenty-three to twenty-four 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 (note: Biology 309 is recommended prior to 310), 488, and at least four additional credits in biology and/or BBMB courses numbered 200 or above; either Geology 110, 120, or 210, and 320, 345, 346, 350, 360, 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 345; 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, 156, 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: J. Winter; 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; not offered 2006-07

An introductory course in meteorology designed for non-science 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, 1-3****Staff**

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.

158N Regional Geology: Norway**x, 1****Carson**

A seminar on and field trip to the Norwegian fjords and Svalbard. We will examine rocks from Precambrian granite and gneiss to Tertiary coal. Between Bergen and Tromsø we will explore the fjords carved by the Scandinavian continental ice sheet during Pleistocene glaciations. On Spitzbergen and other islands of the Svalbard archipelago (77-80° north latitude) we will study glaciers and permafrost. Two-week field trip in July-August 2007. *Co-requisite:* Environmental Studies 260N. *Fee:*

158W Regional Geology: Northwestern**Wyoming****1; not offered 2006-07**

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. *Fee:*

180 Oceanography**3; not offered 2006-07**

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****Nicolaysen**

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****Staff**

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.

240 Volcanoes**3, x****Nicolaysen**

An investigation of volcanoes including morphology and composition, as well as eruption processes, periodicity and hazards. This course emphasizes the plate tectonic context for volcanism and focuses on regions such as the Cascades, the Aleutians, Hawaii, mid-ocean ridges, Latin America, or Africa. Research paper and field trip required. *Prerequisite:* Geology 110, 120 or 210 or consent of instructor. *Fee:* foreign field trips only. Offered in alternate years.

310 Geophysics**3; not offered 2006-07**

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, 156; or consent of instructor. *Offered* in alternate years.

320 Sedimentology and Stratigraphy**x, 4****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 environment 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.

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****Nicolaysen**

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:* 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 2006-07

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; not offered 2006-07

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. Guest speakers will discuss professional experiences with GIS. The final third of the course is dedicated to individual projects. One lecture and one three-hour lab meeting per week. *Prerequisites:* Geology 220 or consent of instructor.

420 Structural Geology

x, 4

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

3; not offered 2006-07

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. *Offered* in alternate years.

450 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 350 or consent of instructor. *Offered* in alternate years.

460 Geochemistry 3; not offered 2006-07

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

Staff

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 2006-07

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

Akira R. Takemoto, *Chair, Fall 2006,*
Foreign Languages and Literatures
Mary Anne O'Neil, *Chair, Spring 2007,*
Foreign Languages and Literatures
(on Sabbatical, Fall 2006)

German

Susan Babilon	James M. Soden
Lisa Silverman	Robert D. Tobin

Affiliated Faculty

Robert Bode	Patrick Frierson
Dennis Crockett	Lynn Sharp
Thomas Davis	Walter Wyman

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 various 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; 16 credits (four courses) in German at the 300 level or above. At least eight credits (two courses) must be above German 306, excluding independent study, and taught at Whitman College. Either German 205/206 (eight credits) or four additional credits in German at or above the 300 level. 8-12 additional credits may be taken either in the German program at the 300 level or above or in approved courses in German Studies at the 200-level or above. 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.

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:

ArtH 355, *German Visual Culture: 1871-1937*

Hist 278, *Twentieth-Century Europe*

Hist 339, *Modern Germany*

Mus 398, *Music History: Eighteenth Century*

Mus 399, *Music History: Nineteenth Century*

Mus 400, *Music History and Literature of the Twentieth Century*

Phil 304, *Kant and the Nineteenth Century*

Phil 309, *Heidegger*

Phil 322, *Kant's Moral Philosophy*

Rel 228, *Modern Western Religious Thought I: Crisis and Renewal*

Rel 229, *Modern Western Religious Thought II: The 20th Century*

WLit 188, *Vienna to Berlin*

WLit 279, *German Film*

There are also frequently offered special topics courses in German Studies. This year, for instance, the following courses count toward the German Studies major:

WLit 201, *Introduction to Jewish Cultural Studies*

WLit 387A, *Introduction to Contemporary Literary Theory*

WLit 389, *Dada*

105, 106 Elementary German 4, 4

Babilon

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, 206 Reading and Speaking 4, 4

Silverman

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.

212 Geistesgeschichte**4; not offered 2006-07**

A survey of German intellectual and cultural history. Authors might include Kant, Hegel, Marx, Nietzsche, Freud, Einstein, Heidegger, and Benjamin. Although readings will be in German, the class will not emphasize grammar. *Prerequisite:* German 205 or equivalent.

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.

341 Faust: Technologie und Teufel**4; not offered 2006-07**

In the German tradition, technology has been linked with the devil ever since Faust made an appearance in the sixteenth century. To what extent is our technological and intellectual progress the result of a “pact with the devil”? What are the implications of this understanding of the Faustian for gender and cultural studies? Can other aspects of German culture (for instance, Nazism) be seen as a pact with the devil? We will study the few accounts left of the historical Faust, the sixteenth-century Faust chapbook, Goethe’s *Faust*, and operatic and cinematic renditions of the Faust story. Readings in German, discussions in English and German. *Prerequisites:* German 206 or consent of instructor. *Offered* every third year.

343 Liebestod**4; not offered 2006-07**

The literary representations of, on the one hand, love, desire, and sexuality, and, on the other hand, death, disease, and sickness, as well as the interrelation of these two complexes. Works include the medieval epic *Tristan und Isolde*, Wagner’s version of the same story, Goethe’s *Werther*, and Thomas Mann’s “*Tod in Venedig*.” Readings in German, discussions in English and German. *Prerequisites:* German 206 or consent of instructor. *Offered* every third year.

345 Deutsche, Türken, Juden**4; not offered 2006-07**

Beginning with excerpts from medieval texts such as the *Nibelungenlied* and *Parzival*, in which Germanic peoples interact with representatives of other cultures, this course will study the concepts of national, linguistic, and cultural identity. We will

read the Enlightenment plea for tolerance in Lessing’s *Nathan der Weise*, Romantic defenses of nationalism, Droste-Hülshoff’s socially realistic depiction of the life of Jews in her *Judenbuche*, and conclude with German-language literature of the Holocaust (particularly Paul Celan), non-Jewish German responses to the Holocaust, and German-language literature by Turkish-Germans. Readings in German, discussions in English and German. *Prerequisites:* German 206 or consent of instructor. *Offered* every third year.

367 The German Novelle**4; not offered 2006-07**

Analysis and discussion of the theory and practice of the German Novelle from Goethe to Thomas Mann. Three periods per week. *Prerequisites:* German 206 or consent of instructor. *Offered* every third year.

377 Twentieth-Century German Literature**Jahrhundertwende****4, x****Silverman**

A survey of authors, movements, and trends in German literature presented in the context of the important cultural and social events of the period 1890-1925. Poetry by Hofmannsthal, George, Rilke, Heym, and Trakl and Benn. Plays by Hauptmann, Hofmannsthal, Schnitzler and Kaiser. Oral and written reports. Three periods per week. *Prerequisites:* German 206 or consent of instructor. *Offered* every third year.

378 Early Twentieth-Century Literature**4; not offered 2006-07**

Readings may include short prose works of the first quarter of the twentieth century by writers such as Schnitzler, Mann, Kafka, and Hesse. Experimental fiction of the Expressionist generation is also read. One or two short papers. A final paper or examination. *Prerequisites:* German 206 or consent of instructor. *Offered* every third year.

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.

388 Special Studies: Angst**x, 4****Tobin**

“Angst”—anxiety, dread, fear, apprehension—has been such a preoccupation of German literature and culture that the word itself is now recognized far beyond the bounds of the German-speaking world. Indeed, Angst became a central concept in existentialist philosophy. This course examines the representation and analysis of Angst in literary, philosophical, psychoanalytic, and cinematic works by such authors as Hoffmann, Kafka, Borchert, Handke, Wolf, Freud, Kierkegaard, Heidegger and such directors as Wenders and Fassbinder. Readings in German. Discussions in German and English. *Prerequisite:* German 206.

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

Nina E. Lerman, *Chair*Julie A. Charlip
*(on Sabbatical,
Spring 2007)*John Cotts
*(on Sabbatical,
Fall 2006)*

Brian R. Dott

Kenneth Jones
David F. Schmitz
*(on Sabbatical,
2006-07)*Elyse Semerdjian
Lynn Sharp

Jacqueline Woodfork

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 thirty-six 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 thirty-six 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 nineteen credits in history from at least two geographical areas; sixteen 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 University, 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 179 and receive three credits in history. Students with a grade of 5 on the AP World History Test will be granted 3 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; not offered 2006-07

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 x, 3 **Doff**

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.

114 History of Africa to 1800

3, x **Woodfork**

This course surveys the social, political and economic history of Africa from earliest times to 1800. Special attention will be given to exploring the place of Africa in world history during the specified era. We will consider developments in early significant units of the continent such as Ethiopia, Zimbabwe, Kush, Nubia, Congo, and Egypt. We will deal with the main themes of African history before the nineteenth century including: human origins, technology, agriculture, urbanization, state formation, migration, gender, Islam, Mediterranean trade, Indian Ocean trade, and slave trade. By the end of the course, students should appreciate that Africa is an influential area of innovation in world history and should be familiar with the diverse cultures and civilizations of the continent. The format will be lecture and discussion. Distribution area: alternative voices.

127 Islamic Civilization I: The Early and Medieval Islamic World

3; not offered 2006-07

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 (fifteenth 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

3; not offered 2006-07

This course will examine the history of the Islamic World from the fifteenth 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, nineteenth-century imperialism and reforms, and the emergence of nation states in the twentieth 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, x

Jones

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: From Rome to the Renaissance

3; not offered 2006-07

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 fourteenth 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 fourteenth century, was torn by the Reformation and war in the sixteenth century, secularized by the rise of the modern state, and challenged by the eighteenth-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, x

Sharp

The French Revolution introduced concepts of liberty and equality that helped shape much of the nineteenth and twentieth 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 nineteenth and twentieth centuries, beginning with independence from Spain, will be conducted by lecture and discussion. Distribution area: alternative voices.

201 Historical Methodologies

3, 3

Fall: Sharp; Spring: Lerman

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

x, 4

Cotts

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.

210 Topics in African History

4, 4 **Staff**

A course which examines special topics in African history. Distribution area: social science or alternative voices.

210A ST: Roots of Contemporary Africa

4, x **Woodfork**

This class will explore selected modern issues through their historical trajectories. Possible topics include the reconstitution of Liberia, religious violence in Nigeria, the conflict in Sudan/Darfur, the genocide in Rwanda, and the politics of oil in Nigeria. In addition to assigned historical readings and papers, students will do research, through African and Western news sources, to discuss the modern issues. Distribution: social science or alternative voices.

212 Modern Africa

x, 4 **Woodfork**

This course will examine the history of sub-Saharan Africa from the eighteenth century to the present. There will be particular focus on several nations: Nigeria, Zaire, Uganda, Angola, South Africa. There will be examination of sources on pre-colonial African states and societies, consideration of the slave trade, colonialism, independence movements and post-colonial developments. Thematically, the course will consider the role of religions in African societies, uses of oral history, the roots of apartheid, racism and colonialism, the pan-African movement, and others. The format will be lecture and discussion. Primary and secondary sources. Written work will include several response papers and book reviews, midterm and final exams. Distribution area: social science or alternative voices.

215 Special Topics in Ancient History

2-4, 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.

215A ST: Imperialism in the Ancient Mediterranean and Near East

x, 4 **Jones**

This course will examine how empires worked in the ancient world and what responses they provoked both among subjects and citizens of the imperial powers themselves. Empires to be treated will include the Assyrian, Babylonian, Persian, Athenian, Macedonian (Seleucid), and Roman. We shall try to uncover the motives driving ancient imperialists and their methods by reading literature written by both the imperial peoples and their subjects. The importance of other types of evidence will also be addressed, including inscriptions, documents preserved on papyrus, and material remains. Topics will include: imperial administration and propaganda, revolts and their suppression, the place of religion in empires made up of diverse cultures, attempts at imposing political unity and cultural uniformity.

223 Topics in Middle East History

2-4

A course which examines special topics in Middle East history. Distribution area: alternative voices.

223A ST: Islamic Movements

x, 4 **Semerdjian**

What are the origins of Islamic resurgence in the Islamic World? How has religion become a major player in Middle East politics? Why is religion becoming a larger political force in the world? This course will examine these and other issues related to resurgent Islam in the contemporary Islamic World. It will examine theories that attempt to explain the rise of religion in international affairs. Furthermore, students will read individual case studies that examine the way in which religion has functioned in national debates. We will examine several transnational Islamic groups including the Muslim Brotherhood, Islamic Jihad, Hamas, Jama'at Islami, the Taliban and al-Qa'ida. These groups will be examined in the historical context of imperialism and globalization. The course will also look at the way in which sacred text and authority are used by political groups to support their movements. The course will also examine the relationship between Islamic movements and democracy in the Islamic World.

223B ST: International Relations of the Middle East

x, 4 **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 nineteenth 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 twentieth 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 America's policies towards 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."

226 The Ancient Near East: Age of Empires 4; not offered 2006-07

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.

237 The Making of England: From Roman Britain to the Wars of the Roses

x, 4 **Cotts**

This course explores English culture and society from Julius Caesar's invasion of Britain through civil wars of the fifteenth century. Readings include primary source documents, contemporary chronicles, as well as scholarly interpretations of such phenomena as the development of a pre-capitalist economy, the growth of English law, and medieval origins of the modern nation state. We will also 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 2006-07

This class will trace the important socio-economic, political and cultural developments in Japan from prehistory up to 1600. We will also 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 2006-07

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 will also 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.

250 Colonies to Nation: North America, 1600-1800

4, x **Lerman**

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; not offered 2006-07

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 policy makers 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 2006-07

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 twentieth 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, x **Staff**

Concentrating on the nineteenth and twentieth 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 2006-07

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 proceeding 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 sixteenth century were the culmination of an ongoing process of Church

reform. This course will place the sixteenth-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 twelfth century, heresy, reform and gender, the institutional reform of the Church, the attempts to limit papal authority, and the doctrinal reforms of the sixteenth 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 2006-07**

The nineteenth 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; not offered 2006-07

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 will also 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.

279A Special Topics: Popular Culture in the Early Modern Mediterranean

x, 4 **Byars**

In this course, students will explore popular culture in Mediterranean societies in the sixteenth through eighteenth centuries. We will explore the vibrant and complex worlds of both the Mediterranean's cosmopolitan urban centers as well as its unique agrarian societies. To access the world of those who read little and wrote less, we will look at a bevy of sources including material culture, architecture, plays, folk tales, rituals and the like. Among the topics addressed will be gender identity, family and community structure, violence, community conflict and magic and religious beliefs. We will read primary and secondary source material and classes will involve discussion as well as lectures; grades will be determined by papers and exams.

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: History of Costa Rica

4, x **Charlip**

Costa Rica has a reputation as being the Switzerland of Central America. But is this idea of Costa Rican exceptionalism justified? The class will explore Costa Rica's political, economic, and social history from the colonial through modern periods, with most of the focus on the nineteenth and twentieth centuries. Themes will include issues of democracy, race relations, and the environment. Course organization will include lectures and discussion.

287 Colonial Latin America

x, 4 **Staff**

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 2006-07

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 **Lerman**

The nineteenth 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 in 2006-07

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 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 2006-07

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 4; not offered 2006-07

The late medieval and early modern centuries saw profound developments in the cultural experience of non-elites 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 fifty 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.

310 ST: Women in Africa 4, x

Woodfork

The course will engage the class in exploring the interesting, controversial and chequered history of women in Africa. It will explore local and external social, cultural, and political factors that have shaped and continue to shape the experiences of women in Africa. This will span the period from before European colonial intrusion to the most recent post colonial era. Special attention will be given to women's agency and initiative, as well as their subordination and struggles. Topics to be considered include the role of women in production, trade, politics, slavery, genocide, civil wars, religion, resistance, and urban development. In the process, students will be introduced to the theories and methods used in the reconstruction of the history of African women. The course will run in the lecture/discussion format.

310A ST: African Culture and History Through Film

x, 4

Woodfork

This course will explore historical topics through films written and directed by Africans. The themes addressed by these films include the impact of colonial rule, negotiating "traditional" Africa and modernity,

cultural issues, and gender issues and relations. Films are the centerpiece of the course and students will also have readings in the areas of history, theory, anthropology, and sociology. A final research paper will be assigned.

315 Special Topics in Ancient History 2-4, 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: Rome in the East 4, x

Jones

This course will examine the relations between Rome and the empires, kingdoms, and peoples of the Near East, including Asia Minor (modern day Turkey), Syria, Mesopotamia (Iraq), Persia (Iran), Palestine, and Egypt as they were brought under the imperial control of Rome. We shall pay attention to the political, administrative, social, and religious history of the region during the Roman period. Besides the traditional historical narratives penned by ancient Greeks and Romans, students will be exposed to diverse forms of evidence including inscriptions, documents preserved on papyrus, texts written by the subject peoples of the eastern provinces, and material remains where pertinent. A key feature of the class will be learning how to interpret limited and often incomplete evidence as we strive to reconstruct the history of this rich and culturally diverse area of the Mediterranean world.

320 Alexander the Great and the Hellenistic Kingdoms

x, 4

Jones

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 over twenty 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 4; not offered in 2006-07

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 nineteenth-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.

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 will also 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 4; not offered 2006-07

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; not offered 2006-07

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 The French Revolution and Napoleon 4; not offered 2006-07

An exploration of the social, economic, intellectual, and political forces which culminated in the French Revolution, and an examination of the impact of the Revolution and Napoleonic France upon Europe. Some attention will be paid to the theory and pattern of revolutionary change as exemplified by the period. *Not open* to first-year students. A text, supplementary reading and either a paper or book critiques are required.

333 France since 1789 4; not offered 2006-07

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 will also look at ways that culture and politics have intersected and influenced one another throughout modern French history.

336 Modern Britain 4; not offered 2006-07

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?

4, x **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 nineteenth century, through World War I, revolution, and struggles over culture and fascism in the early twentieth 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 2006-07
 A social, political, and cultural exploration of Russian and Soviet history from the period of the Great Reforms (mid-nineteenth 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, x **Doff**
 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 nineteenth century, disintegration of the imperial system, civil war between the Nationalists and the Communists, and mass campaigns under the Communists, we will also 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 2006-07
 The history of Japan from 1600 to the present with emphasis on the factors which aided the rapid industrialization in the nineteenth century, Japanese imperialism in the first half of the twentieth 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.

365 Industrialization in the United States

4; not offered 2006-07
 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 nineteenth century to the recognizably industrial nation of the early twentieth 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 2006-07
 This course, surveying America's relationship to the rest of the world in the late nineteenth and twentieth 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 **Staff**
 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 **Staff**
 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 2006-07

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, 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 American 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 has worked legally, socially, economically, and culturally in the U.S., and the ways women have chosen to live their lives, from around 1800 to the late twentieth century. Readings include primary and secondary sources; papers and discussion required.

371 African American History x, 4

Lerman

This course will investigate the history of African Americans from slavery to the present, focusing primarily on the nineteenth and twentieth centuries. It will examine the origins and institution of slavery, the impact of the Civil War and reconstruction, the development of Jim Crow and segregation, black life in the South, political thought, the Harlem Renaissance, prominent individuals, the impact of the two World Wars on the African American community, the Civil Rights Movement, and African American life since the 1960s. Emphasis will be placed upon reading and discussion of primary and secondary sources. *Prerequisite:* previous course in United States history or consent of the instructor.

377 Masculine/Feminine: Gendered Europe x, 4

Sharp

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.

379 Topics in European History 2-4

A course which examines special topics in European history.

379 ST: Readings in European Imperialism x, 4

Sharp

By 1900 the small island group of Great Britain ruled over 1/4 of the world's land mass and 1/5 of its people. How and why did Europeans seize power over much of world in the nineteenth and twentieth centuries? Why did they think they had the right (or duty) to do so? What did this mean for Europe? For the conquered peoples? What is the legacy of European imperialism for the modern world? In this course professor and students will work together to answer these questions through intensive readings in a variety of themes, including geopolitics and expansion; the empire at home; theories of empire; nationalist and racist visions of the world. We will begin the course in the 1790s with Napoleon's adventures in Egypt; we will end by looking at decolonization and neo-colonization in the 1950s and 1960s.

379A ST: Marriage, Family, and Sexuality in the West, 1300-1800

4, x

Byars

Recently, there has been a good deal of debate about what defines marriage and family in the press, from the pulpit and in the halls of government. What, in fact, made marriage in the past? Has marriage always been defined by the populace as a monogamous, heterosexual union? Must vows be exchanged before a church representative to create a marriage? Are children required to demonstrate the success of marriage? Should one love his or her spouse? In this course, students will consider these questions and more as they explore marriage and its cultural context in the late medieval and early modern periods. Students will study different family models, the relationship between marriage and sexuality, marital duties as determined by gender, and the importance of religion in the development in marriage. The course will be reading intensive; both primary and secondary source material will be used.

380 Topics in Comparative History**2-4**

A course which examines selected topics applied across geographical boundaries or chronological periods.

380A Courtiers and Conquistadors: Comparative Masculinities in Early Modern Europe and Colonial Latin America**x, 4** **Byars**

Baldessare Castiglione's *The Courtier* outlines the ideal Renaissance European man. In the sixteenth century, European colonizers transported the gender norms and expectations of the early modern Mediterranean Europe to the New World. But the ideals of masculinity recognized and articulated in Europe no longer applied in the New World. Rather, a new sort of man was lauded in a western hemisphere that featured hostile natives, a severe gender imbalance and few representatives of "taming" influences like the church and family. In this course we will explore the process by which masculinity is constructed and articulated in two related subject societies: Colonial Latin American and the early-modern Mediterranean. A central interest of this course is to explore how masculinities can be understood only as articulated in relation to other social categories like class and ethnicity. We will read primary and secondary source material and classes will involve discussion as well as lectures.

381 History of Central America**4; not offered 2006-07**

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-nineteenth century, the region has frequently dominated United States 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 twentieth 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 2006-07**

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 nineteenth and twentieth 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 2006-07**

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 will also 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 2006-07**

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 U.S. *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**4; not offered 2006-07**

This course explores the panorama of Mexican history, from pre-colonial empire to today's economic development policies. The bulk of the class will focus on the post-colonial period, from 1821 to the present, examining the struggle for nationhood and modernization, war with the U.S., 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; not offered 2006-07

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 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

Doft and Charlip

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

Charlip

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 In African History

x, 4

Woodfork

Topic to be announced. *Prerequisite:* African history course above the 100 level or consent of instructor.

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

The Belle Epoque (beautiful era) before the war when Europeans ruled the world and society was "civilized" and "proper." Yet also the moment when middle-class women marched in the streets demanding the vote and working class men and women joined socialist groups in droves. When anarchists rejected all tradition and called for a new violent world characterized by speed and glory. When scientists and politicians deplored the "degeneration" of the individual and society while avant-garde artists drank absinthe and celebrated decadence. When the motor car and the airplane created new possibilities of movement and the cinema began to entertain the masses. This seminar explores the emergence of mass politics and modern culture, and the social and cultural contradictions that characterized European society before World War I destroyed the last graces of the nineteenth century. *Prerequisite:* European history course above the 100 level or consent of instructor.

493 Seminar in American History

Critical examination of a theme, period, or trend in American history. *Prerequisite:* consent of instructor. The current offering follows.

493 Seminar: Reinventing the Free Worker: Reconstruction, New South and the Reconvening of Nation

4, x

Lerman

By the middle of the nineteenth century, white male wage workers in the US had constructed a mode of citizenship they called "free labor," borrowing a contrast with slavery to gain concrete rights such as voting without property qualifications, and ideological claims such as their need for enough pay to support a family. The end of the Civil War brought not only the questions of how to re-unify a sundered nation and rebuild the southern economy, but also the question of how to reinvent ideas about work without the ever-present foil of slavery. This research seminar will explore Reconstruction and the "New" South with a

focus on the ways the relationship between freedom, work, and citizenship was reconfigured in both north and south. *Prerequisite*: U.S. history course above 100 level or consent of instructor.

494 Seminar in Middle East History

4 A seminar in a selected topic of Middle East history.

494 Seminar: History of the Ottoman Empire 4, x Semerdjian

The Ottoman Empire was one of the longest lasting empires in the world. This course will trace the origins of the empire exploring its early history and its expansion throughout the Arab speaking lands. Contemporary social histories of the Ottoman Empire have illuminated every day life in the empire and will be the focus of the course. Students will read several contemporary works that have shaped the key debates of Ottoman historiography, such as those concerning Ottoman decline, the character of the Islamic City and the rise of the urban notable. Students will read histories of the great Ottoman cities (Aleppo, Damascus, Istanbul, Jerusalem, Cairo) in order to examine more closely the nature of Ottoman rule and the character of local societies. The course will introduce primary sources in the form of travel literature and chronicles. *Prerequisite*: Middle East or Islamic history course above the 100 level or consent of instructor.

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).

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.

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 requirement 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.

Japanese

Akira R. Takemoto, *Chair, Fall 2006*,
Foreign Languages and Literatures
Mary Anne O'Neil, *Chair, Spring 2007*,
Foreign Languages and Literatures
(*on Sabbatical, Fall 2006*)

Japanese

Hitomi K. Johnson
Akira R. Takemoto

The two year Japanese language program provides students with basic skills in speaking, writing, and reading. The courses will also acquaint students with ways in which the language influences Japanese culture. The program in Japanese also includes courses in classical and modern Japanese literature in translation. These classes are normally offered in the Fall

semester, and are listed in the World Literature section of the catalog. In the Fall semester, a special studies course called “The Samurai” will be offered.

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/ Japanese minor: 205, 206 (or equivalent); plus a minimum of twelve credits in advanced Japanese language and literature courses. Courses in Japanese 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 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 Advanced Language and Introduction to Japanese Studies

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 2006-07

Japanese prose and poetry from the eighth through the nineteenth centuries. Works include *The Many-oshu*, 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; not offered 2006-07

Selected novels, short stories, film scripts, and poems representative of styles and themes which characterize twentieth-century Japanese literature. Film scripts discussed in conjunction with a viewing of the films themselves.

WLIT 387 A Special Topics in World Literature: The Samurai

4, x

Takemoto

We will read stories and plays that highlight the history of the *samurai* in Japan. We will also read selected Buddhist texts as well as *The Analects of Confucius*. A major part of the class will be the viewing of *samurai* films, both recent and old, that have both clarified and confused the image and the ideal of the *samurai* in Japanese history and culture. All readings will be in English, but a background in Japanese language would be very helpful. *Not open* to first year students. *Prerequisite:* consent of instructor.

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 339, 340;
 Spanish 305, 306, 335, 336, 431, 432, 433, 434, 467;
 WLIT 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

Jason Pribilsky, Anthropology, *Director*

Aaron Bobrow-Strain, Politics
(on Sabbatical, Fall 2006)

Julie A. Charlip, History
(on Sabbatical, Spring 2007)

Marie Clifford, Art History
(on Sabbatical, Fall 2006)

Nohemy Solórzano-Thompson, Spanish
(on Leave, 2006-07)

The Latin American Studies major: Thirty-four credits; at least twelve 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 7 credits.

Students who major in Latin American studies may choose among the following courses for their required area courses and electives:

Anth 231 *Archaeology of South America*

Anth 238 *The Archaeology of Mesoamerica*

Anth 250 *Las Américas, Contemporary Latin American Anthropology*

Anth 259 *Andean Culture and Society since the Inca*

ArtH 208 *Art of the Americas*

Hist 283 *Topics in Latin American History*

Hist 287 *Colonial Latin America*

Hist 381 *History of Central America*

Hist 382 *United States-Latin American Relations*

Hist 383 *Women in Latin America*

Hist 384 *Cuba and Nicaragua*

Hist 387 *Topics in Latin American History*

Hist 389 *History of Mexico*

Hist 495 *Seminar in Latin American History*

Pol 242 *The Politics of Development in Latin America*

Pol 335 *Globalization and the Cultural Politics of Development in Latin America*

Pol 373 *Political Ecology of Latin America*

Span 335, 336 *Hispanic Culture, History, and Introduction to Hispanic Literature* (when not taken as a required course)

Span 431 *The Persistence of Myth in Spanish-American Literature*

Span 432 *The Challenges of Nature and Society in Spanish-American Literature*

Span 433 *Time and Power of the Word in Spanish-American Literature*

Span 434 *Gender, Family and Race in Spanish-American Literature*

Span 440-449 *Topics in Spanish and Spanish-American Theatre and/or Cinema* (When the topic is Latin American)

WLit 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 3 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 250, 259, History 283, 287, 381, 382, 383, 384, 387, 389, 495, Spanish 335, 336, 431, 432, 433, 434, plus 440-449, 467, 468, and WLit 381-390/RFS 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 250, 259, History 283, 287, 381, 382, 383, 384, 387, 389, 495, Spanish 431, 432, 433, 434, plus 440-449, 467, 468, and WLit 381-390/RFS 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. The preparation of a senior thesis paper from its conception to a complete draft. Under the guidance of their advisors, senior majors will meet to formulate a research plan and a calendar under which they will have submitted the following by the end of semester: a bibliography of relevant works, a detailed outline, and a complete first draft of the thesis.

496 Latin American Studies Senior Thesis

x, 2

Staff

The completion of the draft of the senior thesis prepared by LAMS 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 LAMS 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

Frazier

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

Albert W. Schueller, *Chair*

Barry Balof

Douglas Hundley

Robert A. Fontenot

Patrick W. Keef

Russell A. Gordon

Laura M. Schueller

David Guichard

Mathematics courses provide an opportunity to study mathematics for its own sake (often called pure mathematics) 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, 250, 270, 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 non-majors, except that students choosing the Pure 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 Pure Mathematics major: 225, 235, 236, 260, 300; any two of 385, 386, 455, 456; 495 and 496; twelve additional credits in mathematics courses numbered above 200, for a total of thirty-six 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 250, 338, 339 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; one of 367, 368, 467; one of 250, 338, 339; 495 and 496; nine additional credits in mathematics courses numbered above 200, for a total of thirty-four credits; a minor 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 forty-two mathematics credits to fulfill the requirements for the pure mathematics major, forty 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, thirty-one mathematics credits for the economics-mathematics major, and twenty-seven mathematics credits for the 3-2 mathematics-computer science major.

The Mathematics minor: Fifteen credits or more in mathematics courses numbered 200 or above.

The Computer Science minor: A minimum of fifteen credits including: 167, 270, and three courses chosen from 250, 339, 358, and 467.

The Economics-Mathematics combined major: Mathematics 167, 225, 235, 236, 244, 300, 338, either 250 or 339, and three additional credits chosen from mathematics courses numbered above 200. Economics 107, 307, 308, 327, 428 plus two additional courses in economics, at least one of which is numbered 310 through 490. For economics-mathematics majors, Economics 107 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, 156, 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.

The 3-2 Mathematics-Computer Science major. 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 3, x L. Schueller

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 non-math major. *Prerequisite:* two years of high school mathematics.

125 Calculus I 3, 3 Fall: Guichard, Hundley, Gordon Spring: Hundley

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 Spring: Guichard, Gordon

A continuation of Mathematics 125, covering integration, techniques for computing antiderivatives, applications of the definite integral, and infinite series.

128 Elementary Statistics x, 3 Fontenot

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.

225 Calculus III**4, 4** Fall: Balof; Spring: A. Schueller

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 co-requisite* for Mathematics 235: Mathematics 225; *Prerequisite* for Mathematics 236: Mathematics 235.

244 Differential Equations**x, 3** Hundley

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.

**250 Mathematical Modeling I
3; not offered 2006-07**

This course explores the process of building, analyzing, and interpreting mathematical descriptions of real-world processes. The course introduces basic techniques, which may include such topics as data fitting, differential equations, discrete dynamics, and probabilistic modeling. *Prerequisite:* Mathematics 225.

260 An Introduction to Higher Mathematics**x, 3** Guichard

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** Guichard

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 4 credits. *Prerequisite:* Consent of Instructor.

300 Linear Algebra**3, 3** Fall: Gordon; Spring: Fontenot

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**x, 3** 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** Fontenot

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 II
3; not offered 2006-07

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 2006-07

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 **L. Schueller**

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 2006-07

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
3, x **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; *prerequisite or co-requisite:* 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.

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 **Balof**

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 **Balof**

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 Laural Miller-Klein

Edward Dixon Lee D. Thompson

David Glenn Jackie Wood

Susan Pickett

Assistants

Ron Coleman Lori Parnicky

Shirley Diamond Andy Plamondon

Amy Dodds Kraig Scott

John David Earnest Jon St. Hilaire

Jon Klein Maya Takemoto

Spencer Martin Kristin Vining-Stauffer

Robyn Newton

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 thirty-six credits to fulfill the requirements for the Standard, History, Theory/Composition or Jazz tracks or thirty-eight credits for the Performance track.

A minimum of thirty-six 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 2-3 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 1 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.

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 pre-recital jury to the music faculty at least three weeks prior to the scheduled recital date.

The Music minor: A minimum of eighteen 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).

Non-Majors: 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 twelve 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 sixteen credits in applied music is applicable toward degree requirements.

100 Reading of Music

first-half of Fall semester; 1, x

Pickett

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. *Co-requisite:* enrollment in private lessons or an ensemble, or consent of instructor.

125 Introduction to Music Theory

second-half of Fall semester; 2, x

Pickett

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. *Co-requisite:* 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

x, 3

Dixon

A liberal arts approach to the study of music through historical style. Many musical compositions from the seventeenth through the twentieth 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*: \$280 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*: \$20. P-D-F not allowed.

251, 252 Special Ensembles

1, 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.

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.

Section B: Whitman Chamber Singers

1, 1

Bode

A 24-member select ensemble, specializing in traditional sixteenth-century madrigal literature and vocal chamber music of the twentieth 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.

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.

253, 254 Accompanying

1, 1

Thompson

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

x, 3

Glenn

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*: \$280 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 12-20 pieces. 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 2006-07**

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, 3****327 Romantic, Post Romantic and Twentieth-Century Music Theory****3, x****Pickett**

Chromatic harmony and twentieth-century composition techniques. *Prerequisite:* Music 126 with a grade of C or better. *Co-requisite* 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. One hour per week. *Co-requisite:* 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 twenty-first century. *Prerequisites:* students must be fluent music readers, Music 398 and Music 399 or the equivalent, or consent of the instructor. *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:* \$280 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.

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 eighteenth 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 2006-07

The evolution of style in the nineteenth 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 2006-07

The evolution of twentieth-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

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:* \$280 per credit per semester. *Prerequisite:* consent of music faculty. 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:* \$280 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

Patrick R. Frierson

Mitchell S. Clearfield

Rebecca Hanrahan

Julia A. Davis

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; two other courses; the four credit senior paper; for those who qualify (see below), the four credit honors senior thesis.

The Philosophy minor: A minimum of 20 credits in philosophy, including at least two of the following courses: Phil 201, 202, 303, and 304.

The Senior Paper and the Honors Senior Thesis and Oral Examination:

1. By the end of their junior year, all philosophy majors 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. During Thanksgiving break the department will grade the senior papers and decide which students merit being invited to extend their senior paper into an honors senior thesis. Those invitations will be sent out by the Friday of the first week following Thanksgiving break. Within a week of their invitation, students will decide whether to accept it, and those who do will suggest first, second and third readers to the department. The department will meet in January to agree on the most appropriate first, second, and third readers. The due date for the honors senior thesis will be the end of the second week of April (or the corresponding date for those theses turned in during Fall semester).

4. There will be an hour-long oral examination of all honor senior theses scheduled during the second and third weeks of April (or the corresponding weeks of Fall semester for Fall graduates). The oral examination will be open to the public and all philosophy majors will be invited to attend.

The Comprehensive Examinations:

1. Comprehensive examinations in philosophy will consist of four exams. The first two exams will propose two questions in ancient philosophy and two questions in medieval philosophy, with students choosing to write on one in each examination. The third exam will propose two questions in modern philosophy from Descartes through Kant of which the student will choose one to answer in writing. The fourth exam will propose two integrative questions covering the history of philosophy as a whole from which each student will select one to discuss orally with a panel of instructors.

2. The first two exams will be offered the last Friday in February, the third a week later. The fourth 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 up 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 2006-07

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 x, 4

Frierson

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 2006-07

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 examine 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

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 2006-07

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

x, 4

Frierson

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; not offered 2006-07

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.

201 Ancient Philosophy

4, x

T. Davis

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; not offered 2006-07

We will use texts from philosophy and literature to explore specific problems.

225 Critical Race Theory

x, 4

J. Davis

This course is a philosophical consideration of race and recognition, focusing specifically on the African-American experience. It seeks to guide students towards 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, x

Frierson

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

x, 4

Hanrahan

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 2006-07

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 ArTH 249.

241 Environmental Aesthetics

4; not offered 2006-07

Beginning with an examination of the relation between the concepts of “beauty” and the “sublime” in Edmund Burke, Kant, Emerson, Thoreau, and Heidegger, we will explore the work of art as constituting an interface between nature and culture. We will then move on to the work of specific artists that articulate this interface, including the “land art” movement and Maya Lin. We will conclude by exploring how a garden can be a work of art. The final project will be designing your own garden. May be elected as ArTH 241. Distribution area: humanities.

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
4, x

Hanrahan

Does the non-human 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 non-human, 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
4; not offered 2006-07

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

Frierson

A study of the development of western philosophy in the seventeenth and eighteenth 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 twentieth century, with special emphasis on Kant, Hegel, Nietzsche, Frege, and Husserl. *Prerequisite:* Philosophy 303 or consent of instructor.

309 Heidegger
4; not offered 2006-07

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
x, 4

Frierson

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 2006-07

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.

337 Philosophy of Mind
4; not offered 2006-07

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; not offered 2006-07

An examination of a philosopher or philosophical movement.

340 Special Topics: Philosophical Problems
4

An examination of a philosophical problem.

340 Philosophical Problems: Contemporary Ethical Theories

4, x

Frierson

This seminar focuses on a close reading of three or four of the best recent books in ethics and ethical theory. Possible books include Christine Korsgaard’s *Sources of Normativity*, Alan Gibbard’s *Wise Choices, Apt Feelings*, Jonathan Dancy’s *Ethics without Principles*, Garrett Cullity’s *The Moral Demands of Affluence*, and Jacques Derrida’s *The Gift of Death*. *Prerequisites:* Phil 127 or consent of the instructor.

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. For Spring 2007, we will consider the various kinds of love: eros, philia, and agape. *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.

408 Special Topics: Thoreau**x, 4****T. Davis**

A close reading of Walden and selections from Stanley Cavell's *The Senses of Walden*.

410 Special Topics in Continental Philosophy**4**

An examination of a text or problem from the Continental philosophical tradition.

410 Special Topics: Philosophical Foundations of Non-Violence**4, x****T. Davis**

We will examine the question: What must be true about being human such that a non-violent politics can be possible? Authors read: Michel Foucault, selections from *The Hermeneutics of the Subject* and late interviews; Hannah Arendt, selections from *Responsibility and Judgment* and *The Promise of Politics*; Judith Butler, selections from *The Psychic Life of Power*, *Precarious Life*, and *Giving an Account of Oneself*; Adriana Cavarero, selections from *Relating Narratives*; and Emmanuel Levinas, selections from *Otherwise Than Being* and *Is it Righteous To Be?* *Prerequisite:* consent of instructor.

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 eleventh 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

Kurt R. Hoffman, *Chair*

Mark Beck

Nicholas R. Cerruti

Douglas H. Juers

Frederick G. Moore (*on Sabbatical, 2006-07*)

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 forty-nine 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 thirty-three credits in physics including Physics 155, 156, 245, 246, 255, 256, 325, 335, 336, 347, 385. Additional courses to meet credit requirements are to be taken from 300-480 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 eighteen credits in physics to include Physics 155, 156, 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, 156, 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, 380, 391, 392 or 490; Physics 155, 156, 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 and 300 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, 156, 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 listing 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, Mathematics 125 (7 credits);
Physics 156, Mathematics 126 (7 credits).

Second year: Physics 245, 255, Mathematics 225, 235 (8 credits); Physics 246, 256, Mathematics 236, 244 (8 credits).

Third year: Physics 325, 335, Mathematics 300 (11 credits); Physics 336, 347 (5 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, 3

Course designed for non-science 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.

101 Special Topics: How Things Work 3; not offered 2006-07

A thematically oriented course introducing students to the physical interactions underpinning everyday experiences. Example topics that may be addressed include: transportation, high technology, energy and power. Designed for non-science majors and will use little mathematics and nothing beyond algebra and simple trigonometry. Occasional laboratory exercises. Evaluation based on exams, homework, group projects, short papers.

103 Sound and Music 3, x

Hoffman

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 non-science 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 towards 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 twenty-first century. *Co-requisite:* Physics 155 or 156 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 student 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**

The Physics 155, 156 sequence is intended for all students seeking a firm understanding of basic physical principles. This course focuses on classical mechanics: kinematics, Newtonian mechanics, energy and momentum conservation, and waves. This course is required for physics majors. 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 or co-requisite:* 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. This course is required for physics majors. 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 or co-requisite:* Mathematics 126, Physics 155.

245, 246 Twentieth-Century Physics

3, 3 **Hoffman**

Probability, topics in kinetic theory, basic experiments and concepts in quantum physics, introduction to quantum mechanics, atoms, molecules, solids, nuclei, particles, special relativity, topics in mechanics. Lectures and problems. *Prerequisites:* Physics 156 and Mathematics 126; *Co-requisite* in Mathematics 225 recommended. Three lectures per week.

255, 256 Twentieth-Century Physics

Laboratory
1, 1 **Hoffman**

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. *Prerequisites or co-requisites:* Physics 245, 246.

318 Computational Physics

3; not offered 2006-07

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, 326 Electricity and Magnetism

3, 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 **Beck**

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****Staff**

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 2006-07**

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. 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 2-dimensional systems (photon polarization and spin-1/2 particles) using the formalism of matrix mechanics. The course then moves on to cover 2-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 2006-07**

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

Philip D. Brick

Shampa Biswas

Timothy Kaufman-

(on Sabbatical,

Osborn,

*Fall 2006)**Chair, Division 1*

Aaron Bobrow-Strain

Jeannie Morefield

(on Sabbatical,

Matthew Voorhees

Fall 2006)

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 thirty-four 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 thirty-four departmental credits, distributed as follows:

(a) At least twelve 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 twenty credits of departmental offerings. These must include eight credits in courses 300 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: <http://www.whitman.edu/Departments/Politics/Politics.html>.

106 Nations and Nationalisms 4; not offered 2006-07

This course introduces students to a range of explanations for the origins of nations and the spread of nationalism. Through a survey of contemporary case studies, we examine the different forms that nationalism can take and how it draws on race, ethnicity, class, and gender. We also examine the connections between nationalism and violence, using such cases as Bosnia and Northern Ireland.

118 Politics in the United States

4, x

Voorhees

This course introduces students to the institutions, ideologies, and controversies of contemporary

American politics. It explores questions such as these: How democratic are the processes of congressional policy making? What aids and obstacles to democracy are furnished by elections, the presidency, federalism, interest groups, courts, bureaucracies, political parties, social movements, and the media? How do experiences of American democracy vary for different social groups in terms of class, race, and gender? The course emphasizes case studies in political events and public policy while also including selected readings in political theory.

119 Whitman in the Global Food System x, 4

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 U.S. 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

x, 4

Brick

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: Magnusson; Spring: Biswas

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.

157 Foundations of Feminist Political Thought

4; not offered 2006-07

This course examines the emergence of feminist political thought in Europe and America. Beginning with readings from the seventeenth century and ending with Simone De Beauvoir, we consider how early feminist writers were influenced by their political,

economic, and social context. At the same time, we focus on a number of themes that reappear throughout these works. These themes range from the demand for women's suffrage and publicly funded day care to issues of sexuality and self-identity. Students are asked to consider what bearing these themes might have on contemporary feminism. Distribution area: social science or alternative voices.

179 International Political Economy 4; not offered 2006-07

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.

200 ST: American Political Thought: Founding Through Civil War

4, x

Voorhees

This course is designed to introduce students to the primary themes and problems in American political thought from the colonial era to the Civil War. Drawing on theoretical works, historical documents, and literature, we will consider how such central categories of American thought as freedom, equality, and individualism were contested and shaped during the colonial era, the American Revolution and Founding period, the abolition movement and the Civil War. Authors include: Niles, Franklin, Madison, Hamilton, Jefferson, Douglass, Hawthorne, Melville, Emerson, Thoreau, and Lincoln.

201 ST: American Political Thought: Civil War to Present

x, 4

Voorhees

This course is designed to introduce students to the primary themes and problems in American political thought from the Civil War to the present. Drawing on theoretical works, historical documents, and literature, we will consider how the central categories of American thought evolved in response to the vast economic and cultural changes that followed the Civil War. Particular attention will be paid to the theoretical foundations of the "Gilded Age," Populism, Progressivism,

the Civil Rights movement and the New Left, and Neoconservatism. Authors include: Sumner, Twain, Booker T. Washington, Du Bois, Addams, Goldman, Dewey, King, Baldwin, Bloom, and DeLillo.

201A ST: The Migration and the Politics of Immigration

4, x

Caviedes

This course examines immigration from comparative historical and political perspectives, drawing insights from various disciplines including sociology, economics and geography. An exploration of the theories of the causes for migration and its interrelation with globalization leads us to consider its economic, humanitarian, cultural and security aspects. The course also focuses more narrowly on the sociology of immigration and how race and identity impact the experience. The course draws on European, African and East Asian and American examples, the final portion involves a more specific examination of immigration in the United States. We will re-examine the reality and mythology of immigration in the U.S. and explore more current issues such as border control, immigrants in the U.S. labor market, and the current state of domestic immigration politics

219 Law and American Society 4; not offered 2006-07

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 2006-07

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

Morefield

This course introduces students to the history of European political theory through an investigation of classical Greek and pre-modern 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 Classics 221.

222 Modern European Political Theory
x, 4 **Kaufman-Osborn**

This course introduces students to the history of European political theory from the sixteenth through the nineteenth 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 2006-07

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 twenty-first-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 2006-07

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
4; not offered 2006-07

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 U.S., 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
x, 4 **Magnusson**

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
x, 4 **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.

268 South Asian Diasporas: Migration, Culture and Transnational Politics
4; not offered 2006-07

This interdisciplinary course examines a century of migration from the Indian subcontinent overseas. This includes the indentured labor movements to various destinations in the British empire (such as the Caribbean and Southeast Asia), the immediate post-independence migrations of South Asians to build the post World War II-ravaged economies of Europe and the more recent postcolonial migrations of techno-professionals to North America. The purpose of the course will be to examine the impact of these migrations on the racial and cultural politics of these different locations as well as to study the economic

and political transnational linkages made possible and sustained through these movements. The course emphasizes an interdisciplinary approach to the study of South Asian diasporas, with particular attention to issues of class, race, gender, generation, and sexuality. Distribution area: social science or alternative voices.

283 Development in Theory and History 4; not offered 2006-07

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

x, 4

Brick

This course introduces the student to basic problems in natural resource policy-making 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 non-governmental organizations, and we will review a variety of conservation strategies, including land trusts, various incentive-based approaches, and collaborative conservation.

300 The Politics of Development 4; not offered 2006-07

The purpose of this course is to critically analyze the dominant conceptualizations of third world development, as well as development policy-making. The course will examine how different theories of development (e.g. modernization theory, dependency theory, post-structural approaches) have conceptualized and critiqued development ideas and policies and raise questions about the approach and functioning of dominant development institutions such as the World Bank and the IMF. The kinds of issues covered by the course will include economic growth, population, environment, gender and democracy. Distribution area: social science or alternative voices.

307 Political Theory and the Body Politic 4; not offered 2006-07

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 x, 4

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? For Fall 2006, available only to students accepted to Semester in the West program.

313 Social Policy and Democracy in the United States 4; not offered 2006-07

This course examines contemporary issues in social policy in light of the historical development of

the U.S. welfare state. It considers how social programs in the United States have been shaped by a variety of factors including social class relations, party competition, and racial and gender power dynamics. The course focuses on the policy areas of social security, poverty relief, health care, labor relations, and housing. Students will participate in a service learning project in the local community to provide a concrete context for learning about issues in U.S. social policy. We also consider the politics of the U.S. welfare state in the context of democratic theory, asking: 1) What social policies are necessary to ensure the freedom and equality of democratic citizens? and 2) How can the formation of social policy be democratized? Distribution area: social science or alternative voices.

314 The Christian Right in the United States 4; not offered 2006-07

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 x, 4 **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.

317 Campaigns and Elections in the United States 4; not offered 2006-07

This course engages students in a concentrated study of U.S. electoral politics. Major themes of the course include the role of the media in campaigns; strategies of campaign organizing; the system of campaign finance; voting behavior; electoral dynamics of race, gender, and class; and independent and third party candidates. We also consider theoretical issues concerning the significance of elections, representation, and campaign-related communications for a robust

democracy. An important component of this course is participation in a community-based learning project in partnership with a local organization. In major election years, the course also involves analysis of campaigns running concurrently with the course.

319 Sexuality and Textuality x, 4 **Tobin**

Questions of sexuality from the perspectives of various time periods and cultures. Authors: Plato, Sappho, Shakespeare, Sade, Sacher-Masoch, Mann, Gide, Stein, Colette, Baldwin, Mishima, and Lorde. The amount of reading required is extensive. Presentations, short papers, and final project required. May be elected as World Literature 309. Offered in alternate years. Distribution area: social science or humanities.

328 Contemporary Feminist Theories 4, x **Kaufman-Osborn**

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.

332 The Politics of Place 4; not offered 2006-07

This seminar course explores the relation between culture, power, and place. In an age when forces of globalization seem to blur or even obliterate fixed borders, powerful images of firmly bounded "local" places are constantly held up as antidotes to a wide variety of perceived evils ranging from global capitalism to religious secularization. Yet, these invocations of place are often historical, highly romanticized, and dependent on the exclusion of certain undesirable Others. Drawing on cases ranging from struggles over the Nevada Nuclear Test Site to the Rwandan genocide, from competing images of nature in the Amazon basin to the politics of ecotourism in the Pacific Northwest this course asks: 1) How are places imagined and constructed through processes of political struggle? and 2) How do these different imaginaries of place, in turn, shape political struggles?

335 Globalization and the Cultural Politics of Development in Latin America x, 4 **Bobrow-Strain**

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 export-processing factories, the making of transnational identities through migration, and the contemporary resurgence of indigenous social movements throughout Latin America. This course is taught in conjuncture with a Spring Break trip to the U.S.-Mexico border, where many of these issues can be seen in stark relief. Students are highly encouraged (but not required) to participate in that trip. Distribution area: social science or alternative voices.

338 North-South Relations 4; not offered 2006-07

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 x, 4

Brick

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 2006-07

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 post-modern international theory. *Prerequisites:* Politics 147 or consent of instructor.

348 International Politics of Ethnic Conflict 4; not offered 2006-07

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 seventeenth 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; not offered 2006-07

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 RFS 352.

358 Capital Punishment 4; not offered 2006-07

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 x, 4

Biswas

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

x, 4 **Bobrow-Strain**

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 two hundred 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 2006-07

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 will also 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 2006-07

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 environ-

ment” are produced, and how those categories themselves are sites of material and symbolic struggle.

377 Environmental Politics

4; not offered 2006-07

A seminar exploring the relation between politics and the environment. Topics will include discussion of the origins of environmental ideas and values, the intersection of those ideas with the public policy process, and issues of global resource protection and international cooperation on world-wide environmental concerns such as deforestation, global climatic change, and natural resource management. A field trip is required.

378 Transnationalism

4, x

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 United States 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 2006-07

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 policy-making 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.

401 ST: Race and American Politics

x, 4

Voorhees

This seminar examines the role of race in American political development and contemporary politics. Among the topics considered will be the ways in which racial identities have been constructed and mobilized in response to changes in American social and political life; how race has informed—and continues to inform—political movements, public opinion, policy debates, and legal discourses; the relevance of race to questions surrounding class and economic inequalities; and the extent to which American political and legal institutions adequately respond to the challenges and possibilities of diversity.

401A ST: The European Union: Politics and Political Economy

4, x

Caviedes

This seminar straddles the line between international relations and comparative politics. It traverses the history of the European Community and Union highlighting those international relations theories that might explain the integration process. Becoming familiar with the core institutions involved in the legislative, executive and judicial functions of the European Union enables us to review of some of the EU's substantive policies, giving consideration to various economic, social and foreign policy areas and the political struggle that accompanies advances in each area. It concludes with a gaze toward the future, as we discuss the possible ramifications of the most recent European projects such as monetary union, enlargement and the "Constitution" for Europe.

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.

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

**Kaufman-Osborn, Magnusson
Morefield, Voorhees**

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

Matthew W. Prull, *Chair*

Melissa Clearfield

Walter T. Herbranson

Richard N. Jacks

S. Brooke Vick

Deborah Wiese (*on Sabbatical, Spring 2007*)

Deborah DuNann Winter (*Fall 2006 only*)

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 thirty-six 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*.

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 or 460; and other courses selected with the approval of the major adviser to make a total of thirty-six credits; three credits in philosophy (excluding Philosophy 109), three credits in sociology (excluding Sociology 230) or anthropology, and three credits in biology. 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 ten additional credits for a total of 18 credits. The ten additional credits must include at least one psychology course numbered 300 or higher.

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 offered by D. Winter and M. Clearfield stress problem solving through application papers and group work. Other sections may use a more traditional lecture and designated examinations format.

210 Psychological Statistics

4, 4

Fall: Prull; Spring: 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. Distribution area: quantitative analysis.

220 Research Methods in Psychology

4, 4

Fall: Wiese, Spring: Vick

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.

230 Social Psychology

x, 4

Vick and Farrington

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. May be elected as Sociology 230. *Prerequisites:* no fewer than three credits in psychology and/or sociology, or consent of instructor.

239 Psychology of Women and Gender

x, 3

Clearfield

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
x, 3 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, 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 non-psychology majors as well as majors.

257 Peer Counseling
2, x Jacks

Designed to teach verbal/non-verbal 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
4, x 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 2006-07

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
x, 3 Prull

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.

335 Seminar in Cross-Cultural Psychology
4; not offered 2006-07

Psychological concepts and theories accepted in the U.S. 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 U.S. 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 stigmatization, 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. *Prerequisite:* Psychology 110 or equivalent.

339 Comparative and Evolutionary Psychology
4, x Herbranson

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, 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 twelve students per class so that class discussion opportunities are maximized.

347A Special Topics: The Psychology of Environmental Problems

4, x **D. Winter**

This seminar provides an overview of psychology for solving environmental problems. Using empirical and experiential methods, we analyze how psychology can contribute to the project of building a sustainable society. Environmental conflict and nonviolent action are addressed. Weekly reading, writing, discussion, a class presentation, and a final paper are required. Some sessions will take place at the Johnston Wilderness Campus. *Prerequisites:* Psychology 110 and consent of instructor.

348 Special Topics: Human Memory **3; not offered 2006-07**

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. *Prerequisites:* Psychology 110 or equivalent.

350 Cognitive Psychology

4, x **Pruhl**

The issues and research associated with the ways humans come to know and understand the world they live in. Students taking this class should have a thorough understanding of basic principles of psychology that can be extended to a discussion of the "higher" mental processes associated with perception, imagery, memory, problem solving, etc. One weekly arranged lab is required in addition to regularly scheduled class meetings. *Prerequisites:* six credits in psychology or 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.

370 Experiential Methods

5, x **D. Winter**

Contemporary techniques as formulated and used by psychologists with non-institutionalized clients. Analysis of the healthy personality, and then practice with a variety of counseling methods emphasizing: 1) the unconscious (for example, dream work, Gestalt techniques, psychodrama); 2) behavior (systematic desensitization, self control, assertiveness training); 3) the body (stress reduction, bioenergetics, body work); and 4) thoughts (rational-emotive therapy, cognitive restructuring, meditation). One three-hour lecture-discussion period per week plus several required extra-classroom experiences each week, written assignments, and co-counseling sessions, as well as two weekend laboratory experiences and a take-home final. *Prerequisites:* Psychology 110 and consent of instructor. Credit not allowed if Psychology 270 has been taken.

380 Lab in Child Development

4; not offered 2006-07

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; not offered 2006-07**

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****Clearfield**

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.

460 Applied Psychology and Practicum**4, x****Wiese**

A course focused on applications of psychology in community settings, designed for students considering careers as psychologists, counselors, and social workers. Involves advanced level of integration of psychological theories with practical experiences, addressing the blending of the science and practice of psychology. Class sessions include discussion of readings, skill development, and group supervision. Assignments designed to promote professional development and enhance skills in basic therapeutic techniques, case conceptualization, documentation, and program assessment. Students engage in a supervised practicum off-campus for a minimum of 3 hours per week. Practicum opportunities vary each year depending on the needs of the community and may include school, hospital, counseling centers, or non-profit organizations. Enrollment limited to 12 students. *Prerequisites:* Psychology 260 (*Abnormal Psychology*) and consent of instructor.

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

Nina Lerman, *Director*

Shampa Biswas

Helen Kim

(on Sabbatical,

Bruce Magnusson

Fall 2006)

Jean Carwile Masteller

David Glenn

Nicole Simek

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 REST 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. No more than 12 credits earned in off-campus programs and transfer credit may be used to satisfy the REST major requirements. 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: GENS 245, *Critical and Alternative Voices*, plus one other course centered on racial and ethnic analysis (SOC 267 *Race and Ethnic Group Relations*; HIST 371 *African American History*; HIST 268 *U.S. Ethnic and Immigration History*; POL 259 *Politics of Race, Ethnicity, and Religion*; PHIL 225 *Critical Race Theory*).

Concentration: Three courses (typically 9-12 credits) allowing depth of study in a topic or region, serving as the basis of the thesis. The concentration must be proposed to and approved by the REST Committee by the end of fall semester of the junior year. Examples of regional concentrations include Latin America, Africa, U.S., South Asia; examples of thematic or topical concentrations include identity, gender, class, nation, nature, religion.

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 (4 credits) in the fall, in which students discuss common readings and case studies and begin thesis research, and completion of thesis (2 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.

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. These credits may be earned at Whitman College, through trans-

fer 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 REST will take GENS 245, *Critical and Alternative Voices*, one of the foundation courses (SOC 267 *Race and Ethnic Group Relations*; HIST 371 *African American History*; HIST 268 *U.S. Ethnic and Immigration History*; POL 259 *Politics of Race, Ethnicity, and Religion*; PHIL 225 *Critical Race Theory*), and three elective courses chosen from the list of eligible courses.

1. "Foundations" courses: courses incorporating race and ethnicity as central, defining issues:

GenS 245 *Critical and Alternative Voices*
 Hist 371 *African American History*
 Hist 268 *US Ethnic and Immigration History*
 Phil 225 *Critical Race Theory*
 Pol 259 *Politics of Race, Ethnicity, and Religion*
 Soc 267 *Race and Ethnic Group Relations*

2. REST courses: a list from which majors will draw concentration and elective courses in consultation with advisor and approved by committee:

Anth 250 *Las Américas: Contemporary Latin American Anthropology*
 Anth 258 *Peoples of the Tibeto-Burman Highlands*
 Anth 259 *Andean Culture and Society Since the Inca*
 Anth 328 *Culture, Health, and Healing: Medical Anthropology*
 ArtH 208 *Arts of the Americas: The Visual Culture of Conquest and Colonialism*
 ArtH 221 *American Art and Visual Culture, Colonial to 1900*
 ArtH 222 *American Art and Visual Culture of the Twentieth Century*
 Educ 375 *Development and Diversity*
 Educ 360/Soc 370 *Educational Equality*
 Engl 181 *The Unfamiliar*
 Engl 387 *African American Women Writers*
 Engl 388A *Literature of Empire and its Aftermath*

- Engl 388B *Harlem Renaissance*
 Fren 316 *Contemporary France and the Francophone World*
 Hist 188 *Modern Latin America*
 Hist 210 *Roots of Contemporary Africa*
 Hist 247 *Early China*
 Hist 250 *Colonies to Nation: North America, 1600-1800*
 Hist 287 *Colonial Latin America*
 Hist 290/Soc 290 *History and Sociology of Rock 'n Roll*
 Hist 297 *Building a Nation, U.S. 1800-1890*
 Hist 310 ST: *Women in Africa*
 Hist 344 *Modern China*
 Hist 346 *Modern Japan*
 Hist 368 *Emergence of Modern America*
 Hist 369 *U.S. Since the Second World War*
 Hist 370 *Interrogating Sisterhood: Women and Gender in the U.S.*
 Hist 379 ST: *Readings in European Imperialism*
 Hist 381 *History of Central America*
 Hist 383 *Women in Latin America*
 Hist 389 *History of Mexico*
 Hist 322 *Palestinian-Israeli Conflict*
 Hist 310 ST: *African Diaspora*
 Mus 160 *Study of Jazz*
 Pol 220 *American Political Theory*
 Pol 258 *Politics in Africa*
 Pol 268 *South Asian Diasporas: Migration, Culture and Transnational Politics*
 Politics 313 *Social Policy and Democracy in the United States*
 Politics 316 *Culture, Ideology, Politics*
 Pol 332 *Politics of Place*
 Pol 335 *Cultural Politics of Development in Latin America*
 Pol 338 *North-South Relations*
 Pol 348 *International Politics of Ethnic Conflict*
 Pol 359 *Gender and International Hierarchy*
 Pol 367 *African Political Thought*
 Pol 378 *Transnationalism*
 Pol 402 *Research Seminar: Racism & Latinos in Washington State*
 Psyc 335 *Seminar in Cross-Cultural Psychology*
 Rel 222 *South Asian Religions II: The Classical Period*
 Rel 260 *Religion in America from the Civil War to the Present*
 Rel 259 *Religion in America from Columbus to the Civil War*
 Rel 345 *Judaism in the U.S.*
 Rel 349 *Field Studies in the Religions of the Pacific Northwest*
 Rel 358 *Feminist and Liberation Theologies*
 Rel 388 *Religious Intolerance in the Contemporary U.S.*
 Rel 389 *Multireligious South Asia*
 RFS 240 *Rhetorical Explorations: Race, Class, and Gender*
 RFS 250 *Persuasion, Agitation and Social Movements*
 RFS 340 *African American Protest Rhetoric*
 Soc 271 *Asian Americans in Contemporary Society*
 Soc 290/Hist 290 *History and Sociology of Rock 'n Roll*
 Soc 293A *Latina/o Experience in the U.S.*
 Soc 353 *Environmental Justice*
 Soc 369 *Class, Status and Power*
 Soc 370/Educ 360 *Issues of Educational Equality*
 Span 305-306 *Advanced Spanish: Topics in Contemporary Hispanic Culture*
 Span 441 *The Theater and Poetry of Federico Garcia Lorca*
 Span 442 /RFS 368C *Pedro Almodovar's Spain*
 WLit 382A / RFS 368D *Reel Cities: Latin America in Film*
 WLit 388 *From Negritude to Créolité: Francophone Literatures of West Africa and the Caribbean*
- 301 Special Topics in Race and Ethnic Studies**
2-4, 2-4
 The course explores selected topics in race and ethnic studies.
- 490 Senior Seminar**
4; not offered 2006-07
 Taught by a REST 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 REST majors. (Fall degree candidates should plan to take this seminar at the latest possible opportunity.) *Prerequisites:* Open to senior REST majors.

497 Thesis**2, 2****Staff**

Completion of a thesis based on the previous semester's plan. *Prerequisites:* REST 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:* REST 490 and admission to honors candidacy.

Religion

Jonathan S. Walters, *Chair*

Rogers B. Miles

Robert G. Morrison (*on Sabbatical,**Fall 2006; On Leave, Spring 2007*)

Susan Schomburg

Melissa M. Wilcox (*on Sabbatical, Fall 2006*)

Walter E. Wyman Jr.

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 thirty-six 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 twenty 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 towards 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**x, 4****Schomburg**

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.

107 Religion and Society**x, 4****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.

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 Comparative Studies in Religion: Encountering Religious Diversity

4, x

Schomburg

Are religious intolerance, conflict and violence, sadly in evidence across the globe today, inevitable? How should we make sense of the multiple – sometimes complementary, sometimes conflicting – truth claims and commitments of various religious traditions? Are the diverse teachings of the world’s great religious traditions really – as one strand of popular discourse would have it – “all the same” at some core level? Or not? In this course we equip ourselves to discuss religious diversity in an informed fashion by studying the historical basics and essential beliefs and practices of several of the world’s major religious traditions: Hinduism, Buddhism, Judaism, Christianity and Islam. We then examine contemporary thought from within each of these traditions on the topics of “religious diversity” and “religious encounter”. How do some of today’s most influential religious thinkers and religious studies scholars make sense of religious diversity? Are these ideas satisfactory? What are the benefits and the problems associated with contemporary inter-religious dialogue? Finally, what are the practical implications of religious diversity for us today? Specifically, how does religious diversity impact our lives in the U.S. – in Walla Walla – at Whitman College? And how can we respond creatively to today’s unique religious and social challenges? This course provides an excellent introduction to the major world religions, as well as a good basis for REL 349, Field Studies in the Religions of the Pacific Northwest.

117 Comparative Studies in Religion: Conceptions of Ultimate Reality

x, 4

Wyman

What is ultimately real? Matter and energy? Fate? God or gods? Nirvana? Dependent Coorigination? The Impersonal One? This introductory course in the academic study of religion will explore differing conceptions of Ultimate Reality in a variety of religious and philosophical traditions. *Open only* to first- and second-year students.

201 The Hebrew Bible 4; not offered 2006-07

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 2006-07

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

4, x

Schomburg

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 2006-07

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.

217 Interpretations of the Qur’an

4, x

Schomburg

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, x

Walters

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, 3rd c., B.C.E. Two class meetings per week. *Open* to all students. *Offered* in alternate years.

222 South Asian Religions II: The Classical Period

x, 4 **Walters**

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 2006-07**

This is both a theoretical and an "issues" course. The theoretical part explores the nature of Christian ethical judgement: 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 2006-07**

This is a course in Christian theology which begins with the Reformation of the sixteenth 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 seventeenth century, and modern philosophy in the eighteenth, lead to a crisis in religious belief? The course will conclude with nineteenth 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 twentieth-century religious thinkers have answered the question, "What is it reasonable to believe in the modern world?" How have twentieth-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 2006-07**

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, x **Walters**

From the time of the Buddha (ca. fifth c., B.C.; first c., 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 2006-07**

Although in India proper the significance of specifically Buddhist cultures gradually gave way to other religious orientations, becoming virtually extinct there by the fifteenth c., A.D. (twentieth c., B.E.), from the fifth c., 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 c., 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 2006-07

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 twentieth and early twenty-first 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 2006-07

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 2006-07

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 nineteenth and twentieth 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 2006-07

Jews first arrived in the United States in the seventeenth century. The Jewish population in the United States grew rapidly during the nineteenth 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
x, 4

Walters
The life of the Buddha has captivated religious imaginations for 2500 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 2006-07

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.

355 Religious Intolerance in the Contemporary U.S.

4; not offered 2006-07

This course explores several important facets of religious tolerance and intolerance in the U.S. 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 U.S. The rest of the course examines instances of religious intolerance in the U.S.—both intolerance of specific religions and religiously-based intolerance of specific groups—in the late twentieth and early twenty-first 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 2006-07

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 fifteen 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.

367 Comparative Indo-European Epic

4; not offered 2006-07

Many of the languages of Europe are closely related to many of the languages of the Indian subcontinent. The Indo-European hypothesis proposes that both regions derived their languages and therefore their cultures from a common ancestral root. This course will concentrate on two ancient epic poems, *The Ramayana* and *The Iliad*, whose literary and religious relations reveal aspects of the cultural bonds linking India and Europe. This course is intercultural and interdisciplinary. We will be reading modern literary and religious scholarship on these ancient poems, as well as considering other ancient texts which may throw light upon the Indo-European hypothesis and its cultural implications. May be elected as Classics 367. *Prerequisite:* GenS 145 and 146.

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.

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 (*on Sabbatical, Spring 2007*)

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 thirty-four 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 twenty 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****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 ad-

dress, learning to think and express what could make a presentation more effective. Oral presentations and several papers required.

121 Dramatic Interpretation, Speech, and Debate Practicum

1, 1 **Hanson**

Participation in dramatic interpretation, speaking events, or debate without a heavy commitment throughout the semester. Students are expected to attend a course overview, practice twice a week with staff for the first six weeks of the semester, participate in the team practicum, and then 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

x, 4 **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, interpretation events, and/or speaking events 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 two events, practice each week with staff, and assist in the management of tournaments that Whitman hosts. Students must compete in a minimum of two events (two speaking or interpretation events, or parliamentary debate and one speaking or interpretation events) at a minimum of two tournaments during the semester. 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

4, x **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 2006-07

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.

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 seventeenth 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 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 United States 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 2006-07

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 policy-making 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; not offered 2006-07

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; not offered 2006-07

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 Major Figures in Film: “Mean Streets and Raging Bulls”: The Silver Age of Cinema 4, x

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 weekly film screenings.

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.

368 Special Topics: German Film 4, x

Tobin

German film from the early expressionist masterpieces by Pabst, through Nazi directors, the postwar directors, and concluding with some of the new generation of film makers like Praunheim and Treut. Readings include excerpts from Kracauer and Adorno. In addition to regular class meetings, a weekly video screening of approximately two hours required. Short critical papers, class discussion, and a final examination are required. Offered in alternate years. May be elected as WLit 279.

371 Rhetoric in Early Western Culture 4; not offered 2006-07

Focuses on the principal 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.

380 Special Topics: A History of American Public Addressx, 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.

401, 402 Independent Study1-3, 1-3 **Withycombe, Hanson, and Sickels**

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 Criticism4, x **Hanson**

Students evaluate speeches, film, writing, advertisements, and other diverse forms of communication. The course enables students to become more aware of the multiple ways in which communication influences people, to develop a variety of critical perspectives from which to view oral, written, and visual messages, and to develop scholarly writing skills. Students learn a variety of critical perspectives including Neo-Aristotlean, author, metaphor, ideology, power and gender relations, and deconstructionism and apply those theories to instances of communication. *Open* only to, and *required of* junior or senior Rhetoric and Film Studies majors.

491 Thesis in Rhetoric and Film Studies2, x **Withycombe**

Research and writing of the senior thesis. *Open* only to, and *required of*, senior majors.

498 Honors Thesis in Rhetoric and Film Studies2, x **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 2006-07

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.

SociologyKeith Farrington, *Chair*

Bill Bogard

Helen Kim

*(on Sabbatical,
Fall 2006)*

Kari Norgaard

Michelle Y. Janning

Neal J. Christopherson

Ronald R. Urban

Charles E. Cleveland

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 thirty-six 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 thirty-six 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 eighteen 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 listing of the 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

Kim

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.

207 Social Research Methods

4, x

Farrington

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

x, 4

Farrington and Vick

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. May be elected as Psychology 230. *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

Janning

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, x

Staff

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. *Offered* in alternate years with Sociology 260.

260 Sociology of Criminal Justice

x, 4

Staff

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. *Offered* in alternate years with Sociology 259.

267 Race and Ethnic Group Relations

4, x

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 2006-07

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

4; not offered 2006-07

This course serves as an introduction to sociological research of Asian American life in the U.S., 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 U.S. 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

x, 4

Farrington

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.

293, 294 Special Topics in Sociology: Intermediate Level

1-4, 1-4

An intermediate course designed to review selected topics in sociology through lectures, seminars, or group research projects.

300 Field Laboratory in Applied Sociology

2, 2

Janning

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. *Prerequisite or co-requisite:* Sociology 117.

307 Human Communities

4; not offered 2006-07

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 post-modernity? 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 2006-07

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 2006-07

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.

347 Complex Organizations

4; not offered 2006-07

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 post-structuralist—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, decision-making, and structures of administrative domination in contemporary society. Designed for juniors and seniors.

348 Technology and Society

4; not offered 2006-07

A critical approach to the social culture and history of technology. Topics vary, but may include the development of mass communications and war technologies, bio-research, nano-technologies, 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 U.S. 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 2006-07

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 2006-07

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 2006-07

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

Staff

A critical examination, beginning with the Enlightenment and extending to the late twentieth 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 Class, Status, and Power

4, x

Staff

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.

370 Educational Equality

x, 4

Callister

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 2006-07

Seminars in selected topics in sociology primarily for advanced students. *Prerequisite:* consent of instructor.

490 Current Issues in Sociology

2, x

Janning and Kim (Coordinators)

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. *Prerequisites or Co-requisites:* Sociology 207 and Sociology 367.

492 Directed Research

x, 4

Farrington (Coordinator)

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 will also 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, 4

Farrington (Coordinator)

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

Akira R. Takemoto, *Chair, Fall 2006,*

Foreign Languages and Literatures

Mary Anne O'Neil, *Chair, Spring 2007,*

Foreign Languages and Literatures

(on Sabbatical, Fall 2006)

Spanish

Carolyn Chandler Andrés Lema-Hincapié

Clark Colahan Nohemy Solórzano-

Elisabeth Entrena Thompson (*on Leave,*

Alberto Galindo 2006-07)

Courses in Spanish are designed to develop proficiency in speaking, writing, and reading Spanish and in thinking critically about Hispanic literatures, film and cultures.

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 thirty-four credits to include:

Sixteen credits in the following required courses: Spanish 335, 336, 458, 490.

At least eighteen additional credits to fulfill the following four areas:

1. At least one course in Spanish Peninsular literature at the 400 level.
2. At least one course in Spanish American literature at the 400 level.
3. At least one course in Hispanic cinema or theatre in Spanish at the 400 level.

Note: A course in Spanish which combines two of the three areas listed above can fulfill only one of the areas.

4. Elective courses which may include Spanish 305/306, 325, one course in world literature or film studies above the 300 level, or any course in Spanish numbered above 336, or equivalent.

Note: At least twenty-three of the thirty-four credits required for the Spanish major must be completed on-campus at Whitman and none may be taken for P-D-F or as independent study.

In the fall semester of the senior year students majoring in Spanish must pass a senior

assessment consisting of Spanish 490 (the senior seminar which is organized around literary genres), and an hour-long oral exam, in Spanish, based on Hispanic works that meet the following distribution requirements: two from different authors of Peninsular Spanish literature, two from different authors of Spanish American Literature, and two Spanish-language films, one from a Spanish director and one from a Spanish American director (all chosen from a list supplied by the department).

The Spanish minor: A minimum of eighteen credits beyond the intermediate level (Spanish 205/206 or equivalent). Those eighteen credits must include Spanish 335/336. A total of 8 hours of advanced language credit (one or both of Whitman's Span 305/306 courses or the equivalent in transfer credit) can be counted for the minor.

Note: At least twelve of the eighteen credits for the minor must be completed on-campus at Whitman and none of these credits may be taken P-D-F or as independent study. AP credits do not count toward the fulfillment of the major or minor requirements in Spanish.

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 WLit 381-390/RFS 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 GPA 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

Entrena, Galindo

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 Translating between Spanish and English

x, 4

Colahan

The ability to translate Spanish into English and English into Spanish is a complex but highly practical skill. In this class students learn both translation theory as it has been worked out by Latin American writers and international translation specialists and put that theory into practice on a wide range of texts that include narrative and poetry. Student learning is evaluated on the basis of daily translation exercises and class discussion. Taught in alternate years. Conducted in Spanish. *Prerequisites:* Span 306 or above.

335, 336 Hispanic Culture, History, and Introduction to Hispanic Literature

4, 4

**Fall: Colahan, Lema-Hincapié
Spring: Lema-Hincapié**

Study and analysis of major events in Hispanic history together with the major themes, genres, move-

ments, and techniques of literature that illuminate Hispanic culture. Class is conducted in Spanish with stress on oral practice and discussion and includes short oral reports and daily written assignments. *Prerequisite:* all students are required to take a departmental placement examination for entrance.

422 Women of the Spanish Renaissance

x, 4

Colahan

Social, political, and religious roles of women in early modern Spain seen through the eyes of both men and women writers in various genres. In the context of the sixteenth century Spanish empire and its traumatic collapse, wide-ranging views of women are explored. Close reading of texts, discussion, short papers, and a final examination. Taught in Spanish. *Prerequisites:* Spanish 306 or consent of instructor.

423 Social Upheaval in Nineteenth-Century Spain

4; not offered 2006-07

Literature grounded in protest and reflecting the conflicted social structure and values of nineteenth century Spain. The class focuses on the struggle of major literary figures to win the nation over to progressive philosophy, politics, and feminism in a context of entrenched conservatism. Close reading of texts, discussion, short papers, and a final examination. Taught in Spanish. *Prerequisites:* Spanish 306 or consent of instructor.

424 Individualism vs. Authority in Twentieth-Century Spain

4, x

Colahan

Split by ideology and civil war, twentieth-century Spain has produced an extraordinary literature of self-assertion that deconstructs old Hispanic patterns of machismo, conformity, and orthodoxy. Close reading of texts, discussion, short papers, and a final examination. Taught in Spanish. *Prerequisites:* Spanish 306 or consent of instructor. *Offered* in alternate years with.

431 The Persistence of Myth in Spanish-American Literature

4; not offered 2006-07

Begins with early creation/world view myths of the pre-Columbian peoples and moves through their encounters with world views and myths brought by the Spaniards. Then focuses on how these myths and views reappear in different genres of literature in different epochs and areas of Spanish America. Stress given to close reading of texts and discussion. Short written assignments every day. *Prerequisites:* Spanish 306 or consent of instructor. *Offered* in alternate years with Spanish 433 (*Time and the Power of the Word*).

432 The Challenges of Nature and Society in Spanish-America Literature

4; not offered 2006-07

Works of different genres illustrate how Spanish Americans' views of their place in relation to the

natural world affect their expectations for order in society. Stress given to close reading of texts and discussion. Short written assignments every day. *Prerequisites:* Spanish 306 or consent of instructor. *Offered* in alternate years with Spanish 434 (*Gender, Family, and Race*).

433 Time and the Power of the Word in

Spanish-American Literature

4; not offered 2006-07

Begins with the traditional pre-Columbian view of the word as message and gift from the gods and explores the different manifestations of the idea of expression through words as a way to conquer time and achieve power. Stress given to close reading of texts and discussion. Short written assignments every day. *Prerequisites:* Spanish 306 or consent of instructor. *Offered* in alternate years with Spanish 431 (*The Persistence of Myth*).

434 Gender, Family, and Race in Spanish-American Literature

4; not offered 2006-07

Focuses on the place of the family in Spanish-American society while recognizing the complications that gender and racial identities contribute to our understanding of this bulwark of Spanish-American culture. Stress given to close reading of texts and discussion. Short written assignments every day. *Prerequisites:* Spanish 306 or consent of instructor. *Offered* in alternate years with Spanish 432 (*The Challenges of Nature and Society*).

440-449 Topics in Spanish and Spanish American Theatre and/or Cinema

4

An introduction to both Spanish and Spanish American film. The topic will change with each offering, as will the films, permitting a different vantage point from which to center critical inquiry.

458 Cervantes

x, 4

Colahan

Reading and discussion of Cervantes' *Don Quixote* and *Persiles and Sigismunda*. 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 seventeenth century. Conducted in Spanish. *Offered* every spring.

467, 468 Topics in Spanish and Spanish American Literature

4

Designed to permit the study of topics in Spanish Peninsular and/or Spanish American literature generally not considered in other courses offered by the department. The specific material will vary from semester to semester. Class is conducted in Spanish.

467A Special Topics: Borges: An Introduction to His Labyrinths

4, x

Lema-Hincapié

Contemporary culture has profound debts to the works of Jorge Luis Borges (Buenos Aires 1899 – Geneva 1986). His world of street sunsets, tigers, dying moons, a Minotaur called Asterión, 1001 books, the courage of knives, fantastic realities, and the endless appetite of uncanny readers, has deeply enriched the XXth- and XXIst-centuries. Through discussion and close reading, this seminar focuses on the construction of beauty in literature and the philosophical issues of Borges' works. Taught in Spanish. *Prerequisites:* Spanish 306 or consent of instructor. Distribution area: humanities or alternative voices.

467B Special Topics: The Rise of Latinos in the United States

4, x

Galindo

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 political, socio-economic and cultural issues that form part of current debates about Latino demographics. Topics will range from immigration and citizenship to healthcare, gender and sexuality. Stress will be given to class participation. Readings will include fiction and non-fiction literature along with film and visual arts. Class will be held in Spanish. *Prerequisites:* Spanish 306 or permission of instructor. Distribution area: humanities or alternative voices.

468 Special Topics: Writing with Blood: Colombia's Novels of "La Violencia"

x, 4

Lema-Hincapié

Social criticism and literary beauty find themselves in tension in extraordinary novels by Colombian writers such as Caballero Calderón (*El Cristo de espaldas*), Cepeda Samudio (*La casa grande*), Mejía Vallejo (*El día señalado*), García Márquez (*La mala hora*), and Álvarez Gardeazábal (*Cóndores no entierran todos los días*). Their works face the challenge of pointing out the causes of Colombia's pitiless violence from 1948 on. The task of this seminar consists of finding, understanding, and contrasting writers' answers with those given by important sociologists and historians who have studied Columbia's recent history. Taught in Spanish. *Prerequisites:* Spanish 306 or consent of instructor. Distribution area: humanities or alternative voices.

490 Senior Seminar

4, x

Colahan

A critical study of selected primary sources in Spanish Peninsular and Spanish American literature and cinema. The structure and material of the course varies from year to year, but is always designed in part to help Spanish majors prepare for the comprehensive oral examination. The analysis of texts and films in-

cludes discussion of a variety of theoretical approaches and contested issues. The course is discussion-based with student leaders at times. Short critical papers on the works studied are required. *Required of* and open only to senior Spanish majors. *Offered* every fall.

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 may also be presented in an oral or multi-media 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 Athletics

Dean Snider, *Chair*

Julia Dunn

Michelle Ferenz

Skip Molitor

Jeff Northam

Tom Olson

Scott Shields

Adjunct Lecturers:

Jennifer Blomme

Laura Cummins

Alexis Emmerson-
Redberg

Michelle Hanford

Peter McClure

Amy Molitor

Sam Norgaard-Stroich

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 twenty credits with the following requirements:

SSRA 200 *First Aid*

SSRA 490 *Practicum*

SSRA 495 *Senior Seminar*

An additional fifteen credits in SSRA courses: at least thirteen credits must be in courses numbered 300 and above.

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	x,x
104	Yoga	F,S
105	Beginning Speed and Agility Training	F,S
107	Self-Defense Fitness	x,x
109	Sportsmetrics	x,x
201	Intermediate Aerobic Conditioning	F,S
202	Intermediate Weight Training	F,S
205	Advanced Speed and Agility Training	F,S

Outdoor Skills Activities

116	General Outdoor Adventure (fee: \$175)	x,x
119	Mountain Biking (fee: \$20)	x,x
127	Beginning Fly Fishing (fee: \$25)	F,x
138	Rock Climbing (fee: \$115)	F,S
139	Flatwater Canoeing (fee: \$150)	x,x
140	Beginning Kayaking (fee: \$150)	F,S
226	Glacier Mountaineering (fee: \$275)	x,x
238	Intermediate Rock Climbing (fee: \$115)	F,S

Individual Sports

117	Beginning Golf (fee: \$80)	F,S
121	Triathlon Sports	x,x
217	Intermediate Golf (fee: \$80)	F,S

Dual Activities

110	Beginning Tennis	F,S
111	Beginning Racquetball	F,x
120	Fencing	x,x
131	Racquet Sports	x,x
210	Intermediate Tennis	F,S
211	Intermediate Racquetball	x,x

Winter Sports

112	Beginning Skiing (fee: \$225)	x,S
113	Cross Country Skiing (fee: \$225)	x,x
114	Beginning Snowboarding (fee: \$225)	x,S
115	Beginning Telemark Skiing (fee: \$225)	x,S
118	Beginning Ice Skating (fee: \$75)	F,S
212	Intermediate Skiing (fee: \$225)	x,S

214	Intermediate Snowboarding (fee: \$225)	x,S
218	Intermediate Ice Skating (fee: \$75)	F,S
312	Advanced Skiing (fee: \$225)	x,S
314	Advanced Snowboarding (fee: \$225)	x,S

Aquatics

130	Swimming	F,x
230	Advanced Swimming & Conditioning	F,x

Team Sports

150	Soccer	x,x
151	Beginning Volleyball	x,x
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 WFA/WFR 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 decision making, 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 4-hour CPR section of the course will be taught over one weekend. Please check with instructor for refund policy. Graded credit/no credit. Fee: \$175

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:* \$500

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

1, 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

Staff

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 will also complete two group projects (one each semester). Graded credit/no credit.

308 Lifeguard Training

2; not offered 2006-07

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:* \$45.

323 Higher Education and Sport

2; not offered 2006-07

Higher education in America and intercollegiate sport have had a difficult and sometimes scandalous relationship for many years. From the first intercollegiate athletics contest in the mid-1800s to the recent reports of the Knight Commission, the missions of universities and colleges around the country and the growing commercialism in athletics often have been at odds. This course will examine the development of higher education in America and the role of athletics in our institutions of higher learning.

325 Philosophy of Sport

2; not offered 2006-07

This course examines our fascination with sports and what roles athletics play in our institutions of higher learning and in our society. The class will study a selected group of philosophical essays and articles on the nature and purpose of sport, of a game, of play, and of competition. The class will also consider a number of ethical issues within the context of playing and coaching sports. *Offered* in alternate years.

327 The Culture of Sports

2; not offered 2006-07

This course examines sports from both an historical and a sociological perspective. Our world has a rich history of sport throughout recorded time, and although play has been a common part of existence, the reasons for play have changed with changing cultures. Students will consider these changing patterns and the place of sport in various cultures of the world; concentration on American sport. *Offered* in alternate years.

328 Gender and Sport

2; not offered 2006-07

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 2006-07

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 will also be asked to examine the significance of sports stories in their social and historical contexts.

335 Applied Sport Psychology

2; not offered 2006-07

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.

338 Biomechanics

3; not offered 2006-07

This course has been structured to provide the basic principles of human movement; an introduction to the organization, structure, and functions of the human body in motion and rest through the examination of its various tissues, organs, systems, and their interrelationships. Laboratory experiences will expand upon lecture topics. A course with no prerequisites designed for the SSRA minor. Two lectures and one laboratory

practicum per week. Recommended courses, SSRA 390 and Biology 110. *Offered* in alternate years.

340 The Theory of Strength and Conditioning

2, x **Olson**
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.

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

2; not offered 2006-07
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

x, 2 **Ferez**
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

x, 2 **Blomme**
A course designed for the competitive swimmer and/or aquatic 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 2006-07
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; not offered 2006-07
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 United States Professional Tennis Association (USPTA) coaching certification test. The course offers a weekly on-court practicum experience with players of varying ability. Consent of instructor.

378 Coaching Skiing

2; not offered 2006-07
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 **Norgaard-Stroich**
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 towards 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: \$250.

390 Introduction to Sports Medicine
4, 4 Fall: Dunn
Spring: Emmerson-Redberg

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 Fall: Emmerson-Redberg
Spring: Dunn

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, modality 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.

397 Elementary Physical Education Methods
3; not offered 2006-07

A course designed to introduce students to the concepts and content of movement education and physical education activities for children K-8. Includes principles, skill development, themes, methods, fitness concepts, curriculum design, observation, and a practicum in the public schools.

487 Independent Study Research
1-3, 1-3 Dunn, 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

Thomas G. Hines, *Chair*
Christopher Petit
Nancy Simon (*on Sabbatical, 2006-07*)
Burke Walker

Adjunct Faculty:

Mary McClung Parke Thomas
Alan McEwen 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; two credits in Theatre 231, 232; to provide a minimum of thirty-five credits.

The Theatre minor: Theatre 125, Theatre 245 or 246; three courses to be selected from Theatre 233, 234, 371, 372, 377; one credit in Theatre 231 or 232.

107 Introduction to the Theatre**3, x****Hines**

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: Walker, Thomas; Spring: Thomas**

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****Walker, Thomas**

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****Hines**

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****Walker**

First semester: an actor's work on text, approaches to playing Shakespeare, acting in plays of the Restoration and eighteenth century. Second semester: acting in plays of the late nineteenth century, approaches to playing Chekhov, acting in contemporary non-realistic 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 eighteen-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****Petit**

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 Theatre History from 1800 to the Present**x, 4****Petit**

The history of European and American theatre from 1800 to the present, examining as appropriate social, political, and religious attitudes, architecture, design and technical practice, business and administration, acting, directing, 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.

242 Seminar in Contemporary Theatre**x, 3****McEwen**

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****McEwen**

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. *Co-requisite*: Theatre Lab 247. *Open* to all students.

246 Play Production**x, 3****Hines**

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. *Co-requisite*: Theatre Lab 248. *Open* to all students.

247 Play Production Laboratory**1, x****McEwen**

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****McEwen**

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.

255 Voice and Movement for the Actor**3, 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. *Prerequisite:* Theatre 125 or consent of instructor.

269 Performance Ensemble**x, 3****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. *Prerequisite:* Theatre 255 or consent of instructor

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 followed by the construction of a full costume designed by the student.

345 Lighting Design for the Theatre**3, x****Hines**

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; not offered 2006-07**

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****Hines**

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, x****Hines, McClung**

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. *Offered* in alternating years with Theatre 365.

**371 Dramatic Literature: Medieval through
Eighteenth Century****4; not offered 2006-07**

A course in the history and development of Western drama from the Middle Ages through the eighteenth 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 2006-07**

A study of the directions modern drama has taken from the nineteenth 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****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.

381, 382 Special Topics**1-4, 1-4**

Designed to permit close study of particular areas of theatre not covered in the regular curriculum. Topics offered are announced each year.

381 Special Topics: Makeup for the Stage
x, 3 **McClung**

The theory and practice of stage makeup. The process of designing makeup, the materials used, and the methods of applying stage makeup are investigated through lecture-demonstrations and laboratory exercises. Students are required to supply basic makeup kits and drawing supplies.

465 The Director in the Theatre I
4, x **Walker**

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 **Walker**

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 **Staff**

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 English and foreign languages and literatures departments. The material may be drawn from various literatures such as Greek, Latin, Russian, Italian, etc.

The minor in World Literature: A minimum of twenty 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, x **Wei-Peng**

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.

188 Vienna to Berlin, 1890-1930
4; not offered 2006-07

The literature and culture of central Europe at the beginning of the twentieth century. It will begin with Vienna, move on to Munich and Prague, then end in Berlin. Short critical papers, class discussion and presentation, and a final examination are required. *Offered* in alternate years.

200 The Literature of Peace
4; not offered 2006-07

Reading and discussion of a group of religious peace activists of the twentieth 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 non-violent 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, 4

Courses under this category explore selected topics in world literature at the intermediate level.

201 ST: Introduction to Jewish Cultural Studies

x, 4

Silverman

This course offers an introduction to the historical, political, social, and cultural complexities of modern Jewish civilization through a combination of primary sources including literature, film, art-examples from both 'high art' and 'popular culture'-as well as secondary theoretical and historical texts. In contrast to religious and historical investigations of the Jews or Judaism, this course will focus on "Jewishness" for its symbolic substance and interpretation, its effects on society at large, and for the subjective or cultural forms it has produced from the Middle Ages to the present. The course not only will question what Jewish culture is, but also will seek to understand why the study of Jewish (or any) culture matters. Special attention will be paid to the case of Jews of German-speaking lands as a "paradigm within the paradigm" in terms of their astounding over representation in shaping modern German and Austrian history and culture.

210 The Literature and Film of the Holocaust in France

4; not offered 2006-07

Although some texts and films not originally composed in French will be studied, this course will focus on the plight of Jews in France from 1940-1944. We will read texts written during the Holocaust, others composed from memories of the Holocaust, and finally works about the Holocaust written by those who did not experience the event. All readings in English. All films will have English subtitles. Weekly films; several papers; oral presentations in class; no exams. *Open* to all students. May be elected as Rhetoric and Film Studies 379 or 380.

227 Chinese Folk Literature

4; not offered 2006-07

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.

279 German Film

4, x

Tobin

German film from the early expressionist masterpieces by Pabst, through Nazi directors, the postwar directors, and concluding with some of the new generation of film makers like Praunheim and Treut. Readings include excerpts from Kracauer and Adorno. In addition to regular class meetings, a weekly video screening of approximately two hours required. Short critical papers, class discussion, and a final examination are required. May be elected as Rhetoric and Film Studies 368. *Offered* in alternate years.

309 Sexuality and Textuality

x, 4

Tobin

Questions of sexuality from the perspectives of various time periods and cultures. Authors: Plato, Sappho, Shakespeare, Sade, Sacher-Masoch, Mann, Gide, Stein, Colette, Baldwin, Mishima, and Lorde. The amount of reading required is extensive. Presentations, short papers, and final project required. May be elected as Politics 319. Distribution area: social science or humanities. *Offered* in alternate years.

317 Classical Chinese Drama

x, 4

Wei-Peng

Classical Chinese drama from the thirteenth 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.

318 Modern Chinese Literature

4; not offered 2006-07

Chinese poetry, drama, and fiction since the beginning of the twentieth century. Studying writings from both mainland China and Taiwan. Knowledge of pre-modern Chinese literature is not required.

327 Masterworks of Classical Japanese Literature

4; not offered 2006-07

Japanese prose and poetry from the eighth through the nineteenth centuries. Works include *The Many-oshu*, 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; not offered 2006-07

Selected novels, short stories, film scripts, and poems representative of styles and themes which characterize twentieth-century Japanese literature. Film scripts discussed in conjunction with a viewing of the films themselves.

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 2006-07

A course in the history and development of Western drama from the Middle Ages through the eighteenth 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 2006-07

A study of the directions modern drama has taken from the nineteenth 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**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.

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 SS: The Samurai
4, x**Takemoto**

Stories of the samurai, the legendary Japanese warrior, often connect their lives with the ideas of Buddhism and Confucianism. In addition to reading traditional narratives, popular tales, and Noh and Kabuki plays that will highlight the history of the samurai in Japan, we will read Buddhist texts that will provide an introduction to the fundamental ideas of

Mahayana Buddhism and we will read The Analects of Confucius. A major part of the class will be the viewing of samurai films, both recent and old, that have both clarified and confused the image and the ideal of the samurai in Japanese history and culture. Short papers, oral presentations, and a final paper are required; no exams. All readings will be in English, but a background in Japanese language would be very helpful. Not open to first year students. *Prerequisite:* consent of instructor.

388A SS: Introduction to Contemporary Literary Theory**4, x****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 cultural and postcolonial studies. We will pay special attention to the recent "Ethical Turn" in literary studies influenced by the works of Emmanuel Levinas and Jacques Derrida.

388B SS: Latinos in the United States
After 9/11**x, 4****Galindo**

This seminar focuses on the production of culture through literature after the events of 9/11 from Latino and Latin American points of view. The seminar questions the legal and illegal human traffic between the Americas paying close attention to how literature and film engage with political issues. Discussions will concentrate on the ramifications of terrorism, biopolitics, crisis management and bodies of evidence in literature and film. Stress will be given to class participation. Class will be held in English. Distribution area: humanities and alternative voices

389 SS: Dada
x, 4**Babilon**

The Dada movement arose in 1916 in Zurich at the Cabaret Voltaire, and quickly spread throughout Europe. It challenged both bourgeois and avant-garde culture, and dramatically impacted the course of successive developments in literature, performance, music and the visual arts. This course will focus on the radically diverse theory and practice in these media on the part of European Dadaists (e.g., Ball, Arp, Grosz, Höch, Satie, Duchamp, and Breton) and their precursors (e.g., Nietzsche, Freud, Marinetti, Kandinsky, Wigman, and Apollinaire). Class discussion, short critical papers and presentations as well as a final exam.

390 SS: From the Theater of the Absurd to the Théâtre du Soleil**x, 4****O'Neil**

A course on the most important trends in twentieth-century French theater from the 1950s until 2000. The course will give special attention to the Parisian avant-garde dramatists of the 1950s and 1960s, the theater of social criticism of the 1970s and 1980s,

and the collective creations of the end of the century. Playwrights include Beckett, Adamov, Ionesco, Genet, Duras, Koltès and the “program texts” of Mnouchkine and le Théâtre du Soleil. We will read all plays in English translation.

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.

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 co-curricular 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 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 Dean of the Faculty coordinates pre-major and academic advising, post-graduate fellowship and scholarship programs, and foreign study.

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 House (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 is devoted to outdoor activities.

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 is available to serve as a temporary academic adviser to any student, and 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 http://www.whitman.edu/academic_resources/.

Disability Policy

Whitman College is committed to providing students with 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 Director of Academic Resources before the beginning of each semester.**

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 counseling resources. All counseling is confidential.

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 13-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 care for health-related conditions not requiring hospitalization. Illness prevention and health education are emphasized.

The Health Center physician maintains regularly scheduled hours on campus Monday-Friday mornings. The physician will hospitalize 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, as well. **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.

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 pharmacy service 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.

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.

The college provides "secondary" accident insurance for varsity athletes who sustain injuries directly related to their sport. This coverage applies only to intercollegiate athletics, not club sports or intramural activities. As a secondary insurance, the coverage will pay the balance due after the students' primary personal insurance has paid.

Intercultural Center

Fostering diversity, inclusion, and respect for all in the Whitman Community is one of the 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; it houses a collection of books and videos related to diversity and multicultural issues; and provides information about internship and scholarship opportunities. Additionally, translation services for more than thirty 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 12 active diversity groups: American Indian Association; Asian Cultural Association; Black Student Union (BSU); Club Latino; Coalition against Homophobia; Feminists Advocating Change and Empowerment (FACE); Hui Aloha; International Students and Friends Club (ISFC); Desi Student Association; Gay, Lesbian, Bisexual, Transgender and Questioning (GLBTQ); Shalom; and Vietnamese Club.

The Career Center

The Career Center assists 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 appropriate to 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 homepage, 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 http://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 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, a copy center, 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, outdoor equipment rental, and the bicycle repair shop. 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 pre-orientation “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 travelogues 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, non-motorized 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 and ideas for events, co-sponsorship, and event planning. CAB maintains a considerable resource library of artists and booking agents. It is also responsible for producing several events each year (i.e. great drive-in movie, semi-formal dance and casino). To join please contact the Student Activities office at 527-5367 or e-mail CAB@whitman.edu.

Center for Community Service

The Center for Community Service (CCS) serves students interested in community service by acting as a volunteer clearinghouse and liaison between the community and Whitman College. It is a central coordinating office for on- and off-campus volunteer efforts. The CCS attempts to promote citizenship and public service as an integral part of education and of life. The CCS also 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. It is the intent of the CCS to educate the Whitman community regarding the importance of community service and to create opportunities for students to have meaningful learning experiences in service. The CCS also works with the Community Service House, an interest house designed for students interested in pursuing community service individually, and to promote a service ethic on the campus as a whole.

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 with conference opponents, and to enable those individuals and teams who qualify to compete at regional and national levels.

In sum, 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 2,000 seat gymnasium, racquetball and squash courts, dance studio and indoor and outdoor climbing walls.

The college has four indoor tennis courts in the Bratton Tennis Center as well as four lighted outdoor courts.

In 2006, the newest athletic facility, the Baker Ferguson Fitness Center will open. This 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 new Whitman athletic fields host 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, Renaissance Consort, 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 Club 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.

Many student organizations maintain home pages on the Internet at http://www.whitman.edu/index/student_orgs.html or http://www.whitman.edu/student_activities/directory/index.html.

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 American Cancer Society, Aid to the Blind, Special Olympics, 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.

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 sixty percent of the entering first-year students graduated in the top ten 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 47 percent of current students demonstrate financial need and a total of 86 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 and January 15 for Regular Decision candidates. 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 date may be admitted only to the extent that space is available.

Notification dates for admission are as follows: by December 15 for Early Decision I, February 1 for Early Decision II, and by April 1 for Regular Decision candidates.

The application due date for spring semester is November 15. Notification of admission decisions are mailed December 1.

Early Decision

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 photocopy the form and send the completed application with appropriate fees to as many colleges as he or she wishes. If a student uses the Common Application, he or she must also complete a Whitman Personal Supplement.

Applicants are encouraged to submit credentials utilizing an electronic application.

Applications to Whitman College are available on paper and on our Web site 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 99362-2083, 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 *Personal Supplement* provided by Whitman's Office of Admission.
6. A nonrefundable *application fee* of \$45, 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 99362-2083, 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. An academic recommendation from a college 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 99362-2046, 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 220 (for the computer-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. 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 non-refundable. The deposit for Regular Decision admission candidates must be mailed by May 1, the National Candidates Reply Date, and is non-refundable. 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 non-refundable.

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.

Non-Degree-Seeking Students

A person may apply through the Admission Office to attend Whitman as a non-degree-seeking student if he or she wishes to take certain courses but not pursue a degree program. Non-degree-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 non-degree-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 non-degree-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.....	\$30,530
ASWC (student association).....	276
Board (Meal Plan C).....	4,240
Room (standard rate).....	3,600
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 \$40,000 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 setup 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 ten (10) monthly installments beginning August 15, 2006 and ending May 15, 2007. The annual enrollment fee is \$45. All unpaid balances, covered by deferred payment agreements, will be assessed finance charges equivalent to nine percent per

year. Enrollment in the plan should be completed before July 15. For more information, contact the Business Office.

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 one 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 includes 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)\$15,265
 Special tuition (see special students and non degree-seeking students under *Classification of Students*); does not provide for regular student programs,
 special course fees, etc. per credit\$1,280
 Auditor's tuition; per credit\$640

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.

Board and room charges begin with the first day of orientation for the first semester, and with the first day of Interim for the second semester.

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.

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 (\$2,205 per semester). The Ultimate Flex Block Plan allows you to eat any 160 dining hall meals (Prentiss, Jewett, and Lyman dining halls, plus North Hall breakfast) 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, the Reid Center Café, Café '41 in the library, or the Espresso Cart.

The Ultimate Flex Block Plan allows you to use meals more than once during the same meal period in a dining hall. 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 (\$2,355 per semester).

Plan A with \$800 Flex: 160 meals per semester plus \$800 Flex dollars per semester (\$2,505 per semester).

Plan B: The Flex Block Plan

220 meals plus \$150 Flex dollars per semester, available to all students (\$2,120 per semester). The Flex Block Plan allows you to eat any 220 dining hall meals (Prentiss,

Jewett, and Lyman dining halls, plus North Hall breakfast) out of the approximately 330 meals offered over the course of the semester. This averages out to about 2 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 Reid Center Café, Café '41 in the library, or the Espresso Cart.

The Flex Block Plan allows you to use meals more than once during the same meal period in a dining hall. 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 (\$2,270 per semester).

Plan B with \$450 Flex: 220 meals per semester plus \$450 Flex dollars per semester (\$2,420 per semester).

Plan C: The Traditional Plan

21 meals per week, available to all students (\$2,120 per semester). The Traditional Plan provides you with access to 21 “all you can eat” meals per week in Prentiss, Jewett, and Lyman dining halls, plus North Hall breakfast (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 Reid Center Café or enter a dining hall more than once during the same period only if Flex dollars are added to the Traditional Plan. Only the participant may dine using meals from the Traditional Plan.

Two optional additions to the Traditional Plan are:

Plan C with \$150 Flex: 21 meals per week plus \$150 Flex dollars (\$2,270 per semester).

Plan C with \$300 Flex: 21 meals per week plus \$300 Flex dollars (\$2,420 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 (\$1,640 per semester). The North Hall Block Plan is tailored 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, plus North Hall breakfast) out of the approximately 330 meals offered over the course of the semester.

The North Hall Block Plan allows you to use meals more than once during the same meal period in a dining hall. 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 (\$1,790 per semester).

Plan D with \$300 Flex: 160 meals per semester plus \$300 Flex dollars (\$1,940 per semester).

Plan E: The Tamarac House Flex Plan

A minimum of \$700 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 \$100 Flex dollars, available only to off-campus students, faculty, and staff (\$100 and up).

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 Reid Center Café, Café 41 in the library, and the Espresso Cart. Additional Flex dollars may be purchased in increments of \$50. 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.

Flex Dollars and Discounts

A major benefit of Flex dollars is that they are not subject to the 8.3% 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, or North Hall breakfast, you will be charged a special discounted Flex dollar price:

Breakfast:

Retail Cash or Student Charge price \$5 (inc. tax)
Flex dollar discount price \$3/You save \$2

Lunch:

Retail Cash or Student Charge price \$7 (inc. tax)
Flex dollar discount price \$4/You save \$3

Dinner:

Retail Cash or Student Charge price \$9 (inc. tax)
Flex dollar discount price \$5/You save \$4

Daily Total:

Retail Cash or Student Charge price \$21 (inc. tax)
Flex dollar discount price \$12/You save \$9

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 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 and 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

sixty (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 \$1,800
Single occupancy of a room in any residence hall, per semester \$2,280
Room rate in College House each student, per semester \$2,080

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*)..... \$45

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

Certification Candidates Fee

In the ninth semester*

Education 485, 486, for completing certificate.....	\$4,580
Registration in other courses, fee per credit	\$1,280

*Student must have completed a minimum of four semesters in residence as a full-time student. This special fee for Education 485, 486 also applies to certification candidates who have received a bachelor's degree at another school provided that they have completed the major portion (in terms of credits) of the professional education requirements and any related courses at Whitman College.

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. Non-boarding 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 2005-2006 was \$672. The cost at press-time is unknown but an increase is expected.

Associated Student Government Fee

(Mandatory)

Full-time, on-campus student, per semester	\$138
--	-------

Study Abroad Fee

Study Abroad Fee (per semester).....	\$250
--------------------------------------	-------

Fee due upon submission of application for study abroad to International Studies Planning Committee. The fee is nonrefundable, unless the student is denied admission into the study abroad 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 forty 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 eleven	80%
Day twelve through day sixteen.....	60%
Day seventeen through day twenty-one.....	40%
Day twenty-two through day twenty-six.....	20%
After day twenty-six	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%.

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 1,500
Total **\$5,000**

Refunded to federal programs..... **\$2,400**
 (\$5,000 x 48%)

Subsidized Stafford Loan \$ 500
Perkins Loan..... 1,500
Parent PLUS Loan..... 400

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 non-federal scholarship. The college's [Institutional Refund Policy](#) would govern the return of non-federal 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 \$15-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, Supplemental Educational Opportunity Grants, College Work-Study employment, 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. Awards may be made to students in successive years of their college attendance. 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). Twelve 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 mailed to CSS
by November 15

Early Decision II candidates mailed to CSS
by January 5

Regular admission candidates mailed to CSS by February 1

Returning students mailed to CSS by April 1

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 or Federal 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 statement 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), the Pell Grants, and Washington State Need Grants are federal and state grants. All three 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, 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 five percent and a minimum payment of \$50 monthly. The Stafford Loan program may be need-based or non-need-based. Within a 10-year period following college attendance, the student is obligated to repay the loan at a fixed rate, which will be 6.87 percent after July 1, 2006, 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.

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 considerable 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.

Named Scholarship Funds

Thanks to the generous support of Whitman alumni and friends, the college awards nearly \$14 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
 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
 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
 Vern Conrad - Music
 Cordes Family - Music
 Jean Cordiner
 Elmer G. and Ethel H. Cornwell - SE Washington
 Pauline Corthell
 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
 Myrtle E. Falk
 Edward L. Farnsworth - Wilbur, Washington Area
 Milton W. and Lucile E. Field - Teaching
 John Freeman Fike - Bellevue High School
 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 Studies
 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
 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 - Junior
 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.
 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
 Non-traditional 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 Ringgold - 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. 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
 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 \$8,000, 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 \$10,000, 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.

W. O. 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 \$6,000, 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 three million-dollar 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 \$34,000 (according to 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

Sally Ann Abshire - Faculty and Student Research Award
 Bates Foundation Award - Wind Ensemble
 Sheila Berger - 3-2 Engineering Award
 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 Award - Japanese Studies
 Cherry Production Awards
 Ely Chertok Award in Sociology
 Class of 1986 Minority Student Award
 Edith Blackman Merrell Davis Awards

Dovell-Gose Speech Awards
 Adam Dublin Award - Study of Global
 Multiculturalism
 Executive Council Award for Outstanding
 Contribution to ASWC
 Robert Y. Fluno Award - Politics
 Jerry Fry - Delta Gamma Award
 Gunsul Holmes One-Act Play
 Ivar Highberg - Physics
 Mary Highberg Award - Music
 Robert R. Hosokawa - Journalism
 Bradley J. Hunt Memorial Award - Theatre
 Hurlow Family - Environmental Studies
 Paul Jackson Award for Excellence in
 Literary Study
 Joyce Cooper Johnston Award - Theatre
 Norman Klockman Award
 Cynthia Ann Lechner Biology Award
 Brandon Bruce Lee Drama Awards and Internship
 Dr. Albert Ripley Leeds Memorial
 Prize in Geology
 Eugene Marx Award
 Chester C. Maxey Award - Politics
 Guthrie McClintic Drama Award
 McConn Awards - Theatre
 David Nord Award in Gay and Lesbian Issues
 Robert Norton - Science Research
 Louis B. Perry Art Awards
 Louis B. Perry Faculty-Student Research Award
 Laurie Pitts Stage Manager Award
 Genevieve Rasmussen Service Award
 Ronald V. Sires - Robert L. Whitner Prize in
 History
 William W. Soper Prize in Philosophy
 Jean Morgan Stone Award - Theatre
 Wynn Vernazza - Music
 Wall Street Journal Award
 Jonathan W. Work Memorial

The **Sally Ann 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 Award** 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 Endowment 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 multi-culturalism 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 mid-west 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 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 **Louis B. Perry Art Award** awards a first, second, and third prize to students entering work in the May Sheehan Gallery exhibit. A selection committee shall judge student artwork the last week prior to Commencement.

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 **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 on the inside back cover of this publication. This information was effective as of March 2006.

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 eighteen 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 each trustee's current term of office.

Officers

John W. Stanton '77, Bellevue, Chair (2008)

Nancy Bell Evans '54, Seattle, 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, California (2008)
 William K. Deshler '64, Portland, Oregon (2007)
 Lawrence L. Drake '65, New York, New York (2007)
 Karen E. Glover '72, Seattle (2008)
 James K. Hayner '72, Walla Walla, (2006)
 Valerie Logan Hood '60, Seattle (2008)
 Richard E. Hunter '65, San Marcos, California (2009)
 Kristine Johnson '79, San Francisco, California (2006)
 Thomas McCracken '63, Seattle (2006)
 Michael Murr, Rye, New York (2009)
 Ralph Rittenour, Portland, Oregon (2008)
 James L. Robart '69, Seattle (2008)
 Peter van Oppen '74, Redmond (2009)
 Elizabeth Welty Spokane (2009)
 David W. Wyckoff '67, Prosser (2006)

Trustees Emeriti

Charles E. Anderson '50, Avon, Connecticut
 Robert S. Ball '64, Portland, Oregon
 Allison Stacey Cowles, New York, New York
 John M. Davis, Mercer Island
 James H. De Meules '67, Los Angeles, California
 George M. "Jock" Edwards '66, Walla Walla
 Don C. Frisbee, Portland, Oregon
 Jerome L. Hillis '61, Seattle
 Max G. Johnson '59, Bellevue
 John McGregor, Bainbridge Island
 Edward R. McMillan '42, Silverdale
 Ashton J. O'Donnell '43, Woodside, California
 Carl J. Schmitt '56, Walla Walla
 Colleen Willoughby '55, Seattle

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 fifty 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

Dean Nichols '70, Woodway, Chair
 Terry Abeyta '73, Yakima
 Nancy Bratton Anderson '86, Olympia
 Vojislav Andjelkovic '94, New York City, New York
 Darrell W. Baggs '67, Menlo Park, California

John D. Cadigan '62, Cashmere
 Ryan Crocker '77, Islamabad, Pakistan
 Joe C. Davis '80, Potomac, Maryland
 Julie E. Edsforth '88, Seattle
 Andrew U. Ferrari '68, Winchester, Virginia
 John J. Flaherty '64, Bellevue
 H. Graham Gaiser '58, Bellevue
 Julie Gaisford '65, Carnation
 Lewis J. Hale '70, Seattle
 Anna Hernandez '82, San Francisco, California
 Robert Hidaka '76, Glendale, Arizona
 Kay Tai Hodge '69, Boston, Massachusetts
 Richard Johnsen '68, Issaquah
 Gordon Keane, Jr. '68, Portland, Oregon
 Michelle Keith '85, Dallas, Texas
 Fred J. Kimball, Walla Walla
 Nola Schatzel Kulig '81, Longmeadow, Massachusetts
 Sally Clarke Landauer '61, Portland, Oregon
 Leigh Ann Lucero '91, Seattle
 Michael Mahoney '82, Hillsborough, California
 F. James McCarthy '63, Walla Walla
 Alexander C. McGregor '71, Pullman
 Bradley McMurchie '84, Portland, Oregon
 Mary Metastasio '73, Seattle
 Lynn Kamman Mickelson '75, Glen Allen, Virginia
 Sarah Swanson Michelson '82, Walla Walla, Vice Chair
 Esther Hook Milnes '73, Chatham, New Jersey
 Tricia Putnam Montgomery '90, Terrace Park, Ohio
 James R. Moore '66, Salt Lake City, Utah
 William R. Neff '67, Greenwood Village, Colorado
 D. Peter Newland '67, Everett
 Michael Phillips '70, Rancho Santa Fe, California
 Marc Pitre '88, Culver City, California
 Wilber E. Pribilsky '55, Walla Walla
 Jerry Purcell '60, Long Beach, California
 J. Michael Rona '73, Mercer Island
 Rand L. Rosenberg '75, Del Mar, California
 Charles W. Rosenberry II '81, Vashon
 Michelle Mathieu Rubesch '92, Seattle
 Stephen P. Sander '64, Seattle
 Denise Savoie '80, Palo Alto, California
 Jason P. Smith '97, Marysville
 E. Michael Stipe '69, Hermiston, Oregon
 Lawrence B. Stone '77, Spokane
 Norman Swick '71, Seattle
 Denise Garvey Tabbutt '87, Seattle
 John R. Valaas '66, Medina
 David M. Valdez '82, New York, New York
 William G. Way '80, Paradise Valley, Arizona
 Thomas O. Whittaker '66, Wilsonville, Oregon

Overseers Emeriti

John F. Alsip III '59, Clinton
 James K. Anderson '58, Kirkland
 Helen Barron-Liebel '44, Santa Barbara, California
 Penny Penrose Bignold '56, Bainbridge Island
 Margie Boulé '73, Portland, Oregon
 Robert W. Bratton '53, Olympia
 Robert I. Brunton '57, Olympia
 Ernest A. Burgess '61, Seattle

Nancy McKay Burton '53, Lake Forest Park,
Chair
Bruce Cadwell '62, Rancho Mirage, California
Megan Ferguson Clubb '79, Walla Walla
Margaret Copeland Corley '52, Seattle
James S. Cottle '66, Berkeley, California
L. W. "Scotty" Cummins '38, Walla Walla
Dennis E. Davin '56, Walla Walla
Earl Dusenbery '40, Mercer Island
Sherwood L. Fawcett, Columbus, Ohio
Barbara S. Feigin '59, New York, New York
Harriet Johnston Fix, Spokane
Douglas Flegel '62, Spokane
Harold R. Frank '45, Goleta, California
Georgia-Mae Gallivan '37, Vancouver
John J. Gilmour '49, Mercer Island
Phelps R. Gose '58, Walla Walla
Warren H. Gross, '62, Bainbridge Island
Sigvard T. Hansen '57, Seattle
Robert H. Hazen '41, Palm Desert, California
David L. Hegland '41, Santa Barbara, California
Roy A. Henderson '64, Granbury, Texas
John B. Henkels, Salt Lake City, Utah
Timothy H. Hill '58, Seattle
George Holifield, '59, Seattle
Cora Dee Petersn Hunt '55, Walla Walla
Stephen G. Kimball, Walla Walla
Frank G. Lamb '62, Hermiston, Oregon
Edward N. Lange '56, Bainbridge Island
Henry Laun, Lake Oswego, Oregon
Peter T. Lewis '81, Santa Barbara, California
Loren H. Lounsbury '56, Anchorage, Alaska
Charles F. Luce, Bronxville, New York
Elizabeth Storie Mackin '37, Houston, Texas
Michael Malone '74, Vancouver
Elizabeth Kennedy McFarland '45, Seattle
Carolyn Vester McMurchie '54, Portland, Oregon
Harriet E. Miller '41, Santa Barbara, California
G. Jeffrey Moore '61, San Jose, California
David J. Morris '67, Seattle
Margaret A. Murphy '62, Springfield, Virginia
Randall C. Nelson '66, Phoenix, Arizona
Richard E. Odegard, '62, Newman Lake
A. Daniel O'Neal, Jr. '58, Seattle
David L. Page, '57 Redding, California
Terrence R. Pancoast '65, Portland, Oregon
Norma J. Paulus, Salem, Oregon
Robert V. Pennington '54, New York, New York
Louis B. Perry, Walla Walla
John A. Peterson '54, Spokane
Merlin Phillips '32, Walla Walla
Warren T. Raymond '47, Seattle
Gordon S. Riess '49, Beverly Hills, California
Mary Jane Corliss Shea, '71, Spokane
Morris G. Shore '60, Ykima
Grant J. Silvernale '50, Kirkland
Robert A. Skotheim, Bainbridge Island
Ben G. Stone '36, Carmel, California
Mary Eby Tate '57, Boise, Idaho
Elizabeth Tersagian Taylor '44, Bellevue
Richard C. Yancey '49, Brooklyn, New York
Kinji Yasu '62, Tokyo, Japan

Robert W. Young '55, San Francisco, California
William H. Zavin II '65, Portland, Oregon

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 thirteen-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. Over 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.

Nina Finch Beegle '73, Spokane, Washington (2007)
Linda Brewer '66, San Francisco, California (2006)
Susan E. Buxton '85, Boise, Idaho, (2008)
Cara Haskey '94, Seattle, Washington, Vice President (2007)
Robert Hinnen '91, Portland, Oregon (2008)
Marcie Hutt '04, Tacoma, Washington, Young Alumni Representative (2008)
Sara Lindsley '01, Eugene, Oregon, (2008)
Charlie Nelson '83, Highlands Ranch, Colorado (2006)
Thomas Oldfield '67, Tacoma, Washington (2008)
Robert Simison '95, Washington, D.C. (2006)
Elmer Wagner '52, Lacey, Washington (2006)
Sarah Wang '89, Honolulu, Hawaii, President (2007)
Cathy Highberg Williams '70, Auburn, Washington (2007)

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 sub-committee, the Board of Review; the three elected members of a second sub-committee, the Policy Committee; and the three division chairs. Ex officio members without vote are the president of the college, the 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

Patrick K. Spencer

The Board of Review

Robert A. Fontenot (term expires 2006)
Nohemy Solórzano-Thompson (term expires 2007)
Bruce Magnusson (term expires 2008)

The Policy Committee

Thomas A. Davis (term expires 2006)
Douglas Hundley (term expires 2007)
Denise Hazlett (term expires 2008)

The Division Chairs

Social Sciences and Education, Timothy Kaufman-Osborn
Humanities and Arts, Robert D. Tobin
Basic Sciences and Mathematics, Andrea K. Dobson

Ex Officio

The President of the College
The 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 sub-faculties 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, 2006.

Faculty

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.

Larry Ray Anderson (1968, 1982), Professor of Mathematics. B.S., Lewis and Clark College; A.M., Ph.D., Case Western Reserve University.

Paul Apostolidis (1997, 2003), Associate Professor of Politics and Garrett Fellow. A.B., Princeton University; M.A., Ph.D., Cornell University.

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. B.S., Ph.D., University of Rochester.

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.

Shampa Biswas (1999, 2005), Associate Professor of Politics. B.A., M.A., University of Delhi; M.A., Syracuse University; Ph.D., University of Minnesota.

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.

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, 2000), Alma Meinest Endowed Chair of the Humanities. B.A., M.M., University of Texas; D.M.A., University of Cincinnati.

William C. Bogard (1987, 2006), DeBurgh Professor of Social Sciences and Professor of Sociology. B.A., M.A., Ph.D., Colorado State University.

Philip D. Brick (1990, 2005), 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.

Dana L. Burgess (1986, 2005), Professor of Classics. A.B., Bard College; M.A., Ph.D., Bryn Mawr College.

- Allison Anne Calhoun** (2002, 2002), Assistant Professor of Chemistry. B.S., Ph.D., University of Georgia.
- Thomas A. Callister, Jr.** (1994, 2005), Professor of Education; Associate Dean of the Faculty (2004). 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.
- Joel L. Carlin** (2003, 2003), Visiting Assistant Professor of Biology. B.S., University of North Carolina; M.S., Louisiana State University; Ph.D., University of Florida.
- 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, 2000), Associate Professor of History. B.A., Rider College; M.A., Ph.D., University of California, Los Angeles.
- Melissa W. Clearfield** (2001, 2001), Assistant 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.
- Marie J. Clifford** (2001, 2001), Assistant Professor of Art History. B.F.A., M.A., University of Alberta; Ph.D., University of California, Los Angeles.
- Clark Andrews Colahan** (1983, 2006), 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.
- 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.
- Melynda L. Craig** (2005, 2005), Visiting Assistant Professor of Psychology. B.A., Clark University; M.A., Mount Holyoke College; Ph.D., University of Rhode Island.
- 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.
- Jan P. Crouter** (1985, 1990), Associate Professor of Economics. B.S., The Colorado College; M.S., Ph.D., University of Illinois.
- Roberta Davidson** (1988, 1994), Associate Professor of English. B.A., Sarah Lawrence College; Ph.D., Princeton University.
- Thomas A. Davis** (1987, 1993), Associate Professor of Philosophy. B.A., University of California-Santa Cruz; Ph.D., Vanderbilt University.
- 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 and Garrett Fellow. B.A., Whitman College; M.S., Ph.D., New Mexico State University.
- Heidi E. M. Dobson** (1992, 1998), Associate 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.
- Charles Martin Drabek** (1975, 1987), Arthur G. Rempel Professor of Biology. B.S., University of Denver; M.S., Ph.D., University of Arizona.
- Julia L. Duffus Dunn** (1993, 1999), Associate Professor of Sport Studies; Head Athletics Trainer. B.A., Whitworth College; M.A., The Ohio State University.
- Frank M. Dunnivant** (1999, 2005), Associate Professor of Chemistry. B.S., Auburn University; M.S., Ph.D., Clemson University.
- Robert Scott Elliott** (2004, 2004), Assistant Professor of English. B.A., Vanderbilt; M.A., University of Colorado, Boulder; M.F.A., Columbia University.
- Keith Farrington** (1977, 1994), The Laura and Carl Peterson Endowed Chair of Social Sciences. B.A., Bates College; M.A., Ph.D., University of New Hampshire.
- J. Kay Fenimore-Smith** (1994, 2002), Assistant Professor of Education. B.A., University of Nebraska; M.A., Washington State University; Ph.D., University of Idaho.
- Michelle K. Ferenz** (2001, 2001), Assistant Professor of Sport Studies; Head Women's Basketball Coach. B.S., Eastern Montana College; M.E.A., Heritage College.
- Robert Anthony Fontenot** (1975, 1988), Professor of Mathematics. B.S., Ph.D., Louisiana State University.
- Edward E. Foster** (1979, 1979), Mina Schwabacher Professor of English and the Humanities. A.B., St. Peter's College; Ph.D., University of Rochester.
- Edgar W. Francis** (2005, 2005), Visiting Assistant Professor of History. A.B., Cornell University; M.A., University of Michigan; Ph.D., University of California, Los Angeles.
- Patrick R. Frierson** (2001, 2001), Assistant Professor of Philosophy. B.A., Williams College; M.A., Ph.D., University of Notre Dame.
- Joseph D. Geiser**, Visiting Assistant Professor of Chemistry. B.S., Rochester Institute of Technology; Ph.D., Brown University.
- David B. Glenn** (1989, 2003), Professor of Music. B.M., North Texas State University; M.M., University of Northern Colorado.

- Kendra J. Golden** (1990, 1996), Associate Professor of Biology. B.S., Washington State University; Ph.D., Pennsylvania State University.
- Russell A. Gordon** (1987, 2001), Professor of Mathematics. B.A., Blackburn College; M.S., Colorado State University; Ph.D., University of Illinois at Urbana-Champaign.
- David R. Guichard** (1985, 2000), Professor of Mathematics. B.A., Pomona College; M.A., M.S., Ph.D., University of Wisconsin.
- Roslyn Lee Hammers** (2002, 2002), Assistant Professor of Art History. B.A., University of Pittsburgh; M.A., Ph.D., The University of Michigan.
- Rebecca Roman Hanrahan** (2003, 2003), Assistant Professor of Philosophy. A.B., Smith College; M.A., Ph.D., University of North Carolina at Chapel Hill.
- James Hanson** (1992, 2006), Professor of Forensics. B.A., Western Washington University; M.A., University of Washington; Ph.D., University of Southern California.
- Keiko Hara** (1985, 1998), Professor of Art. B.F.A., Mississippi University for Women; M.A., University of Wisconsin-Milwaukee; M.F.A., Cranbrook Academy of Art.
- Irvin Y. Hashimoto** (1982, 1987), Associate Professor of English. B.A., Stanford University; M.A., University of Wisconsin; Ph.D., University of Michigan.
- Denise J. Hazlett** (1992, 1999), Associate Professor of Economics. B.A., Grinnell College; Ph.D., University of Minnesota.
- Walter T. Herbranson** (2000, 2006), Associate Professor of Psychology. B.A., Carleton College; M.S., Ph.D., University of Utah.
- Thomas G. Hines** (1994, 2000), Associate Professor of Theatre. B.S., M.A., Northern Illinois University; M.F.A., University of Washington.
- Kurt R. Hoffman** (1992, 1999), Associate Professor of Physics. B.A., St. Olaf College; Ph.D., University of Georgia.
- Deborah Holmes** (1985, 1993), Associate Professor of Theatre. B.A., M.F.A., University of Wisconsin, Madison.
- Douglas R. Hundley** (1998, 2004), Associate Professor of Mathematics. B.S., M.S., Western Washington University; Ph.D., Colorado State University.
- Sarah E. Hurlburt** (2004, 2004), Assistant Professor of Foreign Languages and Literatures. B.A., Whitman College; M.A., Ph.D., University of Chicago.
- Delbert Wade Hutchison** (1999, 2005), Associate Professor of Biology. B.S., Brigham Young University; Ph.D., Washington University.
- Atsuo Ikuta** (2005, 2005), Freeman Foundation Visiting Scholar.
- John R. "Jack" Iverson** (2004, 2004), Assistant Professor of Foreign Languages and Literatures. B.A., St. Olaf College; M.A., Ph.D., University of Chicago.
- Richard Nelson Jacks** (1979, 1979), Director of Counseling and Associate Professor of Psychology. B.A., M.Ed., Eastern Washington State College; Ph.D., Stanford University.
- Michelle Y. Janning** (2000, 2006), Associate Professor of Sociology. B.A., St. Olaf College; M.A., Ph.D., University of Notre Dame.
- Kevin Johnson** (2002, 2002), Visiting Assistant Professor of Art. B.F.A., University of Minnesota; M.F.A., Minneapolis College of Art and Design.
- Douglas Henry Juers** (2003, 2003), Assistant Professor of Physics. A.B., Cornell University; Ph.D., University of Oregon.
- Timothy V. Kaufman-Osborn** (1982, 1992), Baker Ferguson Chair of Politics and Leadership. B.A., Oberlin College; M.A., University of Wisconsin-Madison; M.A., Ph.D., Princeton University.
- Patrick W. Keef** (1980, 1993), Dean of the Faculty (1996) and Professor of Mathematics. B.A., University of Oregon; M.A., Ph.D., Princeton University.
- Helen Kim** (2005, 2005), Assistant Professor of Sociology. B.A., University of California; M.A., University of Chicago; M.S., University of Michigan; Ph.D., University of Michigan.
- Andrés Lema-Hinpacié**, Assistant Professor of Foreign Languages and Literatures. B.A., Universidad de los Andes y Universidad del Valle; Ph.D., The University of Ottawa; M.A., Ph.D., Cornell University.
- Martin T. Lemaire** (2005, 2005), Visiting Assistant Professor of Chemistry. B.S., Brandon University; Ph.D., University of Victoria.
- Nina E. Lerman** (1995, 2002), Associate Professor of History. A.B. Bryn Mawr; M.A., Ph.D. University of Pennsylvania.
- Timothy E. Machonkin**, Assistant Professor of Chemistry. B.S., University of Michigan; Ph.D., Stanford University.
- Bruce A. Magnusson** (1997, 2005), Associate Professor of Politics. B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., University of Wisconsin.
- Gaurav Majumdar**, Assistant Professor of English. B.A., University of Delhi; M.A., University of Rochester; Ph.D., New York University.
- Jean Carville 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.
- Rogers B. Miles** (2005, 2005), Visiting Assistant Professor of Religion and General Studies. B.A., Bowdoin College; Ph.D., Princeton University.
- Gilbert Felipe Mireles, Jr.** (2004, 2005), Visiting 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.
- Frederick G. Moore** (1991, 2005), Professor of Physics. B.A., Lewis and Clark College; Ph.D., Oregon Graduate Center.
- Jeanne Marie Morefield** (2000, 2006), Associate Professor of Politics. B.A., Oberlin College; M.A., Ph.D., Cornell University.
- Robert G. Morrison** (2001, 2001), Assistant Professor of Religion. A.M., A.B., Harvard University; Ph.D., Columbia University.
- Holly Nelson** (2005, 2005), Visiting Instructor of Psychology. B.A., Whitman College; M.A., University of New Hampshire.
- Kristen P. Nicolaysen**, 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.
- Thomas G. Olson** (1990, 2002), Professor of Sport Studies; Director of Skiing. B.A., M.S., Alfred University.
- Mary Anne O'Neil** (1977, 1997), Professor of Foreign Languages and Literatures; B.A., University of California, Berkeley; M.A., Middlebury College; Ph.D., University of Oregon.
- Andrew L. Osborn** (2003, 2003), Visiting Assistant Professor of English. A.B., Harvard University; M.F.A., University of Iowa, Writers' Workshop; Ph.D., University of Texas at Austin.
- 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.
- 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), Associate Professor of English—Creative Writing 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.
- Ruth Norine Russo** (1990, 1995), Associate Professor of Chemistry and General Studies. B.S., Gonzaga University; Ph.D., The Johns Hopkins University.
- Mohammed Bashir Salau** (2005, 2005), Visiting Assistant Professor of History. B.A., University of Jos, Nigeria; M.A., Ahmadu Bello University Zaria, Nigeria; Ph.D., York University, Canada.
- Doug Scarborough** (2005, 2005), Visiting Assistant Professor of Music. B.M., M.M., Delta State University; D.M.A., University of Northern Colorado.
- 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.
- James F. Shepherd** (1971, 1981), Hollon Parker Professor of Economics. A.B., Stanford University; M.A., Ph.D., University of Washington.
- Scott Shields** (1997, 2004), Associate Professor of Sport Studies; Director of Soccer. B.A., Whitman College; M.E., Walla Walla College.
- 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.
- Lisa D. Silverman** (2005, 2005), Visiting Assistant Professor of German and Religious Studies. B.A., Yale University; M.A., Tufts University; Ph.D., Yale University.
- 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, 2006), Garrett Professor of Dramatic Arts and Professor of Theatre. B.A., Whitman College; M.A., Tufts University; Ph.D., University of Washington.

- Frank Skorina** (2005, 2005), Visiting Instructor of Physics. B.S., M.S., Union College; M.S., Columbia University.
- 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; Women's Volleyball Coach. B.A., Trinity Western University; M.Ed., Western Washington University.
- Donald Snow** (2001, 2006), Senior Lecturer of Environmental Humanities and General Studies. B.A., Colorado State University; M.S., University of Montana.
- Ulysses J. Sofia** (1998, 2001), Associate Professor of Astronomy and Garrett Fellow. B.A., Wesleyan University; Ph.D., University of Wisconsin-Madison.
- Nohemy Solórzano-Thompson** (2003, 2003), Assistant Professor of Foreign Languages and Literatures. B.A., Cornell University; M.A., Stanford University; Ph.D., Cornell University.
- Patrick K. Spencer** (1984, 1997), Professor of Geology. Chair of the Faculty. B.S., University of Washington; M.S., Western Washington University; Ph.D., University of Washington.
- Karl H. Storchmann** (2005, 2005), Associate Professor of Economics. M.A., Ph.D., University of Bochum/Germany.
- Akira Ronald Takemoto** (1983, 1989), Assistant Professor of Foreign Languages and Literatures. B.B., University of California at Irvine; M.A., Ryukoku University and Stanford University.
- J. Charles Templeton** (1970, 1986), Professor of Chemistry. B.A., College of Wooster; M.A., Wesleyan University; Ph.D., University of Colorado.
- Lee David Thompson** (1987, 2000), Professor of Music. B.M., M.M., Baylor University; D.M.A., University of Cincinnati.
- 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), Professor of Foreign Languages and Literatures. A.B., Harvard University; M.A., Ph.D., Princeton University.
- Kayo Toko** (2005, 2005), Freeman Foundation Visiting Scholar. B.A., Osaka University of Arts.
- Elizabeth Vandiver** (2004, 2004), Assistant Professor of Classics. B.A., Shimer College; M.A., Ph.D., University of Texas at Austin.
- Daniel M. Vernon** (1995, 2001), Associate Professor of Biology. B.A., Oberlin College; Ph.D., University of Arizona.
- Samantha Brooke Vick**, Instructor of Psychology. B.A., Colorado College; M.A., University of California, Santa Barbara.
- Matthew J. Voorhees** (2005, 2005), 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, 2001), Assistant Professor of Biology. B.A., B.S., Ph.D., University of Illinois, Urbana-Champaign.
- Jonathan S. Walters** (1992, 1998), Associate Professor of Religion and Garrett Fellow. B.A., Bowdoin College; A.M., Ph.D., University of Chicago Divinity School.
- Jeffrey M. Watson** (2005, 2005), Visiting Assistant Professor of Chemistry. B.S., Oregon State University; Ph.D., Purdue University.
- Shu-chu Wei-Peng** (1985, 2006), Professor of Foreign 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.
- 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.
- Michael D. Wills** (2005, 2005), Visiting Assistant Professor of Mathematics. B.S., University of Bath, England; M.S., California State University at Northridge; M.A., Ph.D., University of California at Santa Barbara.
- Deborah DuNann Winter** (1974, 1990), Professor of Psychology. B.A., Grinnell College; M.A., Ph.D., University of New Hampshire.
- John DuNann Winter** (1981, 1995), Professor of Geology. B.S., University of Illinois; M.S., Ph.D., University of Washington.
- Ginger S. Withers** (2001, 2001), Assistant Professor of Biology. B.A., Muskingum College; A.M., Ph.D., University of Illinois, Champaign.
- Robert M. Withycombe** (1980, 1994), Professor of Rhetoric and Film Studies. B.S., M.A., Western Oregon State College; Ph.D., University of Oregon.
- Walter E. Wyman, Jr.** (1982, 1996), Weyerhaeuser Professor of Biblical Literature and Professor of Religion. B.A., Oberlin College; M.Th., M.A., Ph.D., University of Chicago.
- Paul H. Yancey** (1981, 1993), Carl E. Peterson Endowed Chair of Sciences. B.S., California Institute of Technology; Ph.D., Scripps Institution of Oceanography, University of California at San Diego.
- Zahi Zalloua** (2003, 2003), Assistant Professor of Foreign Languages and Literatures. B.A., M.A., M.A., San Diego State University; Ph.D., Princeton University.

Adjunct Faculty

Nathan Alsbrook, Lecturer of Sport Studies and Head Cross-Country Ski Coach. B.A., Bowdoin College; M.S., Montana State University.

Richard A. Ashford, Lecturer of Politics. B.A., M.A., Ph.D., University of Minnesota.

Susan Babilon, Lecturer of Foreign Languages and Literatures. B.A., University of South Florida; M.A., Ph.D., City University of New York.

Jennifer Blomme, Lecturer of Sport Studies; Head Swimming Coach. B.A., Grinnell College; M.S., Indiana University.

Charly Bloomquist, Lecturer of Art. B.A., Alfred University; B.F.A., M.F.A., California Institute of the Arts.

Sally Bormann, Lecturer of General Studies. B.A., University of Minnesota; M.A., Ph.D., University of Michigan.

Ian Boyden, Lecturer of Art. B.A., Wesleyan University.

Melinda K. Burgess, Lecturer of Classics. B.A., The Pennsylvania State University; M.A., Bryn Mawr College.

Daniel Gerard Calzaretta, Lecturer of Education. B.A., George Washington University; M.A., Pacific University.

Carolyn L. Chandler, Lecturer of Foreign Languages and Literatures. B.A., University of Washington; M.A., New York University.

Wo-hsin Chu, Lecturer and Course Assistant of Chinese. B.A., M.A., Ph.D., Tunghai University.

Neal J. Christopherson, Lecturer of Sociology. B.A., Wheaton College; M.A., Ph.D., University of Notre Dame.

Mitchell S. Clearfield, Lecturer of Philosophy and General Studies. B.A., University of Pennsylvania; M.A., University of Notre Dame.

Sharee I. Coad, Co-Coach of Volleyball.

Peter Crawford, Lecturer of Music. B.S., Valley City State University; M.M., University of Idaho.

Laura Cummings, Lecturer of Sport Studies. B.A., B.M., University of Washington.

Julia Davis, Lecturer of Philosophy and General Studies. B.A., Whitman College; M.A., DePaul University.

Amy Dodds, Lecturer of Music. B.A., Walla Walla College; M.A., D.M.A., Claremont Graduate University.

Jane R. Drabek, Lecturer of Education. B.A., University of New Mexico; M.Ed., University of Arizona.

Malcolm R. Dunn, Lecturer 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, Lecturer of Music. B.M., M.M., University of Texas at Austin.

Alexi M. Emmerson-Redberg, Lecturer of Sport Studies and Athletics Trainer. B.S., Oregon State University.

Elisabeth Entrena, Lecturer of Foreign Languages and Literatures. B.A., University of Zaragoza (Spain); M.A., Universidad de Salamanca (Spain).

Wilson D. Eyestone, Lecturer of Education. B.A., Washington State University; M.Ed., Western Washington University.

Bernard C. Fenik, Adjunct Professor of Classics. B.A., University of Pittsburgh; M.A., Ph.D., Princeton University.

Walter Froese, Lecturer of Economics. B.S., Walla Walla College; C.P.A.

Michelle Hanford, Lecturer of Sport Studies.

Machelle Hartman, Lecturer of Chemistry. B.A., Walla Walla College.

Ida Lee Hutson-Fish, Lecturer of Dance.

Hitomi Johnson, Lecturer of Foreign Languages and Literatures. B.S., Walla Walla College.

Mathew R. Kelly, Lecturer of Art. B.F.A., University of New Hampshire; M.F.A., Syracuse University.

John Kerwin, Lecturer of General Studies. B.A., Rider University; M.A., Washington State University.

Noah S. Leavitt, Lecturer of General Studies. B.A., Haverford College; M.A., University of Chicago; J. D., University of Michigan Law School.

Vicki Lloid, Lecturer of Dance.

Mary C. McClung, Lecturer of Theatre. B.F.A., Alfred University; M.F.A., West Virginia University.

Jay Peter McClure, Lecturer of Sport Studies, Head Golf Coach. B.A., Whitman College.

Alan E. McEwen, Lecturer of Theatre. B.A., Whitman College; M.F.A., University of Oregon.

Laural Miller-Klein, Lecturer of Music. B.M., University of North Texas; M.M., Rice University.

Amy Molitor, Lecturer of Sport Studies. B.S., University of Idaho; M.S., Ph.D., University of Montana.

Jennifer Hess Mouat, Lecturer of General Studies. B.A., Willamette University; M.A., University of Wales.

Suzanne E. Morrissey, Lecturer of Gender Studies. B.A., State University of New York; M.A., Syracuse University.

Timothy H. Parker, Adjunct Assistant Professor of Biology and Research Associate. B.A., Clark University; M.S., Kansas State University; Ph.D., University of New Mexico.

Lori Parnicky, Lecturer of Music. B.M., Indiana University; M.A.T., Lewis and Clark College.

Denise Parodi, Lecturer of Education. B.A., M.E., Eastern Washington University.

Casey T. Powell, Lecturer of Sport Studies; Head Baseball Coach. B.A., Linfield College; M.S., University States Sports Academy.

Margo Scribner, Lecturer of English and General Studies. B.A., Brigham Young University; M.A., York University, Toronto, Canada; Ph.D., University of Arizona.

Michelle Refvik Shaul, Lecturer of Education. B.A., Western Washington University; M.S., Portland State University.

- Brien R. Sheedy**, Lecturer of Sport Studies. B.S., State University of New York, Syracuse; M.A., University of Texas, Austin.
- Rebecca T. Sickels**, Lecturer of Sport Studies. B.A., Gonzaga University; M.A., University of Nevada.
- Deberah M. Simon**, Lecturer of Chemistry and Education. B.A., Whitman College.
- Robin Waytenick Smasne**, Lecturer of Theatre. B.S., Oregon State University; M.F.A., University of Arizona.
- Karen L. Smith**, Lecturer of Chemistry. B.S., Portland State University.
- Heidi A. Tate**, Lecturer of Sport Studies; Head Women's Tennis Coach. B.S., Montana State University; M.S., Walla Walla College.
- Jenna Terry**, Lecturer of English. B.A., Wesleyan University; M.F.A., University of Houston.
- Parke Thomas**, Lecturer of Theatre.
- Jonathan Thompson**, Lecturer of Foreign Languages and Literatures. B.A., Reed College.
- Ron Urban**, Lecturer of Sport Studies. B.A., Beloit College; M.A., Indiana University; Ph.D., University of Colorado.
- Claire Valente**, Lecturer of General Studies. A.B., A.M., Ph.D., Harvard University; M. St., Oxford University.
- Kristin Vining-Stauffer**, Lecturer of Foreign Languages and Literatures. B.A., Whitman College.
- Michael Washington**, Lecturer 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**, Lecturer of Music. B.A., Whitman College; M.A., Washington State University.
- Alazar Yehdego**, Lecturer of Physics. B.A., Whitman College.
- Music Assistants**
- | | |
|---------------------|-------------------------|
| Ron Coleman | Jim Pisano |
| Amy Dodds | Andrew Plamondon |
| John David Earnest | Jean Sands |
| Jon Klein | Kraig Scott |
| Phil Lynch | Jon St. Hilaire |
| Spencer Martin | Maya Takemoto |
| Laural Miller-Klein | Kristin Vining-Stauffer |
| Robyn Newton | Jackie Wood |
| Lori Parnicky | |
- Dance Assistants**
- Victor Trejo
- Faculty and Staff Emeriti**
- 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.
- Walter E. Broman** (1957, 1987), Mary A. Denny Professor of English, Emeritus. A.M., Ph.D., University of Chicago.
- 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.
- 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.
- 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.
- Roy William Hoover** (1967, 1999), Weyerhaeuser Professor of Religion, Emeritus. B.A., Pasadena College; Th.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.
- 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.
- Michael Lloyd McClintick** (1965, 2006), Professor of English, Emeritus. B.A., M.A., Ph.D., Washington State University.
- 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.
- Stanley Reeves Plummer** (1950, 1981), Professor of Music; Emeritus. B. Mus., Catholic University of America; M.Mus., University of Southern California.
- Robert Polzin** (1964, 1997), Registrar, Emeritus. B.S., Wisconsin State University.
- Arthur Gustav Rempel** (1938, 1975), Spencer F. Baird Professor of Biology, Emeritus. A.B., Oberlin College; Ph.D., University of California, Berkeley.
- Robert Allen Skotheim** (1975-1988) President Emeritus. B.A., M.A., Ph.D., University of Washington.
- James F. Shepherd** (1971, 2006), Hollon Parker Professor of Economics, Emeritus. A.B., Stanford University; M.A., Ph.D., University of Washington.
- James Michael Soden** (1964, 2005), Professor of Foreign Languages and Literatures, Emeritus. B.A., Kenyon College; M.A., Harvard University.
- William Wayne Soper** (1954, 1990), Professor of Philosophy, Emeritus. A.B., Colgate University; A.M., University of Missouri; Ph.D., Boston University.
- 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.
- David Stevens** (1951, 1991), Roger and Davis Clapp Professor of Economic Thought, Emeritus. A.B., Whitman College; M.B.A., Stanford 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 **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 contributions 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 **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 tenth 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 thirty-two 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, Oregon.

The **Clement Biddle Penrose Professorship of Latin** was founded in 1914 in memory of Judge Penrose of Philadelphia, Pennsylvania.

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 **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, Connecticut.

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 **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 of 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 '50, and Nancy '56, Silvernale 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 thirty-six 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 **William O. Douglas Endowed Lectureship** honors William O. Douglas '20, United States Supreme Court Justice and Whitman College Overseer. This annual lecture brings a prominent student of the law to Whitman College to speak on matters relating to the protection of civil liberties.

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 co-sponsors the Walt Whitman Lecture, Outdoor Program speakers, music department guest artists, the Visiting Writers Reading Series, and the William O. Douglas Lecture.

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 eleventh 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 twentieth 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 substantial annual stipend provided by the Paul Garrett Whitman College Trust, established by Paul Garrett '13, of New York City. Designation as a Garrett Fellow is made from the assistant professor and associate professor ranks of the Whitman College faculty; such appointments must reflect high professional qualities, "among which a high degree of demonstrated competence in teaching shall be considered essential."

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.

Index

- Academic Calendar, 2
 Academic Council, 199
 Academic Dismissal, 19
 Academic Honesty, 13
 Academic Probation, 18-19
 Academic Resource Center, 171
 Academic Standards, 18-19
 Academic Suspension, 19
 Academic Warning, 18-19
 Academics, 6-21
 Access to Records, 19-20
 Accident and Health Insurance, 172-173
 Activity Credit, 9
 Adjunct Faculty, 201-202
 Administration, 212-213
 Admission, 180-183
 Admission, First-Year Students, 178-179
 Admission, International Students, 179
 Admission Procedures, 178
 Admission Provisions, 180
 Admission, Transfer Students, 179
 Advanced Placement, 10-11
 Advanced Standing, 10-12
 Advising, 6
 Advisory Committees, 8, 31
 Affiliated Programs, 15, 21-24
 Alumni Association, 198
 American University in Cairo, 23
 Anthropology, 37-40
 Antiquity and Modernity, The Core, 6, 18, 37
 Application Fee, 184
 Applications, Admission, 178
 Applications, Financial Aid, 186-187
 Applied Music Credit, 9
 Applied Music Fees, 17
 Art, 41-44
 Art History and Visual Culture Studies, 44-47
 Asian Studies, 47-49
 Assessment, Senior, 8
 Associated Kyoto Program, 22
 Associated Student Government Fee, 180, 184
 Associated Students, 173, 174, 180, 184
 Astronomy, 49-51, 128
 Athletics, 9, 17, 35, 37-38, 158-162, 173
 Auditors, 13, 180
 Awards, 192-193, 207
 Baccalaureate Degrees, 10
 Biochemistry, Biophysics, and Molecular
 Biology, 51-53
 Biology, 53-57, 84
 Board Charges, 181-184
 Board of Overseers, 197-198
 Board of Review, 7-8, 9, 10, 13, 14, 15, 16, 17,
 18, 19, 37, 187, 196
 Board of Trustees, 194
 Buildings, 5
 Business, 29
 Business Management, 29
 Calendar, 2
 Campus Activities Board, 175
 Career Center, 173-174
 Careers and Professions, 28-34
 Center for Community Service, 175
 Center for Teaching and Learning, 21
 Certification Candidates Fee, 184
 CET Harbin, 23
 Challenge of Student Academic Assessment, 19
 Charges, 183-188
 Chemistry, 57-61, 84
 Chicago Urban Studies Program, 15, 24
 Chinese, 61-62, 86
 Classics, 63-65
 Classification of Students, 12-13, 180-181
 Club Sports, 175
 Cocurricular Activities, 176
 Code of Conduct, 177
 College Board Advanced Placement, 10-11
 College Finances, 5-6
 College Scholarship Service, 186
 College Year in Athens, 23
 Combined Major Study, 7-8
 Combined Programs, 7-8, 12, 24-28
 Commencement, 2, 9-10
 Common Application, 178-179
 Community College Credit, 12
 Computer Science, 114-118
 Computer Technology, 6
 Convocation, 2
 COPA Argentine Universities Program, 23
 COPA Mexico, 23
 Core, 6-7, 18-19, 35-37
 Correction of a Grade, 15
 Correction of Record, 16
 Correspondence Credit and Distance Learning,
 12
 Council on International Educational
 Exchange, 23
 Counseling, 172
 Course Fees, 16-17
 Course Numbering System, 36
 Course Schedule and Descriptions, 34-36
 Courses and Programs, 34-35

- Credits, General Information, 6-20
 Credits, Off-Campus, 9
 Credit Restrictions, 9
 Credits, Transfer, 9-12
 Critical and Alternative Voices, 37
 Curriculum, 4, 6-8, 34-37
 Dance, 65-67
 Debate, 149-152, 176
 Deferred Grades, 15
 Degree Requirements, 6-13
 Degrees, 9-10
 Dentistry, 29-30
 Deposits, 184
 Directories, 193-206
 Directory Information, 19-20
 Disability Policy, 172
 Dismissal, 18-19
 Distribution Requirements, 6-7, 35-37
 Division I, Social Sciences and Education, 34, 196
 Division II, Humanities and Arts, 34, 196
 Division III, Basic Sciences and Mathematics, 34, 196
 Divisions, 34, 196
 Domestic Off-Campus Study Programs, 23-24
 Drama, *see Theatre*
 Early Decision Plan, 178
 Economics, 67-71, 84, 115
 Education, 71-73
 Employment, Student, 188
 Endowed Chairs, 206-207
 Endowed Lectureships, 208-209
 Endowed Professorships, 207-208
 Endowed Visiting Professorships and Educators, 208
 Endowment, 5-6
 Engineering and Computer Science 3/2, 24-25, English, 73-79
 Enrollment Deposit, 180, 183, 194
 Environmental Principles, 4-5
 Environmental Studies, 58, 67, 79-87, 92, 127, 152
 Evaluation of Students, 13-14
 Examination Fees, 184
 Examinations, 8-20, 184
 Facilities, 5-6, 170-171
 Facts, 4-6
 Faculty, 199-205
 Federal Student Aid, 185-188
 Federal Student Aid Refund Policy, 185
 Fees, 16, 181-185
 Final Examinations, 14-15
 Final Grades, 14-17
 Financial Aid, 188-196
 Financial Aid Probation, 187
 First-Year Students, 178-179
 Food Service, 170, 181-183
 Foreign Language Credits, 9
 Foreign Languages, 86-88, 95-98, 111, 157-160
 Foreign Languages and Literatures, 86-88, 95-98, 111, 157-160
 Foreign Languages, Placement, 9
 Foreign Service, 30
 Forestry and Environmental Management, 26-27
 Fraternities, 21, 171, 176
 French, 87-88
 Fundación José Ortega y Gasset in Toledo, 23
 Gender Studies, 89-91
 General Policies, 177
 General Studies, 6-8, 35-36
 Geology, 53, 58, 81, 91-95, 127
 German Studies, 86, 95-98
 Governing Boards, 194
 Grade Correction, 15
 Grade Point Average, 8-9, 14-20
 Grade Points, 14-15
 Grade Report, 15
 Grades for Affiliated Programs, 15
 Grades, Final, 14-15
 Grades, Mid-Term, 14
 Grading, 14-16
 Grants, 184-186
 Greek, 64-65
 Greek Life, 171, 176
 Health Center, 172-173
 Health Center Fees, 184
 Health Services, 15, 172, 184
 High School Course Work, 11
 History, 65, 98-110
 History of the College, 5
 Honorary Organizations, 21
 Honors Awards, 20
 Honors, 20-21
 Honors in Course, 20
 Honors in Major Study, 20
 Honor Societies, 21
 Hospitalization, 173
 Housing, 170-171, 183
 Incompletes, 14-15
 Individually-Planned Major, 8
 Information Systems, 5-6
 Institute for the International Education of Students, 22
 Institutional Refund Policy, 184-185

- Insurance, 172, 184
 Intercollegiate and Intramural Athletics, 175
 Intercollegiate Sri Lanka Education, 22
 Intercultural Center, 172-173
 Interdisciplinary Studies, 7-8, 35, 111
 Interest Houses, 170-171, 183
 International Baccalaureate, 11
 International Students, 23, 170, 172-173, 179
 International Studies, 27
 Internships, 173
 Intramural Athletics, 174
 Japanese, 7-8, 34, 36-37, 88, 111-112
 Journalism, 191-192
 Kansai Gaidai University, 23
 Language Houses, 170-171
 Latin, 36-37, 68, 112
 Latin American and Caribbean Literature, 8, 112
 Latin American Studies, 7-8, 36-37, 113-114
 Law, 26, 30-31
 Leave of Absence, 17-18
 Library, 5-6, 31, 34, 114
 Library Science, 31
 Loans, 187-188
 Major Examinations, 8
 Major Study Requirements, 6-8
 Majors, 7
 Malheur Field Station, 29
 Mathematics, 7-8, 11, 34, 36-37, 71, 114-118, 128
 Meal Plan Options, Nonresident, 183
 Meal Plan Options, Resident, 181-183
 Medicine, 31-32
 Middlebury in Spain, 23
 Midterm Grades, 14
 Military Service, 12
 Ministry, 32
 Minor Study Option, 8
 Minority Students, 173, 192
 Mission Statement, 4
 Multiculturalism, 173, 192
 Music, 7-9, 11, 17-18, 21, 32, 34, 36-37, 118-123
 Named Scholarships, 188-191
 National Honor Societies, 21
 National University of Ireland at Galway, 23
 Non Degree-Seeking Students, 13, 180-181
 Nondiscrimination Policy, 1, 177
 Nontraditional Student, 183
 Oceanography, 27-28
 Off-Campus Study, 9
 Organization Scholarship Grants, 188
 Organizations, 176
 Outdoor Program, 174
 Overseers, 194-195
 Payment Plans, 181
 P-D-F Grade, 15-16
 Philadelphia Center, 15, 24
 Philosophy, 7-8, 9, 11, 34, 36-37, 123-127
 Physics, 7, 9, 34, 36-37, 53, 83, 94, 115, 128-131
 Pitzer Botswana Programs, 22
 Politics, 7, 9, 34, 36-37, 83, 131-139
 Post-Graduate Students, 13
 Presidents of the College, 5, 195
 Probation and Dismissal, 19
 Psychology, 7, 9, 34, 36-37, 139-143
 Public Service, 32
 Race and Ethnic Studies, 143
 Radio Station, 174
 Recognition of Academic Distinction, 20
 Records, Access to, 19-20
 Records, Correction of, 16
 Refund Policies, 183
 Registration Regulations, 13
 Regular Students, 12-13
 Regulations, 177
 Reid Campus Center, 174
 Religion, 7-8, 9, 11, 34, 36-37, 143-148
 Repeating Courses, 17
 Reports, 14-16
 Residence Halls, 169-170, 183
 Residence Requirement, 10
 Residential Campus, 170-171
 Rhetoric and Film Studies, 7,-9, 34, 36-37, 148-152
 Room Charges, 180, 183-184
 Running Start, 11
 Scholarships and Grants, 187-192
 School for Field Studies, The, 22
 School for International Training in India, 22
 Science, 34, 36-37, 152
 Semester in the West, 24
 Senior Assessment, 8
 Social Work and Human Services, 33
 Sociology, 7-8, 9, 11, 34, 36-37, 83, 152-157
 Sororities, 170, 176
 Spanish, 7, 9, 34, 36-37, 88, 113, 160-163
 Special Programs, 21-29
 Special Scholarships, 191-192
 Sport Studies, Recreation and Athletics, 8-9, 17, 33, 34, 36-37, 163-167
 St. Andrews University, 22
 Student Activities, 174-177
 Student Life, 173-180
 Student Organizations, 176

Student Publications, 176
Student Services, 171-174
Students, Auditors, 180
Students, Post-Graduate, 13
Students, Regular, 13
Students, Special, 13, 180
Studio Art Center International, Italy, 22
Study Abroad, 21-24
Study Abroad Credit, 12
Study Abroad Fee, 184
Syracuse in Italy, 22
Teacher Certification, 28, 33, 71-73
Teacher Education, 28, 71-73
Theatre, 167-170
Transcript Policy, 20
Transcripts, 178
Transfer Credit, 9-13
Transfer Students, 179
Trustees, 194
Tuition, 180
Two-Year Colleges, 12
Undergraduate Honors, 20
University of Costa Rica, 23
University of East Anglia, 22
University of Otago, 22
University of York, 22
Veterans, 180
Veterinary Medicine, 33-34
Washington Semester Program, 15, 24
Whitman in China, 24
Whitman Summer Studies in China, 22-23
Withdrawal, 15
Work-Study Programs, 185-187
World Literature, 170-173